

Artificial Intelligence (AI) Policy

Introduction

The purpose of this Artificial Intelligence (AI) policy is to provide clear guidelines on the appropriate, ethical, safe and effective use of AI in Heritage for pupils, teachers, administrators, leaders and trustees. This policy applies to all AI technologies used for all administrative and school-related activities in Heritage.

As Heritage reflects on significant changes occurring in work through the adoption of AI, it is apt to consider what Ruskin wrote in *The Stones of Venice* (Volume II) 175 years ago in Victorian Britain, when factories were significantly changing the nature of work. Ruskin argued that education should prioritise the development of human thought, creativity, and moral character over the production of flawless, mechanical outcomes. He warned, "...you must either make a tool of the creature, or a man of him. You cannot make both...", emphasising that a system which prizes perfect execution risks reducing people to "an animated tool". He further insists that "no good work whatever can be perfect", and that "the demand for perfection is always a sign of a misunderstanding", because true human excellence necessarily involves "roughness... failure... [and] error".

Heritage is aware that reliance on systems which produce polished, 'perfect' work encourages pupils to value surface-level correctness over genuine intellectual effort. In doing so, it risks cognitive offloading by suppressing the very processes - thinking, imagining, and struggling - through which pupils "become an [adult]... [rather than] a machine".

Heritage is committed to nurturing independent thinkers and is wary of practices that substitute automated perfection for the imperfect but essential work of human learning. Consequently, Heritage is taking a careful and reflective approach, monitoring developments in AI, and evaluating their impact on education over time. Heritage is aware this technology is rapidly evolving and as per KCSIE 2026 that AI poses safeguarding risks. In taking such an approach, any use of AI by Heritage will prioritise privacy, fairness, and transparency over its use, ensuring that any use of AI aligns with data protection requirements and ethical standards. Heritage is equally committed to preventing bias and discrimination, and will take steps to ensure that AI tools do not disadvantage individuals or groups. This policy will be reviewed regularly to respond responsibly to emerging evidence, guidance, and best practice.

Definitions

To ensure a clear understanding of this policy, here are definitions for key terms related to AI and data use in education. These definitions are based on the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document published by the European Commission in September 2022.

Artificial Intelligence (AI) and Generative Artificial Intelligence: AI refers to systems that display intelligent behaviour by analysing their environment and taking actions to achieve specific goals. According to [UK government guidance](#), "Generative AI is a subset of AI capable of generating text, images, video or other forms of output by using probabilistic models trained across one or more domains. These models learn from large amounts of specially-curated training data to discern and replicate complex patterns and structures. The output generated by these models mimics the characteristics

learned from that training data, enabling many novel applications – ranging from personalised content generation, to advanced analysis and evaluation, and aiding creative processes.”

Data: In the context of this policy, data refers to information collected about pupils' learning and behaviour in the educational environment. This can include grades, attendance, online activity, and other relevant information.

Ethical Use: Ethical use refers to the use of AI and data in a manner that respects individual rights, promotes fairness, and prevents discrimination. It also involves using these technologies in a way that is transparent, accountable, and respects privacy.

Privacy and Data Governance: This refers to the practices and procedures in place to protect the privacy of individuals and ensure the secure and ethical handling of data.

Technical Robustness and Safety: This refers to the reliability and safety of AI systems. It involves ensuring that these systems function correctly, are secure from cyber threats, and do not cause harm to users or the educational environment.

Human Agency and Oversight: This refers to the need for human involvement in the use of AI systems. It involves ensuring that decisions made by AI systems can be understood and overseen by humans, and that there are mechanisms in place for human intervention when necessary.

Legislation and guidance

This policy applies to all staff, pupils and volunteers coming in contact with data on or off site in relation to their connection to Heritage school. It should be read in conjunction with:

- Acceptable Use of IT for Staff policy
- Acceptable Use of Screens policy
- Data Protection policy
- Exams: Malpractice policy
- Privacy Notices
- Safeguarding policy
- Staff Code of Conduct
- KCSIE 2026
- [Ethical Guidelines on the Use of Artificial Intelligence \(AI\) and Data in Teaching and Learning for Educators](#)
- [AI Insights: Generative AI - GOV.UK](#)

Use of AI by pupils

This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace. This policy relates to all content creation, including text, artwork, graphics, video and audio.

Heritage is committed to a careful and reflective approach, monitoring developments in AI and evaluating their impact on education over time. Amidst these developments Heritage wants to maintain deep thinking, attentiveness and maximise cognitive development in its pupils. Heritage wants to ensure shortcuts are not offered to prevent the learning of vital knowledge, understanding of subjects, and the practice of fundamental skills, and dependency on AI. Heritage is also aware this technology is rapidly evolving and as per KCSIE 2026 that AI poses safeguarding risks.

For these reasons, and in keeping with the school's approach to screens (as per the Acceptable Use of Screens policy), and in light of age restrictions set in place by many of the producers of AI technologies, Heritage pupils are not permitted to use generative AI tools in school, or for assisting with or completing school work at home.

The only exceptions to this are where the conditions of any GCSE assessment permit appropriately acknowledged AI use (see next section for more details) and the use of generative AI to find reliable sources in order to complete the Y9 independent research projects in the Senior School. Heritage recognises AI can be helpful to find sources, however, the AI tool cannot be referenced as a source. Instead pupils should go directly to the source to read and reference, if appropriate to the research project. Using AI at home for this purpose must comply with age-restrictions of the AI tool, be an AI tool parents permit their child to use, and be supervised by a parent. The organising and writing of the research projects must be completed without the assistance of generative AI.

Pupils will be taught about how AI works in Computing and Computer Science IGCSE, and risks associated with AI through the PSHE curriculum in keeping with the statutory RSHE guidance (September 2026).

Parents and pupils should be aware of the following age restrictions, which apply to commonly-used AI tools (updated January 2026):

- ChatGPT: 18+ or 13+ with parent/guardian permission
- Claude: 18+
- Google Gemini: 13+ with a Google account or below 13 with parental/guardian permission
- Microsoft CoPilot: 18+ or 13+ with parent/guardian permission

AI and public examinations

Heritage abides by the JCQ AI Use in Assessments Policy for public examinations summarised below.

AI tools to obtain information and content may only be used when the conditions of the assessment permit the use of the internet and where the pupil is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

AI misuse is where a pupil has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Pupil's marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

JCQ also states that staff must not use artificial intelligence (AI) as the sole or primary means of marking candidates work.

Academic values and AI

There will be consequences for pupils breaking our trust in them to not use generative AI for school work.

- Any plagiarism or other forms of cheating will be dealt with under the school's Behaviour Policy.

- When it relates to coursework (NEA), pupils will be required to sign authentication statements, and any suspected misuse of AI will follow the procedures set out in the school's Exams: Malpractice Policy.

All cases of academic misconduct will be referred to the relevant Head of School.

Use of AI by staff

With respect to any use of generative AI by staff, the school expects its staff to act with integrity in relation to the school's values. In particular, in keeping with the school's commitment to the intrinsic value of relationships, teaching staff must not use generative AI to draft or write school reports. Parents deserve to know that formal reports reflect the teacher's own carefully considered knowledge and understanding of their child. All staff should ensure that each written communication with parents or pupils receives their full attention.

The school acknowledges that generative AI and data technologies may offer advantages to administrative staff that improve efficiency. Similarly, teaching staff may find that generative AI tools could occasionally assist in the creation of teaching resources. Staff remain fully responsible for all materials produced with the assistance of AI. AI outputs do not replace professional judgment or duty of care.

Where staff use generative AI, they must ensure that any such use aligns with data protection requirements and ethical standards.

Unless otherwise agreed and deployed within a restricted environment managed by the school, staff must not input into AI:

- Pupil personal data
- Assessment data
- Safeguarding information
- Confidential staff or school information
- Sensitive or identifying information

AI-generated content may contain inaccuracies or bias. Staff must check the content for:

- Accuracy
- Age appropriateness
- Cultural sensitivity
- Inclusivity
- Alignment with curriculum standards

AI tools must not be used to:

- Generate misleading or false communications
- Produce inappropriate or unverified content
- Circumvent school policies or professional responsibilities

The school will regularly review AI use as technologies evolve to ensure safe, ethical, and appropriate practice that aligns with the school's core values.

Ethical use of AI

Where AI is used, the school is committed to the ethical use of AI and data in all aspects of the educational environment. AI use must be used in a manner that respects individual rights, promotes fairness, and prevents discrimination.

When using AI and data technologies, the school considers the following ethical principles:

- Respect for individual rights: respect the rights of all individuals in the school community. This includes the right to privacy, the right to nondiscrimination, and the right to an education that respects their individual needs and abilities.
- Fairness: strive to use AI and data technologies in a manner that is fair and does not lead to discrimination or unfair outcomes. This includes ensuring that these technologies do not reinforce existing biases or create new ones.
- Transparency: believe in the importance of transparency in the use of AI and data technologies. This includes being open about how these technologies are used, how decisions are made, and how data is collected and used.

In line with the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document, the school adheres to the following key requirements for trustworthy AI:

- Human agency and oversight: the school ensures that there is always a human in the loop when using AI systems, and that these systems are used to support, not replace, human decision-making.
- Technical robustness and safety: the school uses AI systems that are reliable, secure, and safe to use.
- Privacy and data governance: the school has strong data governance practices in place to protect the privacy of our students and staff.
- Transparency: the school are transparent about their use of AI and data technologies, and provides clear explanations about how these technologies work and how decisions are made.
- Diversity, non-discrimination, and fairness: the school uses AI and data technologies in a manner that respects diversity, prevents discrimination, and promotes fairness.
- Societal and environmental wellbeing: the school considers the broader societal and environmental implications of use of AI and data technologies.

All users of AI and data technologies are therefore expected to use these technologies in a responsible and ethical manner. This includes respecting the rights of others, including their privacy and intellectual property rights, avoiding any actions that could lead to discrimination or unfair outcomes, and adhering to all relevant laws, regulations, and school policies. Users must ensure that their use of AI and data technologies does not lead to discrimination or unfair outcomes. This includes being aware of any potential biases in these technologies and taking steps to mitigate them.

Users are responsible for monitoring the results produced by AI systems. This includes regularly reviewing these results to ensure they are accurate and fair, and reporting any concerns or issues to the appropriate person or department. When using data technologies, users are expected to adhere to the school's data use policies and guidelines, ensuring the privacy and security of data at all times.

Data protection

The school is committed to protecting the privacy of its pupils, staff, and community. The school understands the importance of data governance in ensuring the ethical use of AI and data technologies. The school adheres to all relevant laws and regulations regarding data protection and privacy, including the General Data Protection Regulation (GDPR).

The school collects, stores, and uses data in a manner that respects individual privacy and is necessary for its educational purposes. This includes:

- Ensuring that sensitive data is kept anonymous and access to the data is limited only to those who need it.
- Protecting and storing learner data in a secure location and using it only for the purposes for which the data was collected.
- Having mechanisms in place to allow teachers and school leaders to flag issues related to privacy or data protection.
- Informing learners and teachers about what happens with their data, how it is used, and for what purposes.

- Providing the possibility to customise privacy and data settings.

The school has implemented measures to protect data from unauthorised access, use, disclosure, alteration, or destruction. This includes technical measures such as access controls, as well as organisational measures such as staff training and policies.

The school respects the rights of individuals to access and control their data. This includes the right to access their data, the right to correct inaccurate data, the right to object to the processing of their data, and the right to have their data deleted in certain circumstances.

The school only shares data with third parties when necessary for its educational purposes and in compliance with all relevant laws and regulations. The school ensures that any third parties with whom it shares data respect the privacy of our pupils, staff, and community and have appropriate measures in place to protect the data.

Technical robustness and safety

The school is committed to using AI and data technologies that are technically robust and safe. The school understands that the reliability and safety of these technologies are crucial for their effective and ethical use in our educational environment.

The school has put in place several measures to ensure the technical robustness and safety of the AI systems it uses:

- **Security Measures:** the school has sufficient security in place to protect against data breaches. This includes both physical and digital security measures to protect data from unauthorised access, use, disclosure, alteration, or destruction.
- **Oversight Mechanisms:** the school has appropriate oversight mechanisms in place for data collection, storage, processing, minimisation, and use. This includes having procedures in place to respond to any technical issues or incidents in a timely and effective manner.
- **Information Availability:** the school makes information available to assure pupils and parents of the system's technical robustness and safety. This includes being transparent about how these technologies are used, how decisions are made, and how data is collected and used.

Human agency and oversight

The school recognises the importance of human agency and oversight in the use of AI. The school believes that AI should not replace human decision-making. The school also believes that individuals should be able to understand and control how AI and data technologies affect them.

The school maintains human agency and oversight in the use of AI through the following guidelines:

- **Human-in-the-loop:** ensuring that there is always a human in the loop when using AI systems. This means that decisions made by AI systems are always subject to human review and intervention.
- **Transparency:** transparency about how AI and data technologies are used in our school. The school provides clear explanations about how these technologies work, how decisions are made, and how data is collected and used.
- **Training and Support:** providing training and support to all users of AI and data technologies in our school. This includes training on how to use these technologies ethically and responsibly, how to understand their outcomes, and how to respond to any issues or concerns.
- **Monitoring and Oversight:** procedures in place for the ongoing monitoring of AI and data use in our school. This includes regular reviews of the performance and outcomes of AI systems, as well as audits of data collection, use, and protection practices.

Authorised by	Mr Matthew Fox
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