



# Artificial Intelligence (AI) policy

**Last updated by senior leaders**

October 2025

**Last reviewed by advisory board**

October 2025

**Next review due**

September 2026

## **Aims**

Our ultimate aim is to empower staff and pupils to benefit from AI while recognising its limitations and risks.

We believe that:

- Artificial Intelligence (AI) has the potential to enrich teaching and learning, support staff in administration, and enhance pupils' creativity and understanding.
- AI should be used ethically, safely, and responsibly, in ways that respect privacy, promote fairness, and foster the confidence of our pupils.

## **Legislation, guidance and scope**

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and considers:

- [Generative artificial intelligence \(AI\) in education](#)
- [JCQ Council for Qualifications](#).

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

## **Associated policies, notices and agreements**

This policy should be read in conjunction with the online safety policy (and the privacy notices and acceptable use agreements therein and data protection (GDPR) policy.

## **Roles and responsibilities**

- This policy applies to all staff (including temporary staff, consultants, governors, volunteers, and contractors), as well as pupils. Pupils will need staff guidance and support when engaging with AI.
- All staff must read and understand this policy before using AI tools.
- Leaders are responsible for ensuring their teams are familiar with, and adhere to, the policy, including reporting any suspected breaches.

## **Ethical and responsible use of AI and data technologies**

Everyone who uses AI or data systems in our school – whether pupils, staff, or administrators – has a duty to act responsibly and ethically. This means:

- respecting the privacy and intellectual property of others.
- following all relevant laws, regulations, and school policies.
- ensuring that the way AI is used does not create unfairness or discrimination.
- being alert to possible bias in AI tools and taking steps to reduce its impact.

## Monitoring and data-use responsibilities

- Anyone using AI tools is expected to check the outputs carefully to make sure they are accurate and fair. Concerns or errors should be reported promptly to the relevant member of staff. When working with data, users must always follow the school's policies and procedures, keep information secure and protect the privacy of others.

## Use of AI – teachers and other staff

- Staff may use AI tools to support tasks such as marking, lesson planning, report writing, resource creation, and administration. They should do so carefully, as AI is to **complement, not replace**, professional judgment and expertise.

Examples of appropriate AI use include:

- Drafting lesson plans, extension tasks, or scaffolded work (customised by the teacher).
- Assisting with marking objective tasks (e.g. multiple choice), with staff verifying accuracy.
- Suggesting improvements to written responses, subject to teacher review.
- Supporting peer/AI feedback for pupils, with staff monitoring and guiding the process.
- Drafting reports before being edited and personalised by the teacher.
- Analysing pupil attainment data to highlight patterns, with final evaluation made by staff.
- Staff remain **fully accountable** for the quality and accuracy of any AI-assisted output. Anything written must be thoroughly proof-read before being presented, as before.
- Staff must acknowledge when AI has been used and ensure outputs are reviewed and revised.
- School AI tools and data must not be used for personal gain or in breach of laws or school policies.
- Training and support will be provided; staff should identify and discuss additional needs with their line manager.

## Use of AI – Pupils

### Pupil restrictions

We are committed to exploring the rich possibilities offered by the use of AI in education. However, we are also committed to ensuring that AI enhances and supports pupils' learning, rather than offering shortcuts which prevent the learning of vital knowledge and the practice of fundamental skills. For this reason, and in light of age restrictions set in place by many of the producers of AI technologies, we apply the following age-based restrictions to pupils' use.

- Pupils in 1<sup>st</sup> Form to 3<sup>rd</sup> Form are **not** permitted to use text-generating AI tools such as ChatGPT, Claude, Gemini, Copy.ai and similar models, including those incorporated within Microsoft 365 and Google Workspace.
- Pupils in 1<sup>st</sup> Form to 3<sup>rd</sup> Form **are** permitted to use multimodal AI tools such as Dall-E, Midjourney, Canva, and the Adobe suite, as well as research tools such as Perplexity.ai.
- Pupils in 4<sup>th</sup> Form to Upper 6th **are** permitted to use age-appropriate text-generating AI tools such as ChatGPT, Claude, Gemini, Copy.ai and similar models, in addition to the multimodal and search tools mentioned above.

Parents and pupils should be aware of the following age restrictions, which apply to commonly used AI tools:

- ChatGPT – 18+ (Users under 18 must obtain parental or guardian permission)
- Claude – 18+ (Users under 18 must obtain parental or guardian permission)
- Google Gemini – 18+
- Microsoft CoPilot – 18+ or 13+ with parent/guardian permission

The changes in AI are rapid and new software becomes available regularly. The School will endeavour to update these lists periodically but reserves the right to be flexible in its approach.

### Limitations of AI, and when its use is not permitted

- While pupils are encouraged to explore AI responsibly, there are clear limits to its use. Pupils should always seek clarification from a teacher before applying AI to any piece of work. AI tools may be helpful for generating ideas or planning (e.g. mind maps), but the content they produce can often be inaccurate, incomplete, or misleading. Pupils are therefore expected to verify any AI-generated information against trusted sources.
- It is important to recognise that large language models can invent facts or citations, code generators may produce errors, and image generators can sometimes create biased or offensive content. Pupils remain fully responsible for all work they submit, regardless of whether part of it originated from an AI tool.

- Any contribution made by AI must be clearly acknowledged and distinguished from a pupil's own work. **Submitting AI-generated material as original work is plagiarism.** Where appropriate, the School may use plagiarism detection tools and/or professional judgement to identify misuse.

### Potential misuse of AI

- Pupils are taught how to use AI responsibly and ethically, with an emphasis on the risks of over-reliance and the need to declare any AI support in their work.
- Staff highlight the importance of critical thinking, creativity, and originality, making clear that plagiarism or dishonesty through AI is unacceptable.
- The School uses [Turnitin](#) to help pupils check their work and guard against plagiarism, including AI-generated content submitted as original work.
- Key messages are delivered through the computing curriculum and reinforced across subjects, especially where work contributes to external assessment.
- St. John's follows the latest JCQ and exam board rules on AI use in assessments.
- A range of assessment methods (e.g. discussions, presentations, projects) are used to confirm genuine pupil understanding and engagement.
- Pupils are made aware of risks such as AI-enabled deception, where individuals may impersonate others online.

### Academic and ethical values and AI

- Pupils are expected to use AI tools responsibly and with integrity. Misuse will have consequences.
- Plagiarism or cheating involving AI will be dealt with under the school's examinations policies.
- AI privileges may be withdrawn if misused.
- For coursework, pupils must sign authentication statements; suspected misuse will be reported to awarding bodies.
- All academic misconduct cases will be referred to the Headteacher and/or Principal.
- Staff and pupils should use AI with caution and be aware of its limitations:
  - Bias: AI outputs may reflect discriminatory assumptions within training data.
  - Accuracy: information may be incorrect and must be verified.
  - Currency: some AI tools draw upon outdated data, so outputs may not reflect the latest developments.

## AI – examples of use and misuse

Area	Acceptable use of AI	Misuse of AI
<b>Writing</b>	<ul style="list-style-type: none"> <li>- Use AI to generate a starter sentence to overcome writer's block (and declare it).</li> <li>- Ask AI for practice essay questions or writing prompts.</li> </ul>	<ul style="list-style-type: none"> <li>- Submitting undeclared AI-generated content.</li> <li>- Mixing AI-generated text with your own without acknowledgement.</li> <li>- Using AI to correct spelling/grammar when these skills are part of the assessed learning.</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>- Use multimodal AI tools (e.g. Dall-E, Midjourney, Adobe, Synthesia) to create images, sounds, or videos — with acknowledgement.</li> <li>- Combine AI with your own ideas to extend creativity.</li> </ul>	<ul style="list-style-type: none"> <li>- Submitting undeclared AI-generated content.</li> <li>- Passing off AI work as original photography, artwork, or design.</li> <li>- Using AI to plagiarise or disguise others' creative work.</li> </ul>
<b>Mathematical &amp; Scientific Work</b>	<ul style="list-style-type: none"> <li>- Use tools (e.g. Wolfram Alpha) to create practice problems, visualise concepts, or review worked examples.</li> <li>- Process large datasets that would be impractical without AI.</li> </ul>	<ul style="list-style-type: none"> <li>- Submitting AI-generated solutions as your own.</li> <li>- Using AI outputs to avoid showing your own working or problem-solving.</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>- Use AI search engines (e.g. Perplexity.ai) to summarise data, find credible sources, or explore primary material.</li> <li>- Credit all sources appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Producing reports entirely from AI without reading or synthesising the material yourself.</li> <li>- Using AI to answer recall tasks where only your own knowledge should be tested.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>- Use AI to summarise your own writing to check clarity.</li> <li>- Ask AI to evaluate your work against criteria or suggest improvements.</li> <li>- Explore alternative approaches after completing your own work.</li> </ul>	<ul style="list-style-type: none"> <li>- Using AI to give feedback on controlled/timed tasks where only your first attempt is required.</li> <li>- Accepting unverified AI feedback without checking with your teacher.</li> </ul>
<b>Planning and organisation</b>	<ul style="list-style-type: none"> <li>- Use AI to draft revision timetables or break down projects into steps.</li> <li>- Adapt AI-generated study plans to your personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Submitting AI-created plans without adapting them.</li> <li>- Over-reliance on AI for organisation without showing independence.</li> </ul>
<b>Languages and translation</b>	<ul style="list-style-type: none"> <li>- Use AI for single words/phrases or alternative sentence starters.</li> <li>- Check understanding of vocabulary with teacher permission.</li> </ul>	<ul style="list-style-type: none"> <li>- Translating whole assignments and submitting them as your own.</li> <li>- Using AI to avoid learning spelling, grammar, or vocabulary.</li> </ul>
<b>Coding and computing</b>	<ul style="list-style-type: none"> <li>- Ask AI to explain coding concepts or debug errors, then apply your own understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Submitting AI-written code without testing or understanding it.</li> </ul>

	<ul style="list-style-type: none"> <li>- Use AI suggestions as a starting point, but test and adapt the code yourself.</li> </ul>	<ul style="list-style-type: none"> <li>- Using AI to complete programming projects instead of problem-solving yourself.</li> </ul>
<b>Presentations and projects</b>	<ul style="list-style-type: none"> <li>- Use AI to brainstorm design ideas, generate images, or suggest research questions.</li> <li>- Treat AI outputs as a starting point, then customise with your own input.</li> </ul>	<ul style="list-style-type: none"> <li>- Copying slides, scripts, or project content directly from AI.</li> <li>- Presenting AI-generated work without acknowledgement.</li> </ul>
<b>Wellbeing and support</b>	<ul style="list-style-type: none"> <li>- Use AI reminders for organisation, motivation, or study habits.</li> <li>- Explore accessibility tools (e.g. text-to-speech, summarisation).</li> </ul>	<ul style="list-style-type: none"> <li>- Relying on AI chatbots for personal or emotional advice instead of trusted adults.</li> <li>- Following AI-generated advice without checking its accuracy or safety.</li> </ul>