Haileybury Turnford

Artificial Intelligence (AI) Policy

Start Date: Summer 2026
Date of Next Review: Summer 2028
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Responsible Committee: Education Committee

Ambition · Pride · Success

1. Introduction

1.1 This Artificial Intelligence (AI) Policy supports the aims of Haileybury Turnford in educating the school community to explore the digital world safely and responsibly. It aims to establish a framework for the ethical and safe use of AI technologies within the educational setting. This Policy should be read in conjunction with the school's Online Safety Policy and Staff Code of Conduct.

1.2 This policy applies to all members of the school community, including staff, students and visitors. All staff (including volunteers) and any other users of AI technologies are expected to adhere to this policy.

1.3 The policy will be reviewed and updated to ensure ongoing compliance with relevant laws and best practices.

1.4 The school is committed to transparency in its use of AI. Where AI is used to support teaching, learning, or administrative processes, this will be communicated clearly to students and, where appropriate, to parents and carers.

1.5 All AI use remains under human oversight. Staff retain full responsibility and accountability for any decisions, content, or actions supported by AI systems.

2. Rationale

2.1 AI technologies have the potential to enhance the educational experience significantly, providing personalised learning opportunities, automating administrative tasks and offering new ways for teachers to engage with their students. However, it is important to recognise the ethical and safety concerns surrounding the use of AI in the classroom and more widely.

2.2 Haileybury Turnford understands the responsibility to educate its staff and students about the importance of AI ethics and safety issues. The school also recognises the importance of supporting parents and carers in understanding AI ethics and safety issues.

2.3 This policy is designed to help raise awareness and develop the appropriate behaviours and critical thinking skills that enable people to remain both safe and within the law when using AI technologies in and beyond the context of the classroom.

2.4 The school recognises that AI systems may produce inaccurate, biased, or misleading outputs. All users must critically evaluate AI-generated content and verify its accuracy before use.

2.5 The school is committed to ensuring that AI is used in a way that promotes equality, inclusion, and accessibility, and does not reinforce bias or discrimination.

3. Roles and responsibilities

3.1 The Principal has ultimate responsibility for the AI Policy and delegates to the Artificial Intelligence (AI) Steering Group to confirm and report back that the policy and practices are embedded and monitored. All members of the school community are made aware of who holds these roles. It is the role of the AI Steering Group to keep abreast of current issues and guidance through various organisations.

3.2 All teaching staff must participate in professional development in AI to ensure they are informed about the latest ethical, safety, and legal standards in AI use. Ongoing support and updates are provided to teaching staff throughout the academic year.

3.3 The Governing Body will receive periodic updates on the school's use of AI, including risk management, safeguarding, and impact on teaching and learning.

4. Monitoring

4.1 The school has appropriate filters and monitoring in place to facilitate the safe use of AI technologies. The AI Steering Group, together with the Business Manager and Network Manager, is responsible for ensuring that AI technologies used within the school are compliant with data protection laws and uphold privacy rights.

4.2 All AI systems in the school should incorporate real-time alert mechanisms to detect and report harmful or inappropriate content. Clear escalation procedures via safeguarding are in place so that any incident is promptly addressed by the Designated Safeguarding Lead.

4.3 Risk Assessments and Data Protection Impact Assessments: Before introducing any new AI tool or system, the school will conduct a comprehensive risk assessment, including a Data Protection Impact Assessment where necessary. This measure ensures that any potential risks to data security, privacy, or ethical use are identified and mitigated in advance.

4.4 The school will maintain a record of approved AI tools, associated risk assessments, and monitoring outcomes to support accountability and audit requirements.

4.5 Only AI systems that demonstrate appropriate safety, filtering, monitoring, and data protection standards will be approved for use.

5. Students

5.1 Inclusion

The school strives to establish a consistent message with parents and carers regarding the responsible use of Al for all students, which in turn should contribute to the establishment and future development of the school's AI ethics and safety guidelines.

Some students may require additional support, including reminders, prompts and further explanations to reinforce their knowledge and understanding of AI ethics and safety issues. Primarily, this will be done through year group assemblies and Computing lessons at Key Stage 3.

AI-related activities are thoughtfully planned and well-managed for students, ensuring they have the necessary guidance and support to use all technology responsibly and safely.

5.2 Education

Al technologies are increasingly used across all areas of the curriculum. The school believes it is essential for Al ethics and safety guidance to be given to students on a regular and meaningful basis. Al ethics and safety will be increasingly embedded within our curriculum, with lessons addressing key areas of digital citizenship and Al-related safety to ensure schools develop a critical understanding of its use.

5.3 AI wearable devices

No student or member of staff may wear or use any AI-driven wearable devices on school premises. This includes, but is not limited to, AI-enabled glasses, AR/VR headsets, advanced translation earbuds, or recording devices. Any unauthorised devices discovered will be confiscated and may be subject to further investigation. This policy will be reviewed periodically to address emerging AI-driven hardware. Wearing AI-driven wearable device(s) will be treated as a serious disciplinary matter (see Rewards, Behaviour and Discipline Policy and Staff Code of Conduct).

5.4 Deep Fake material

Staff and students must not create or share AI-generated deep fake material of another member of the school community, particularly material that is intended to mislead or harm. Creating such deep fake material will be treated as a serious disciplinary matter (see Rewards, Behaviour and Discipline Policy and Staff Code of Conduct).

5.5 Age-appropriate use

Use of AI tools must be age-appropriate and, where required, supervised by staff. Students must only use tools that comply with age restrictions and school approval.

6. Staff

6.1 Data security

Staff members have a responsibility to ensure the security of any personal, sensitive, or confidential information when using AI technologies. Staff should not input the names of students, staff, members of the school community, or any other personal information about students and staff into an AI tool unless it has been declared officially safe to do so and approved in writing by the Principal or Business Manager.

6.2 Quality assurance and professional responsibility

Staff must critically review all AI-generated outputs before use. AI must not be used to make safeguarding decisions, behavioural judgements, or SEND assessments without human oversight and professional judgement.

6.3 Response to a data breach

Any data breach must be reported immediately to the Business Manager. This will be followed up using the procedures outlined in the Data Protection Policy in reporting breaches and notifying affected individuals, and following UK GDPR guidance.

Intellectual Property and AI-Generated Content: All AI-generated content must respect copyright laws. Any use of AI that produces or utilises creative work must ensure that intellectual property rights are not infringed. Consent must be obtained where required, and any AI-generated material used for teaching or administrative purposes should be clearly attributed and used in accordance with copyright guidelines.

Ban on Manipulative and Deceptive AI Practices: AI systems deployed within the school must not utilise manipulative, deceptive, or subliminal techniques that could distort user behaviour or impair decision-making. This prohibition aligns with broader ethical and legal standards and supports the safe use of AI in an educational environment. The deployment of such AI systems will be treated as a serious disciplinary matter.

6.4 Procurement and supplier assurance

Before adopting any AI system, the school will ensure that providers demonstrate compliance with UK GDPR, transparency in data processing, and clarity on whether user data is used to train models. Appropriate contracts and data processing agreements must be in place.

6.5 Privacy and transparency

Where AI systems process personal data, this will be reflected in the school's Privacy Notice. The school will ensure that students and parents are informed where appropriate.

6.6 AI inappropriate material or unethical use of AI

Accidental exposure to inappropriate material or unethical use of AI must be immediately reported to the school's Designated Safeguarding Lead (DSL). Deliberate exposure to inappropriate material or unethical use of AI must be reported to the DSL and will be logged. Depending on the seriousness of the offence, there may be an investigation by the DSL. Inappropriate or unethical use of AI shall be treated as a serious disciplinary matter (see Rewards, Behaviour and Discipline Policy and Staff Code of Conduct).

6.7 Incident response

In addition to data breaches, any incidents involving harmful AI outputs, misinformation, or misuse must be reported and managed through safeguarding and behaviour procedures.

Appendices

- Appendix 1: Haileybury Turnford's Approach to AI tools
- Appendix 2: Haileybury Turnford students Digital Use Guidance: Generative AI for Research and Collaboration
- AI Scale for acceptable AI use

Appendix 1 Haileybury Turnford's Approach to AI tools

Generative artificial intelligence tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT. We recognise that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Students may use AI tools as a research tool to help them find out about new topics and ideas. All AI-generated content must be properly attributed.

Students may not use AI tools during assessments, including internal and external assessments and coursework; or to write their homework or class assignments, where AI-generated text is presented as their own work.

Haileybury Turnford consider any unattributed use of AI-generated text or imagery to be plagiarism. JCQ has produced AI use in Assessments guidance.

In particular, the focus should be on the following products:

AI Tool	Purpose
Microsoft Copilot	An AI assistant designed to boost productivity by automating tasks, generating content and answering questions, it is built into Windows and Microsoft 365 apps
Google Gemini	An AI assistant to get help with writing, planning, brainstorming and more, and integrates with Google apps
Perplexity	A conversational search engine and research assistant that provides direct, cited answers from the internet
Canva	An online graphic design platform that enables users to create professional-looking visuals, such as social media graphics, presentations, websites and videos
NotebookLM	A research and note-taking assistant to summarise information, answer questions and generate insights
ChatGPT	AI chatbot to understand and generate human-like text, code and images in response to user prompts

AI Framework

Unless otherwise stated, the product created by the students should be their own work, and AI should not be used to assist with the final crafting of the product that is submitted.

Process: Students are allowed to access AI to support the process of learning, such as:

- Generating practice problems
- Explaining difficult concepts
- Research

Product: The product created by the students should be their own work, and AI should not be used to assist with the crafting of the product that is submitted.

Approved AI tools for staff use:

AI Tool	Purpose
Microsoft Copilot	An AI assistant designed to boost productivity by automating tasks, generating content and answering questions, it is built into Windows and Microsoft 365 apps
Google Gemini	An AI assistant to get help with writing, planning, brainstorming and more, and integrates with Google apps
Perplexity	A conversational search engine and research assistant that provides direct, cited answers from the internet
Canva	An online graphic design platform that enables users to create professional-looking visuals, such as social media graphics, presentations, websites and videos
NotebookLM	A research and note-taking assistant to summarise information, answer questions and generate insights
ChatGPT	AI chatbot to understand and generate human-like text, code and images in response to user prompts
Brisk Teaching	For teachers to create and adapt lesson materials, give feedback
MagicSchool	For teachers to streamline lesson planning and assessment creation
Wayground	Formerly Quizizz – a curriculum resource for teachers

Appendix 2

Haileybury Turnford students Digital Use Guidance: Generative AI for Research and Collaboration

At Haileybury Turnford, we recognise the potential of Generative AI, such as ChatGPT, as a valuable tool for research and collaboration. This guidance outlines the guidelines and expectations regarding the appropriate use of Generative AI by students for educational purposes while ensuring academic integrity and ethical practices.

Purpose of Generative AI use:

1.1. Research: Students may use Generative AI tools for research purposes, such as gathering information, exploring various perspectives, and generating ideas for academic projects or assignments.

1.2. Collaboration: Generative AI can be utilised to facilitate collaboration among students, promoting knowledge-sharing and creativity in group projects or discussions.

Responsible use guidelines:

2.1. Individual work: While Generative AI can assist in research and collaboration, all written work submitted by students must be their own original creations. Students are expected to use AI as a tool to support their learning process rather than rely solely on AI-generated content.

2.2. Academic integrity: Students should adhere to the principles of honesty, integrity, and originality in their work. Plagiarism or submitting AI-generated content as one's own is strictly prohibited and will be subject to disciplinary action.

2.3. Citation and attribution: If students use Generative AI tools, they must provide proper citation and attribution for any AI-generated content used in their work. This includes acknowledging the source, the name of the AI tool, and a brief explanation of how it was used. E.g. "Initial concepts for this essay's structure were developed using Google Gemini (18 August 2025). Prompt: 'Suggest three essay structures for analysing the theme of power in Macbeth'."

2.4. Collaboration and communication: Students may work collaboratively using Generative AI tools, but clear communication regarding the use of AI is vital. Students must inform their teachers and peers when AI is utilised, ensuring transparency and facilitating effective collaboration.

Support and guidance:

3.1. Digital literacy education: Haileybury Turnford is committed to providing students with the necessary digital literacy skills to use Generative AI responsibly. Through Key Stage 3 Computing lessons, we aim to equip students with the knowledge and critical thinking skills required for effective and ethical AI use.

3.2. Teacher support: Teachers will provide guidance on the appropriate use of Generative AI, including its integration into assignments and projects. They will also be available to address any questions or concerns students may have regarding the responsible use of AI. Members of the AI Steering Group can be contacted with any questions regarding the use of AI.

Monitoring and evaluation:

4.1. Compliance: Teachers will monitor students' use of Generative AI to ensure compliance with this policy. They may request additional information or clarification regarding the use of AI in assignments or projects. This may include interviews with students to explain the thinking and process undertaken in a task.

4.2. Evaluation: Periodic reviews of the guidance will be conducted to assess its effectiveness and make necessary updates to meet evolving technological advancements and educational needs. Haileybury Turnford has the right to block the use of Generative AI if necessary to ensure the academic honesty, integrity, and originality of students' work.

Conclusion: By adhering to this guidance, students at Haileybury Turnford can harness the benefits of Generative AI while maintaining academic integrity, fostering collaboration, and developing essential digital literacy skills. We believe that responsible AI use, when combined with critical thinking and originality, can enhance students' learning experiences and prepare them for the digital challenges of the future.

Appendix 3

AI Scale for acceptable AI use

Where there is ambiguity over the use of AI in a piece of work or assignment, teachers may use the AI scale to support students in their understanding of what acceptable AI use is:

AI Assessment Scale – Student Version

1	No AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.
2	AI Planning	AI may be used for pre-task activities such as brainstorming, outlining and initial research. AI use focuses on planning, synthesis and ideation, but students must develop and refine ideas independently.
3	AI Collaboration	AI may help complete the task, including idea generation, drafting, feedback and refinement. Students should critically evaluate and modify AI outputs, demonstrating understanding.
4	Full AI	AI may be used to complete any elements of the task, with students directing AI to achieve assessment goals and solve problems.

AI Assessment Scale – Teacher Version

1	No AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.
2	AI Planning	AI may be used for pre-task activities such as brainstorming, outlining and initial research. AI use focuses on planning, synthesis and ideation, but students must develop and refine ideas independently.
3	AI Collaboration	AI may help complete the task, including idea generation, drafting, feedback and refinement. Students should critically evaluate and modify AI outputs, demonstrating understanding.
4	Full AI	AI may be used to complete any elements of the task, with students directing AI to achieve assessment goals and solve problems.

What happens if these guidelines are not followed:

Unattributed use of AI-generated content, over-reliance on AI by a student in their work, or using AI to avoid reading or analysis may result in further investigation if the offence takes part in an examination subject. Joint Council for Qualifications (JCQ) guidance for AI use in assessments will be followed by the school.

In order to verify that students have genuinely learned from the assignment and have not resorted to using AI or cheating they should be able to discuss the topic verbally and demonstrate their knowledge and understanding of anything submitted. An inability to support/extend their work through conversation or extension questions will demonstrate a need to re-learn/re-submit the material and provide new evidence of the learning.

The ultimate goal of education is student growth and learning. AI can be a fantastic tool to aid us in this journey, but it cannot replace the active engagement and effort. Anything submitted by students must be an accurate representation of their learning and capability. AI must be used responsibly, and students must ensure that they are engaging in meaningful learning and creativity.