Trainer Code of Ethics: Slow Tech Institute, z.s.

An STI trainer brings children, parents and teachers evidence-based knowledge about children's digital lives so that they feel safe, respected and able to act. This Code is binding for external trainers in schools, trainers of programmes for parents and teachers, volunteers and interns. It complements the STI Child Protection Policy, and a breach of the Code is a breach of the Policy.

1. Respect and dignity

- I treat every child and adult with respect, regardless of their origin, gender, health, opinions, family situation or digital habits.
- I do not ridicule, shame or compare children or parents. Children's games, social media and online culture are topics for me to understand, not targets of mockery.
- I respect a child's right not to share personal experiences. No one has to talk in front of the class about what they do online.

2. Professional boundaries

Always	Never
I work with children in the presence of a teacher or in a visible place.	I do not stay alone with a child behind closed doors.
I communicate with children only through the school, parents or official STI channels.	I do not add children on social media, message them privately or share my contact details with them.
I limit physical contact to necessary, age-appropriate situations (e.g. helping with an injury).	I do not use physical punishment, inappropriate touch, or sexualised jokes and remarks.
I use language appropriate to the age and group.	I do not use a child's trust for personal gain or give children gifts or favours beyond the programme.
I am sober and well rested.	I do not work under the influence of alcohol or other substances.

3. Professional quality: evidence instead of fear

- I rely on research and the recommendations of expert institutions. Where evidence is uncertain or contested, I say so openly.
- I do not use scare tactics, shocking stories or moral panic. Prevention research repeatedly shows that fear without guidance on what to do does not change behaviour.
- I link every risk to a concrete step: what I can do, whom to tell, where to turn.
- I do not give children instructions for risky behaviour, even unintentionally (e.g. how to bypass parental controls or where to find risky content).
- I keep learning and take part in the organisation's regular consultation and supervision meetings, because the digital environment changes quickly.

4. Sensitive topics

I approach topics such as pornography, online grooming, sexting or self-harm with sensitivity and preparation.

1. At the start, I give a content notice and offer the option to leave or not take part.
2. Examples are anonymised and age-appropriate. I never show explicit sexual or violent content.
3. I do not blame victims. Responsibility for abuse always lies with the perpetrator, never with the child who sent a photo or replied to a message.
4. After the programme, I remain available for individual questions, in a visible place.

5. Confidentiality and reporting

- I do not share information about children and families outside the STI team and the school, not even anonymously as a "case story", if the child could be identified.
- When a child shares something concerning, I never promise that it will stay between us.
- I report every concern about a child's safety in line with the Child Protection Policy (sections C.4 and C.5), even when I am not sure.
- I also report colleagues' behaviour that is in breach of this Code.

6. My digital footprint

As a digital health trainer, I am a role model online too.

- I do not post photos, names or stories of children from programmes on my private social media.
- I do not enter children's personal data, texts or photos into artificial intelligence tools or other external services.
- The device I use in class is password-protected and has notifications turned off, so that no inappropriate content can appear during a presentation.
- I take photos at programmes only in line with the Policy (section C.3).

7. Working with parents and teachers

- I offer parents and teachers support, not judgement. I recognise that most families are looking for balance in conditions they did not choose.
- I respect different parenting approaches and family values. I frame recommendations as options, not as the only right way.
- I do not provide therapy or legal advice beyond my qualifications. I refer people to professional services.
- I do not promote commercial products or services during programmes. If I have a personal or financial interest in a topic, I declare it to the coordinator in advance.

8. Volunteers and interns

- Volunteers and interns always work with children under the guidance of an STI trainer, never independently.
- They have no access to children's personal data beyond what is necessary.
- They raise any question or concern with their trainer or directly with the Safeguarding Officer.

9. Self-care

Working with topics of abuse and online risk can be demanding. After a difficult programme or a child's disclosure, I am entitled to a conversation with the Safeguarding Officer or to supervision. Seeking support is not a failure but part of professionalism.

10. Breaches of the Code

A breach of the Code leads to suspension from work with children and, depending on severity, termination of cooperation. STI always refers suspected criminal offences to the Police of the Czech Republic.

Declaration

I have read the Trainer Code of Ethics of Slow Tech Institute, z.s., I understand it and I commit to following it.

Name: _____ Role: trainer / volunteer / intern

Date: _____ Signature: _____