



TALBOT HEATH SCHOOL “Honour Before Honours”

Artificial Intelligence (AI) Policy

Date adopted: Autumn Term 2025

Date for next adoption: Autumn Term 2026

Reviewed by: FGB Committee

As a school, we will make reasonable adjustments to this policy, in line with the SEND Code of Practice (2014) and the Equality Act (2010), for students with SEND.

This policy should be read along with other key behaviour management policies including: ICT, Mobile Equipment and Digital Citizenship Policy; Procedure for Searching Pupils and their Possessions Policy; Exclusion Policy; Mobile Devices Policy (including appendix: Yondr Student Mobile Device Policy and Guidelines (Years 7-11); Homework Policy.

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Introduction

Policy Objective

This policy aims to provide a robust framework for the ethical and efficient use of generative AI technologies within Talbot Heath School. Its principal intent is to empower both educators and learners by integrating AI into the teaching and learning processes while emphasising responsible and safe use, inclusivity, and the maintenance of high ethical standards. We understand that generative AI holds incredible potential for enhancing pedagogical methods, customising learning experiences, aiding administrative efficiency, and driving educational innovation. Harnessing this technology effectively necessitates a comprehensive set of guidelines to uphold our shared values and ensure the successful incorporation of AI into our school community.

Applicability and Scope

This policy applies to all staff, pupils, governors, volunteers, and visitors who utilise our generative AI resources both on and off the premises. It covers all forms of generative AI technology that support learning, teaching, assessment, pupil wellbeing, and administrative processes. Users should adhere to this policy whenever they engage with the generative AI tools provided by the school, ensuring the predictive text and content generated aligns with our educational objectives and ethical standards. This policy will also extend to any party intending to introduce a new generative AI tool to our school system. The tool will be scrutinised in accordance with our evaluation processes to ensure compliance with academic standards, usability, privacy considerations, and accessibility needs before being deployed for use.

Roles and Responsibilities

Governing Board

The Governing Board holds the ultimate responsibility for the implementation and oversight of this policy. The Board ensures that the school's use of generative AI aligns with its educational objectives, legal obligations, and ethical standards. It will also guarantee that reasonable human and financial resources are allocated to facilitate safe and effective AI usage, where reasonable to do so. The Governing Board is also responsible for promoting an organisational culture that values responsible AI usage, maintaining a balance between innovation and ethical considerations. They will work collaboratively with teachers, pupils, and experts, ensuring that all AI processes adhere to the laid-down policy. The Headteacher will also be responsible for addressing any concerns related to the use of generative AI brought to their attention by any member of the school community.

Teaching Staff

Teachers play a pivotal role in the successful implementation of generative AI technology. They should use the AI tools provided for enhancing pedagogical techniques and improving pupil engagement. It is their responsibility to guide pupils in using these tools responsibly, whilst encouraging a climate of academic integrity. Furthermore, they need to stay informed about advancements in the field of generative AI and adapt their teaching practices accordingly.

Pupils

Pupils are central stakeholders in this policy, with their intellectual curiosity, creativity, and learning experiences shaping the need for generative AI in our school. They are expected to use AI-generated



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resources responsibly and abide by the ethical use guidelines outlined in this policy. They are encouraged to embrace the concept of originality while using generative AI and to report any misuse or concerns to the relevant authorities in the school. It is essential for everyone involved to play their part to ensure the harmonious integration of generative AI technology into our school environment, maintaining its focus on enriching learning experiences and upholding ethical standards. As generative AI continues to evolve and mature, so should our understanding of its potential benefits and challenges. The team strives to make our educational establishment an example of excellent, inspirational 'generative AI-enhanced' learning.

Ethical Use of Generative AI

Responsible Use by Teachers

Teachers are expected to model responsible and ethical use of generative AI technologies. This includes the appropriate integration of these technologies into their lessons, in a manner that enhances teaching and learning, without compromising academic integrity. Moreover, teachers should strive to use these tools to inspire creativity and original thinking among pupils, rather than for direct content creation. Teacher's discretion is key in ensuring that the use of generative AI aligns with our school's educational objectives and ethical standards.

Use by Teacher Considerations

- **Drafting ideas for lesson plans and other activities:** The output may be factually incorrect or lack sound pedagogical foundations. Nonetheless, it may be a useful starting point.
- **Help with the design of quiz questions or other exercises:** Generative AI can quickly generate multiple-choice quizzes and assessment ideas, but they should be reviewed carefully.
- **Customising materials (simplifying language, adjusting to different reading levels, creating tailored activities for different interests):** Generally, when asked to customise material, generative AI won't introduce new concepts, and so is less likely to introduce factually incorrect information.
- **Providing custom feedback to pupils:** Generative AI should *not* be used to mark pupil work.
- **Writing reports:** Our parental body expects reports to be written by their teachers and not by generative AI. Teachers must be cautious in using AI for this purpose.
- **Detecting whether work is written by AI:** ChatGPT might claim it can detect whether it wrote text, but it can't.
- **Anything involving personal information:** You should never put personal information into any system where we do not have a proper contract in place and have made a full assessment of its data privacy policies, etc. Generative AI services like ChatGPT are no exception.

Responsible Use by Support Staff

Support staff, including administration and ICT teams, should also adhere to responsible use of generative AI technologies. They play a vital role in managing and overseeing the correct application of these technologies within the school's operations. Any interaction with the generative AI tools should prioritise the protection of pupil data and respect for privacy. It's crucial for support staff to understand their responsibilities for ethical use and to ensure these tools are employed in a secure manner that benefits the school community.



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Responsible Use by Pupils

Generative AI technologies hold great potential for enhancing learning, but this also brings responsibilities. Pupils are expected to use these tools in a manner that respects our academic and ethical principles. This includes acknowledging the sources of AI-generated content and using these tools to support, rather than replace, their original thinking and creativity.

Use by Pupil Considerations

- **To formulate ideas, for example, creating essay structures:** Generative AI tools are generally effective in producing outlines as a starting point for an assignment.
- **To provide feedback on writing:** Generative AI will proofread and correct text for pupils, in a similar way to grammar tools. It will also provide feedback on style and content. Pupils will need clear advice on when this should be declared.
- **As a research tool:** A good understanding of the tool and its limitations is crucial here, particularly the tendency for generative AI to give misinformation.
- **Generating images to include in assignments:** The best image-generation tools come at a cost, and pupils need to be aware of copyright concerns.

Integrity and Avoidance of Plagiarism

Plagiarism is a serious offense in our academic community. While generative AI technologies can provide beneficial insights, it is important that the work pupils produce is reflective of their understanding and knowledge. Pupils must not represent AI-generated content as their own original work. Instead, it should serve as a tool to stimulate their ideas and enrich their assignments while upholding the values of honesty and integrity. Any breach of these rules will be dealt with in line with our behavioural policies and misconduct policies.

Embracing Originality

Generative AI is an incredibly powerful tool for aiding learning but should not overshadow the importance of original thought. Pupils may use AI to help generate ideas and structure assignments, but the critical analysis, reasoning, and argumentation should be demonstrably their own. If using generative AI, pupils should aim to enhance their original contributions, not replace them.

Data Privacy, Security and Compliance Data Protection Measures

The implementation of generative AI technologies necessitates the collection and processing of a variety of data. Our school is committed to protecting this data with robust security measures consistent with technological advancements. These measures include encryption, secure network infrastructures and controlled access permissions. To ensure seamless GDPR compliance, regular training will be conducted for staff, particularly those who interact directly with generative AI technologies. This training will be designed to equip them with the skills required to handle data responsibly and to recognise potential data protection issues proactively.



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Compliance with Privacy Regulations

We recognise and respect our obligations under the General Data Protection Regulation (GDPR) and other UK data protection laws to safeguard pupil and staff data privacy when deploying generative AI technologies. Accordingly, the school ensures that all data is processed within the rights of data subjects, including the right to access, correct, or erase personal data. In line with our commitment to ethical conduct and best practices, adhere rigorously to the General Data Protection Regulation (GDPR) for the safe and responsible handling of data within our generative AI technologies. Given the intrinsic data-driven nature of these technologies, safeguarding personal information becomes paramount. Data is collected for legitimate purposes, such as enhancing learning experiences and improving administrative efficiency, and is retained only as long as necessary for these purposes.

Generative AI tools require access to a large dataset to function effectively. While we strive to enhance the educational experience through AI, we equally prioritise the privacy of our staff, pupils, and all stakeholders involved. Data collected for AI processes will be limited to what is necessary for the stated educational or administrative purpose. Explicit consent will be sought from all individuals whose data will be processed by any generative AI tool. This includes, but is not limited to, staff, pupils, and parents. Any data processing undertaken will align with the consent provided, and individuals reserve the right to withdraw consent at any point. Data used or generated by generative AI tools will be anonymised where possible and stored securely. Retention periods will be kept to an absolute minimum, with data deleted once it has served its purpose and is no longer required. Individuals have the right to access their personal data processed by these technologies, as well as the right to correct inaccurate or incomplete information.

Pupil Data Storage and Management

Generative AI technologies necessitate storage of vast amounts of data, which includes sensitive personal information of pupils. The school recognises the importance of careful data management. Data obtained from the use of generative AI tools is securely stored on protected servers as part of our MS365 licence and only shared with trusted third parties, if necessary, in line with our data protection policies.

Accessibility, Inclusivity and Personalised Learning

Support for Pupils with Learning Differences

Generative AI technologies present new opportunities for supporting pupils with learning difficulties. Personalised content and interactive features can cater to varied learning styles and pace, thus facilitating a more inclusive learning environment. Our school is committed to leveraging these technologies to support diverse learning needs and ensure equal access to educational resources. Catering to Individual Learning Needs With generative AI, we can create personalised learning pathways that consider each pupil's unique attributes, abilities, and learning preferences. The technology allows us to provide individualised learning materials that can adjust to the pupil's progression, thereby boosting engagement levels and improving academic outcomes. All educators and pupils should strive to harness the potential of generative AI to enhance the school's learning environment.

Our goal is to ensure that generative AI technologies are used in a way that benefits all pupils, irrespective of their abilities. We believe that all pupils should have the opportunity to achieve their full potential, and with generative AI, we are well-positioned to make this possible. The continuous endeavour to ensure accessibility



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and inclusivity is part of our commitment to equal opportunities and will remain a priority in our educational approach.

Evaluation and Quality Assurance

Assessing Accuracy, Relevance and Appropriateness

The adoption of any generative AI tool in our school setting requires careful evaluation. We must assess the accuracy, relevance, and appropriateness of both the tool itself and the content it generates. These evaluations are critical to ensure that these technologies align with our educational objectives and uphold our commitment to providing quality education to our pupils.

Data validity and accuracy are paramount; therefore, any discrepancies or inconsistencies found in AI-generated content should be diligently reported and rectified. The appropriateness of AI-generated content must also be assessed against our school's curriculum standards, ethical guidelines, and the diverse cultural and personal backgrounds of our pupils.

Feedback Mechanism

A feedback mechanism is vital for the iterative development of generative AI adoption within our school. Teachers, Pupils, and parents should be encouraged to provide feedback on their experiences, possible areas of improvement, and any concerns with the generative AI tools utilised. This feedback will guide the modification and improvement of the AI tools for enhanced learning outcomes.

The school's commitment to the continuous evaluation of generative AI tools ensures that the technology's capabilities align with the educational, ethical, and personal needs of our pupils, effectively benefiting teaching and learning processes. It further ensures the school's generative AI initiative remains dynamic, responding efficiently to changes and advancements in AI technology.

Continuous Learning and Policy Improvement

Professional Development and Learning Resources

As generative AI continues to evolve, it's crucial for the educational community to stay updated with the latest developments. To this end, the school will provide ongoing training and resources for teachers, ensuring they understand how to use generative AI technologies and incorporate them into their teaching methods effectively and ethically. At the same time, pupils will be educated on the ethical use and potential of generative AI in learning.

Regular Policy Review

This policy will not remain static; it will evolve alongside advancements in generative AI technologies and changes in regulatory landscapes. The member of SLT responsible for the policy, in collaboration with the wider school leadership team, will regularly review and update this policy to reflect new knowledge, learnings, and best practices in the field of generative AI in education. The school's commitment to continuous learning and improvement goes beyond the classroom. It integrates into our processes, our methodologies, and our policies. This approach will ensure that our school remains at the forefront of technological advancements in education, leveraging the significant benefits of generative AI to deliver enriched, engaging, and personalised learning experiences for all our pupils.



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Authorised Generative AI Tools

Microsoft Copilot is the recommended LLM to be used by Talbot Heath School. Data protection is more robust using this platform through our MS365 licence. Staff must still be mindful of not uploading any personal data related to students. For example, if uploading a spreadsheet of class data, names should be removed. CoPilot should replace other platforms previously used (ChatGPT, Gemini etc)

Glossary of Generative AI Terms

Artificial Intelligence (AI)

The simulation of human intelligence processes by machines, especially computer systems. This includes learning, reasoning, and self-correction.

Machine Learning (ML)

A subset of AI that enables systems to learn from data and improve their performance over time without being explicitly programmed.

Generative AI

AI systems that can create new content such as text, images, music, or code. Examples include CoPilot, ChatGPT, DALL·E, and Google Gemini.

Large Language Model (LLM)

A type of AI trained on vast amounts of text data to understand and generate human-like language. Used in tools like ChatGPT.

Prompt

The input or question given to an AI system to generate a response. Effective prompts lead to more accurate or useful outputs.

Training Data

The information used to teach an AI system how to perform tasks. It can include text, images, audio, or other data types.

Bias

Systematic errors in AI outputs caused by biased training data or design. Bias can lead to unfair or inaccurate results.

Hallucination

When an AI generates false or misleading information that appears plausible but is not based on real data or facts.

Ethical AI Use

The responsible and fair use of AI technologies, considering privacy, safety, equity, and transparency.

Plagiarism



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Using AI-generated content without proper attribution or presenting it as original work. Schools should define clear rules around this.

Data Privacy

Protecting personal information from unauthorized access or use, especially when AI tools process student data.

Digital Footprint

The trail of data left by users when interacting with digital tools, including AI systems. Important for understanding privacy risks.

Automation

Using technology to perform tasks with minimal human intervention. AI can automate grading, feedback, or administrative tasks.

Deep Learning

A type of machine learning using neural networks with many layers, often used in image recognition and natural language processing.

Chatbot

An AI-powered tool that simulates conversation with users. Common in customer service and educational platforms.

AI Literacy

Understanding how AI works, its capabilities, limitations, and ethical implications. A key skill for students and educators

Appendix A - Guide to acceptable use



AI Use Traffic Light System

● Red – Not Allowed

These uses are **prohibited** and may result in sanctions.



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- ❌ Using AI to **complete assessments or exams** without teacher permission.
 - ❌ Submitting AI-generated work as **original** without proper citation.
 - ❌ Using AI to **bypass learning**, e.g., generating full essays or homework answers.
 - ❌ Asking AI to produce **inappropriate, harmful, or offensive content**.
 - ❌ Sharing **personal or sensitive data** with AI tools.
 - ❌ Using AI to impersonate others or create **fake identities**.
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● Amber – Use with Caution / Teacher Guidance

These uses are **sometimes appropriate**, but require **teacher approval or supervision**, and you must declare your use of it.

- ⚠️ Using AI to **brainstorm ideas** for writing or projects.
 - ⚠️ Getting help with **spelling, grammar, or sentence structure**.
 - ⚠️ Exploring AI-generated summaries of topics **after classroom instruction**.
 - ⚠️ Using AI to **practice revision questions** or test understanding.
 - ⚠️ Asking AI for **coding help** or technical explanations.
 - ⚠️ Using AI to **translate text** (with teacher review for accuracy).
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● Green – Encouraged and Safe

These uses are **generally safe and encouraged** to support learning.

- ✅ Using AI to **explore curiosity** (e.g., asking questions about science, history, etc.).
- ✅ Using AI to **learn new vocabulary** or improve writing fluency.
- ✅ Asking AI to **explain concepts** in different ways (e.g., simpler language).
- ✅ Using AI to **generate creative ideas** (e.g., story starters, art prompts).
- ✅ Practicing **critical thinking** by evaluating AI responses.
- ✅ Learning about **AI itself** — how it works, its limitations, and ethical issues.



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Posing an essay question to an AI and then passing this off as your own work	This is plagiarism and is unacceptable.
Posing an essay question to an AI and making edits before submitting this to your teacher	This is still plagiarism (although better than the example above). In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.
Providing the AI with some bullet points to include and asking it to create an essay	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.
Ask AI to provide statistics or evidence to back up your arguments	Caution required here. AI can hallucinate and it is often difficult to find out where it is getting its information.
Write a first draft of an essay, ask AI to critique and give feedback, then rewrite the essay based on the feedback	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
Use AI to generate retrieval practice questions	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it hadn't made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.
Asking an AI to translate a passage into English	This depends on the purpose. If this translation has been set by your French teacher to assess your understanding of French, then this would be unacceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.
Asking AI to produce a summary of longer texts	This would be a good way to do some initial research, for example for EPQ or EE in the sixth form to find out whether the longer texts are appropriate. However, it is then really important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
Asking AI to explain a concept you are finding tricky	This would be a good way to interrogate your own understanding of a topic as you can have a conversation with the AI and ask it to elaborate or re-explain using different examples. However, it must be used with caution and you must always check your final understanding against other sources of information such as your teacher.
Using AI as a dictation tool	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you don't understand the summary it produces, you probably don't have as good a grasp of the concept as you think.
Use AI as a way of generating multiple different ideas	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
Ask AI to provide some suggestions for further reading around a topic	This would be a good use of AI, particularly if you give it some detailed prompts.
Talking to an AI in a foreign language for extra practice	This would be a great way to use AI though bear in mind that some of the information it includes in its conversations may not be factually correct.