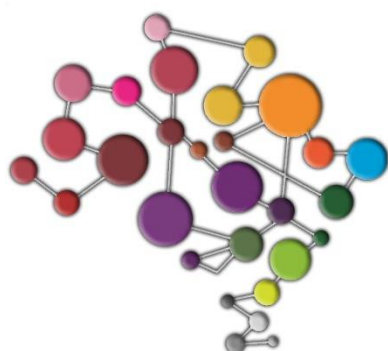




QUEEN'S CROFT
INSPIRING GREATNESS

QUEEN'S CROFT SCHOOL

Online Safety Policy

Prepared by: Ben Bullement (September 2025)

Reviewed by: Rachel Bird

Adapted by Governors:

Review Date: **September 2027**

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1. <u>Introduction</u>	

At Queen’s Croft High School, Online safety is an important aspect of school life. All students have structured, weekly access to fixed computers and movable laptops / devices which are able to access the Internet.

The digital online world is developing at great speed with new opportunities, challenges and threats regularly presenting themselves to students and staff. With this in mind, this Online Safety Policy covers the following three main themes to support our school community in keeping safe when interacting online:

- Keeping students safe
- Keeping staff safe
- Keeping the wider school community safe (i.e., supporting parents and carers).

2. Rationale, Legislation and Guidance.

The use of digital technologies can put young people at risk when inside and outside of Queen’s Croft High School. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content on the Internet.
- Unauthorised access to, loss of and / or sharing of personal information.
- The risk of being subject to grooming by those with whom they make contact with when online.

- The sharing and / or distribution of personal images without an individual's consent or knowledge.
- Inappropriate communication and contact with others, including strangers and adults not related to Queen's Croft High School.
- Cyber-bullying.
- Access to unsuitable video and internet-based games.
- Access to sites linked to gambling, dating, grooming (including coercing students to engage with local issues such as, but not exclusively linked to, County Lines).
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.
- Harmful interactions with generative AI tools, including chatbots and companion style apps that simulate human contact, and the creation or sharing of AI generated content.
- The making, sending, receiving, or sharing of nudes and semi-nudes, including images that are digitally altered or generated by AI (sometimes called deepfakes).
- Exposure to misinformation, disinformation, and conspiracy theories.

As with all dangers, it is impossible to eliminate them completely. This policy provides a framework to allow students, staff and the wider school community the chance to build resilience to the dangers to which they may be exposed to online, and this will then allow them to have the confidence to deal with these dangers in a safe way.

This policy has been written after consulting and reviewing the Department for Education's (DfE) statutory safeguarding guidance, Keeping Children Safe in Education (2026 edition, in force from 1 September 2026), and its advice for schools based on the following policy documents:

- Teaching On-line safety in schools
- Cyber-bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber-bullying
- Mobile phones in schools (DfE statutory guidance)
- Generative artificial intelligence in education and the DfE Generative AI product safety expectations
- DfE filtering and monitoring standards, and the DfE cyber security standards for schools and colleges
- The Trust AI Acceptable Use Policies (Staff, and Students)

3. Roles and Responsibilities

The governing body

The governing body has overall responsibility for monitoring this policy and holding the co-headteachers to account for its implementation. The governor who oversees Online safety is Gill Stockdale.

All governors will:

- Ensure that they have read and understand this policy.
- Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet.

The Co-headteachers

The co-headteachers are responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

The SLT member responsible for filtering and monitoring

KCSIE 2026 requires the effectiveness of our filtering and monitoring systems to be reviewed at least once every academic year by the SLT member responsible for filtering and monitoring, supported by the DSL and IT support. At Queen's Croft High School this is Rachel Bird. This person is responsible for ensuring the review takes place, that a record is kept of the checks made, and that any actions are followed up.

The designated safeguarding lead (DSL)

Details of the school's DSL are set out in our child protection and safeguarding policy as well as relevant job descriptions. The DSL for Queen's Croft High School is named on the school website.

The DSL takes lead responsibility for online safety in school, in particular:

- Supporting the co-headteachers in ensuring that staff understand this policy and that it is being implemented consistently throughout the school.
- Working with the co-headteachers, and other staff, as necessary, to address any online safety issues or incidents.
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy.
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy.
- Updating and coordinating the delivery of staff training linked to online safety.
- Liaising with other agencies and/or external services if necessary.
- Providing regular reports on online safety in school to the co-headteachers.
- Working with the SLT member responsible for filtering and monitoring, and the ICT technician, to ensure appropriate filtering and monitoring systems are in place and updated on a regular basis to keep pupils and staff safe from potentially harmful and inappropriate content and contact online when using school equipment, including terrorist and extremist material. The DSL must understand how our filtering and

monitoring systems and processes work, and this is reflected in the DSL job description.

- Understanding the safeguarding risks linked to AI, including chatbots, companion style apps, and AI generated images, and making sure these are covered in staff training.

The ICT technician

The ICT technician is responsible for:

- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly.
- Conducting a full security check and monitoring the school's ICT systems on a monthly basis.
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files.
- Supporting the annual filtering and monitoring review, including testing that filtering works on all internet connected devices in all relevant locations.
- Meeting the DfE cyber security standards for schools and colleges, in addition to the monthly security check.

All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy.
- Implementing this policy consistently.
- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet and ensuring that pupils follow the school's terms on acceptable use (see appendix 4).
- Following the Trust AI Acceptable Use Policy for Staff.
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy.

Parents

Parents are expected to:

- Notify a member of staff or a co-headteacher of any concerns or queries regarding this policy.
- Supervise their children when online at home or when blending learning occurs due to students being asked to work from home.

Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 4).

4. Filtering and Monitoring

Queen's Croft High School uses Smoothwall filtering and monitoring software to digitally safeguard staff and students when they are online. The software monitors both incoming and outgoing digital traffic to filter unwanted harmful, dangerous content which is not age appropriate. There are clear communication channels between the software and nominated adults within the school (including the DSL) to spotlight any inappropriate content which is then followed up with individuals, small groups or specific whole year groups.

In line with the positive behaviour policy excessive and deliberate triggering of the Smoothwall filtering system through the purposeful searches of inappropriate materials could lead to sanctions.

Filtering and monitoring systems are reviewed at least once every academic year, led by the SLT member responsible for filtering and monitoring with the support of the DSL and the ICT technician. The review checks that filtering and monitoring work as intended, across all internet connected devices in all relevant locations, and considers any new risks, including those linked to AI tools. A record is kept of when checks were made, which devices and locations were tested, any issues found, and the action taken. Governors receive a summary of the review each year.

Filtering and monitoring apply to AI enabled tools in the same way as any other online service. Staff must not use an AI tool with students unless it has been approved through the Trust process (see Section 5).

5. Artificial Intelligence (AI)

Queen's Croft High School is part of Primitas Learning Partnership. The use of AI by staff and students is governed by the Trust AI Acceptable Use Policy for Staff, Trustees, Governors and Volunteers and the Trust AI Acceptable Use Policy for Students. This section sets out how AI fits with our online safety arrangements and does not replace those policies.

We recognise that AI brings safeguarding risks as well as opportunities. In line with KCSIE 2026 these include harmful interactions with chatbots and companion style apps that simulate human contact, the creation and sharing of nudes and semi-nudes that are AI generated or digitally altered, deepfakes used to bully, harass, or exploit, and misinformation.

AI tools may only be used in school if they have been approved through the Trust process, including a data protection impact assessment (DPIA). Students may only use AI tools when directed by a member of staff and in line with the Trust AI Acceptable Use Policy for Students. Students must never enter personal information about themselves or others into an AI tool.

Staff must not enter personal data, confidential information, or safeguarding information into any AI tool unless it has been approved for that purpose. Staff remain responsible for checking any AI generated content before it is used. Any safeguarding concern linked to AI must be reported to the DSL immediately and logged in line with this policy.

Online safety teaching includes age and stage appropriate learning about AI, including that chatbots are not people, that AI generated content can be false or misleading, that images can be altered or generated, how to keep personal information safe, and where to go for help. We will also tell parents and carers about AI risks through the routes set out in Section 9.

Student and staff use of AI will be reviewed alongside this policy each year, and whenever the Trust approves a new AI tool or a new feature in an existing tool.

6. Mobile Phones and Personal Devices

Queen's Croft High School follows the DfE statutory guidance on mobile phones in schools, which expects schools to be mobile phone free environments by default, with any other arrangement made by exception only. Students do not have access to their mobile phones during the school day.

All students hand their mobile phones to their class staff when they arrive in class. Phones are locked away during the school day and handed back to students when they are dismissed at the end of the school day. This applies to every key stage, including Post-16.

Exceptions are made only where they are needed, for example to meet a student's medical needs or as a reasonable adjustment for a disabled student. Any exception is agreed by a co-headteacher, recorded, and shared with the staff who need to know.

The same expectations apply to smart watches and other personal devices that can connect to the internet or to a mobile network. The student user agreements in Appendices 2 and 3 reflect this policy.

7. Keeping students safe

Online safety will be taught to all students through the Computing and PSHE curriculums. In addition to this, all students will participate in whole school events including assemblies, form-time activities, and wider projects such as the National Safer Internet Day to allow for focused whole school learning and reinforcement around keeping safe when using the Internet.

Online safety will be provided for students in the following ways:

- A planned and structured Online safety curriculum linked to their own stage and age groups with accreditation where applicable to recognise the knowledge students gain and apply through this curriculum.
- The sharing of key online safety messages from different staff through form time activities, assemblies, and subject based tasks, for example, the risks associated with gambling through the PSHE curriculum.

- Creating a student led focus of demonstrating safe and responsible use of the Internet whilst at school and at home.
- Reviewing and reflecting on the sources of information found on the Internet and to determine the truthfulness, reliability, and validity of the information.
- The opportunity to sign a Student User agreement (see appendix 2, 3 and 5) to reflect their willingness to use computers and the Internet safely.
- Learning about AI, including chatbots, AI generated images, and deepfakes, and how to check whether content is real.
- Learning about nudes and semi-nudes, including that sharing them is harmful and may be illegal, and how to get help.

By the end of student's educational journey at Queen's Croft (dependent upon their stage and age) they will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- How to respond safely and appropriately to others they may encounter (in all contexts, including online).
- Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts.
- About online risks, including that any material someone provides to another has the potential to be shared in different areas of the online community and the difficulty of removing potentially compromising material posted or placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- How information and data is generated, collected, shared, and used online.

- How to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours.
- That AI tools, including chatbots and companion style apps, are not people, may give false or harmful information, and should not be trusted with personal details.
- That images, video, and audio can be altered or generated by AI, and that creating or sharing such content of another person without their consent is harmful.

8. Keeping staff safe

Staff are expected to be role models for students when working online and embed this policy and the school's Online safety curriculum into their own teaching and interactions with students. They are required to annually sign a Staff Online safety User Agreement (see appendix 4) and participate in appropriate face-face and Online safety updates annually (typically set during staff CPD time).

When in school, staff are expected to:

- Access online material via school owned devices and use these devices for professional purposes only.
- Keep their passwords safe and not share / reveal them to anyone, including other staff members.
- Ensure all documents are stored safely on the school network and follow data security and confidentiality protocols (including GDPR regulations).
- Only use approved email and communication systems such as Office 365 (email or Teams) or Teachers 2 Parents to communicate school business with colleagues, parents, carers, and the wider school community.
- Only download software or resources from the Internet that will not compromise the network.
- Only use AI tools that are approved through the Trust process, follow the Trust AI Acceptable Use Policy for Staff, and never enter personal data, confidential information, or safeguarding information into an unapproved AI tool.

All staff have access to regular and focused CPD, linked to National priorities / trends as well as their individual priorities to support their understanding and application of online safety. These sessions form an element of the whole school CPD programme. Staff training includes understanding filtering and monitoring, their own roles and responsibilities, how to escalate concerns, and the safeguarding risks linked to AI.

9. Supporting parents, carers and the wider school community

Many parents and carers have only a limited understanding of the dangers of Online safety and there is often a generational digital divide. Queen's Croft High School recognises that outside of the school, parents and carers play an essential role in the monitoring of their children's online experiences. Parents and carers often either underestimate or do not realise how often children and young people come across potentially harmful and inappropriate material on the internet and are often unsure about what they would do about it. As a school we believe it is our duty to support parents and carers in keeping their children safe while using technology within the home environment. Computers and other devices in the home are more open and often do not have the security features which we have in school. As a result, this makes children more vulnerable when interacting within an online environment.

It is important that parents monitor the online use of students at home in relation to their cognitive and social levels of understanding not just their chronological age.

Queen's Croft High School will engage with the wider school community and provide regular information and awareness through:

- Publishing information on the school website to share information about what topics students will engage in throughout the academic year.
- Sharing letters and guidance documents with specific reference to external Online safety websites.
- Providing information at review meetings relating to new technologies which their children may be exposed to or using.
- Parental workshops, at various times of the school year to update and share current trends and guidance to parents and carers.
- High profile events such as Internet safety day with family learning opportunities built into these experiences.

10. Remote Learning

Remote learning will only be put into place should there be a significant need due to unforeseen circumstances where pupils cannot be educated on site or on a re-integration for a particular student to full time education due to a operation or illness (to be considered on a case-by-case basis). This would not be a substitute for full time school attendance, as part of a "part-time timetable" or as an alternative provision. (In line with the, providing remote education: non-statutory guidance or schools Jan 2023).

'Remote learning' or 'Blended learning', where either staff teach from home or students learn from home has become part of school life in recent years and brings specific issues and considerations to the life of the school community. Queen's Croft High School will deliver high quality learning opportunities for students if the co-headteachers deem working

off-site is required to allow the school to continue to function. All staff will ensure the remote learning follows a consistent approach for all online lessons and appropriate systems are followed to ensure data protection guidelines are followed.

When teaching remotely, teachers and teaching assistants will ensure:

- They are available to be contacted online between their normal teaching hours in schools.
- They will deliver their timetabled lessons as set out within their personal timetable (unless directed to follow a different timetable by the co-headteachers).
- They will plan appropriate work that all students can access and complete online. Resources will be uploaded to class areas within TEAMS or emailed to learners through the school Office 365 email system.
- Teaching staff will be appropriately dressed and if they have their camera switched to the 'on' position, students can see their face, or they can share their screen to showcase resources when appropriate.
- Teachers will be supported where possible by another member of staff to ensure safeguarding procedures.
- Provide feedback on students work in line with the school's marking policy.

When learning remotely, students will:

- Be available online to attend their timetabled lessons. The school will provide students who do not have access to a laptop, with a laptop to engage with remote learning. Laptops will be assigned to students and parents must complete an agreement to use the laptop appropriately, return it within 7 days once online learning has ceased / the school have requested the device back and pay for any intentional damage caused.
- Complete and upload / return work to their teachers and teaching assistant as requested and on time. This may be by adding documents to their class TEAMS page or emailing the appropriate member of staff.
- Be encouraged to switch their camera 'on' so learning allows for a two-way communication process where both parties can see each other and interact as close to how they would in a classroom situation.

Senior Leaders will support remote learning by:

- Coordinating the remote learning approach across key stages and the whole school.
- Monitor the effectiveness of the learning approach through the establishment of learning logs and review windows.
- Monitor the security of remote learning systems including data protection and safeguarding considerations.

When working remotely, all staff members will take appropriate steps to ensure their devices remain in the secure state in which they were given to them in. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g., asterisk or currency symbol)
- Ensuring the hard drive is encrypted via the bitlocker key – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Not sharing the device among family or friends.
- Keeping the installed antivirus and anti-spyware software up to date. This may mean returning the device to school on the request of the IT technician on request.

11. Cyber-bullying

Cyber-bullying is a serious online safety danger. Cyber-bullying takes place online, through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is repeated and involves intentional harming of one person or group by another person or group.

Queen's Croft High School will discuss cyber-bullying with students, explaining the reasons why it occurs, the forms it may take and what the consequences. Teaching staff will discuss cyber-bullying within their tutor groups, during Computing lessons and through assemblies where the information shared will match the stage and age of the students.

In relation to specific incidents of cyber-bullying, Queen's Croft High School will follow the processes set out in the school behaviour policy. Where illegal, inappropriate, or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material and will work with external services if it is deemed necessary to do so.

Online safety incidents can also involve child on child abuse, including online sexual harassment and the making, sending, receiving, or sharing of nudes and semi-nudes. This includes images that are digitally altered or generated by AI. These incidents are safeguarding matters and are always referred to the DSL, and dealt with under the child protection and safeguarding policy and the behaviour policy. Staff must not view, copy, forward, or delete such images unless the DSL has told them to, and students are never blamed for being the victim of such abuse.

Appendix 1 – On-line Safety Training Needs – Staff Audit

ONLINE SAFETY TRAINING NEEDS AUDIT	
Name of staff member/volunteer:	Date:
Question	Yes/No (add comments if necessary)
Do you know the name of the person who has lead responsibility for online safety in school?	
Do you know what you must do if a pupil approaches you with a concern or issue?	
Are you familiar with the school's acceptable use agreement for staff, volunteers, governors and visitors?	
Are you familiar with the school's acceptable use agreement for pupils and parents?	
Are you familiar with the school's approach to tackling cyber-bullying?	
Are there any areas of online safety in which you would like training/further training?	
Do you know who the SLT member responsible for filtering and monitoring is, and what to do if you think filtering or monitoring is not working?	
Are you familiar with the Trust AI Acceptable Use Policy for Staff, and do you know which AI tools are approved and what information must never be entered into them?	
Do you understand the safeguarding risks linked to AI, including chatbots, deepfakes, and AI generated nudes and semi-nudes?	
Do you know what to do if a pupil tells you about a nude or semi-nude image, and that you must not view, copy or delete it?	

Appendix 2 – Student User Agreement (KS4 and Post 16 groups)



ICT STUDENT USER AGREEMENT 2026-2027

Name of pupil:

I will read and follow the rules in the acceptable use agreement policy.

When I use the school's ICT systems (e.g. computers / laptops / IPADS) and access the internet in school I will:

- Always use the school's ICT systems and the internet responsibly.
- Only use them when a teacher is present, or with a teacher's permission.
- Keep my username and passwords safe and not share these with others.
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer.
- Tell a teacher (or other adult) immediately if I find any material which might upset, distress or harm me or others.
- Only use AI tools when a teacher tells me I can, and never put my own or anyone else's personal information into an AI tool.
- Always log off a computer when I have finished working on it.

I will not:

- Access any inappropriate websites including social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity.
- Open any attachments in emails, or follow any links in emails, without first checking with an adult.
- Use any inappropriate language when communicating online, including in emails and on TEAMS.
- Log in to the school's network using someone else's details.
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision.
- Use AI to make, alter, or share images, video, or voices of other people, or share nude or semi-nude images.

If I bring a personal mobile phone or other personal electronic device into school:

I will hand it to my class staff when I arrive in class. It will be locked away and given back to me when I am dismissed at the end of the school day.

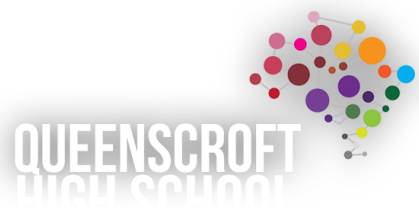
I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (student):

Date:

Appendix 3 – Student User Agreement (KS3)

ICT Student User Agreement 2026-2027



1. I will always ask a teacher or adult if I want to use a computer.
2. I will only use programmes and websites that a teacher or adult has told or allowed me to use.
3. I will always take care of the computers and other equipment linked to them.
4. I will ask for help from a teacher or adult if I am not sure what to do or if I think I have done something wrong.
5. I will tell a teacher or adult if I see something that upsets me when I am using a computer.
6. I know that if I break the rules, I might not be allowed to use a computer for a period of time.
7. I will not try to find things on a computer or the internet that I know I shouldn't.
8. I will only use AI when a teacher or adult tells me I can.
9. I will hand my phone to my class staff when I arrive in class and get it back at the end of the school day.

Signed (student) _____

Date _____

Appendix 4 Staff On-line Online safety User Agreement 2026-2027



ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF, GOVERNORS, VOLUNTEERS AND VISITORS

Name of staff member/governor/volunteer/visitor:

When using the school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material).
- Use them in any way which could harm the school's reputation.
- Access social networking sites or chat rooms on a school device or in school time.
- Use any improper language when communicating online, including in emails or other messaging services.
- Install any unauthorised software, or connect unauthorised hardware or devices to the school's network.
- Share my password with others or log in to the school's network using someone else's details.
- Share confidential information about the school, its pupils or staff, or other members of the community.
- Access, modify or share data I'm not authorised to access, modify or share.

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will log via Sleuth / My Concern if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.

I will only use AI tools that are approved through the Trust process, follow the Trust AI Acceptable Use Policy for Staff, and will not enter personal data, confidential information, or safeguarding information into an unapproved AI tool.

Signed (staff member/governor/volunteer/visitor):

Date:

Appendix 5 – Agreement – Personalised learning/Reading support groups

								
I	will	ask	to	use	a	computer		
								
I	will	use	computers	for	work			
								
I	will	ask	for	help				
								
I	will	report	things	i	see	that	i	do not like
								
I	will not	look	for	bad things	on	the	computer	
								
My	Name:							