



ARTIFICIAL INTELLIGENCE (AI) POLICY

Last reviewed:	September 2026
Next review due:	September 2027
Reviewed by:	Director of Digital Strategy Director of Academic Studies

1. Purpose and scope

This policy outlines the safe, ethical, and academically responsible use of Artificial Intelligence (AI) tools by students and staff at d'Overbroeck's. It integrates:

- academic integrity expectations (including plagiarism and JCQ requirements);
- student guidance on ethical and effective AI use;
- pastoral and safeguarding considerations;
- staff responsibilities and Nord Anglia Education (NAE) compliance;
- data protection and privacy requirements;
- the school's specific responsibilities in protecting young people in an AI-mediated environment.

This policy applies to all members of the school community when using AI tools for learning, teaching, communication, administrative or pastoral tasks.

2. Principles for AI use in school

2.1 AI supports learning but cannot replace it.

Students are assessed on what they know, understand, and can do.

2.2 AI must be used safely, responsibly, and ethically.

Both misuse and over-reliance create academic, pastoral and safeguarding risks.

2.3 Transparency is essential.

Any use of AI in academic work must be explicitly acknowledged.

2.4 Human judgement remains paramount.

Staff retain responsibility for decisions informed by AI outputs.

2.5 Privacy and confidentiality must never be compromised.

No personal, confidential, or sensitive data may be input into public AI tools.

3. Our responsibilities

To create a safe, equitable, and developmental learning environment, the school commits to the following responsibilities when students engage with AI:

3.1 Protecting young people from:

- **misplaced trust** – reliance on AI for emotional support or personal disclosure;
- **inappropriate tools** – exposure to unsafe, unregulated, or age-inappropriate AI systems;
- **personal data risks** – accidental or intentional sharing of identifying information;
- **fake news or fake images** – AI-generated misinformation or manipulated visuals;
- **profiling** – AI systems that track, analyse or stereotype student behaviour or output;
- **bias** – discriminatory or unfair outputs embedded in AI systems;
- **becoming de-skilled** – AI replacing genuine learning, writing, or thinking processes;
- **over-reliance** – dependence on AI for planning, structuring or emotional regulation;
- **lack of transparency** – systems whose inner workings, data use or outputs are unclear;
- **harm** – emotional, psychological, reputational, or physical risks enabled or amplified by AI.

3.2 Protecting young people's rights:

- **agency** – students must remain the authors of their own thinking, decisions and work;
- **intellectual property** – ensuring students' original work is protected and valued;
- **equal access and opportunity** – ensuring AI tools do not widen inequalities.

These responsibilities shape the school's pastoral, safeguarding, academic and digital-literacy approaches.

4. Student use of AI

4.1 Acceptable use

Students may use AI assuming it does not undermine the purpose of the task. Examples include:

- organising thinking, planning or structuring work;
- summarising;
- clarifying instructions or definitions;
- receiving proofreading suggestions;
- creating revision quizzes, explanations or practice questions;
- brainstorming ideas;
- creating notes – handwriting to text;
- supporting second language learning and vocab development.

4.2 **Unacceptable use**

Students must **not**:

- submit AI-generated text as their own work;
- use AI to write full assignments;
- translate entire responses using AI;
- use AI to bypass or replace learning objectives;
- upload personal data, student data, teacher data or any other sensitive content;
- use AI for harmful, explicit or sexualised interactions;
- generate or edit images of peers.

4.3 **Student academic expectations**

Students must:

- review, edit and rewrite any AI-assisted content in their own words;
- fact-check all AI outputs for relevance and accuracy;
- acknowledge any substantive use of AI in producing academic work. Teachers may specify additional citation requirements;
- retain prompts and outputs for externally assessed work (JCQ);
- seek clarification from teachers when unsure.

5. **Academic integrity and plagiarism**

Using AI-generated text or translations without acknowledgement constitutes plagiarism.

5.1 **AI misuse includes:**

- entirely AI-written work;
- portions of work written by AI;
- AI-translated content;

Work significantly different from a student's usual style, voice, or expression may be indicative of AI use, though alone is not necessarily evidence of AI use.

5.2 **Investigating AI-plagiarism**

Teachers should:

- use AI-detection tools where appropriate, though they must not be used as the sole evidence of malpractice;
- compare work to known student samples;
- speak with the student in a supportive, non-accusatory manner;
- require supervised redrafting if concerns remain;
- record concerns in CPOMS;
- escalate under JCQ rules for external assessments.

5.3 **Consequences**

- required redrafting and resubmission;
- parental communication;
- review by the Academic Review Committee;
- possible referral to examination boards for assessed work.

6. **Staff use of AI**

6.1 **Appropriate use**

Staff may use AI to:

- draft lesson content (without confidential data);
- support administrative tasks;
- create non-identifiable examples or templates;
- generate ideas for resources.

6.2 **Prohibited use**

Staff must **not** input:

- student names or identifiable details;
- safeguarding or pastoral information;
- confidential school strategy, finance or personnel information;
- Nord Anglia confidential or partner-organisation data.

AI must **never** be used to write safeguarding notes or communicate with students about pastoral matters.

6.3 **Responsibilities**

Staff must:

- carefully verify AI outputs;
- model ethical and transparent AI use;
- follow NAE policies on data privacy and AI compliance.

7. **Safeguarding and pastoral considerations**

AI introduces specific safeguarding risks.

7.1 **Emotional and psychological risks**

- AI acting as a surrogate attachment figure;
- reinforcement of harmful thinking patterns;
- reduction in help-seeking from trusted adults.

7.2 **Sexual harm risks**

- AI-facilitated explicit role-play;
- deepfake nudity or image abuse;
- normalisation of harmful sexual behaviour.

7.3 **Grooming, radicalisation and exploitation**

- AI-generated scripts or manipulative content;
- creation of false evidence or screenshots;
- reduced barriers to sophisticated exploitation.

7.4 **Hidden vulnerabilities**

AI use can obscure:

- SEND needs;
- literacy gaps;
- language proficiency;
- emotional regulation difficulties;
- executive-function challenges.

8. Data Protection and privacy

In line with NAE policy, staff and students must not input:

- personal data relating to any individual;
- confidential school information;
- third-party confidential or protected material;
- any information identifying the school or its partners.

Staff must disable chat history/model training in approved AI tools when possible. CoPilot is Nord Anglia's preferred LLM where both chat history is managed by Nord Anglia's IT team and model training is disabled for school accounts.

9. AI in external assessment (JCQ)

Students must:

- verify facts independently;
- cite AI use, including tool name, version and date;
- keep copies of prompts and outputs;
- ensure final work is authentically their own.

Teachers must not accept work believed to be AI-authored.

10. Monitoring, reporting and compliance

- AI concerns are logged on CPOMS;
- persistent misuse results in intervention;
- DSL involvement is required where risk is identified;
- non-compliance may lead to disciplinary action.

11. Education, training and review

The school will:

- provide staff training on AI risks, ethics and safeguarding;
- teach digital literacy, critical evaluation and online safety to students;
- review and update this policy every year or as needed.

12. Summary of key expectations

Students:

- Use AI for support, not substitution.
- Keep their own voice and thinking.
- Declare AI use when required.
- Fact-check using a variety of sources.
- Protect their privacy and the privacy of others.
- Use safely.

Staff:

- Protect personal and confidential data.
- Avoid using AI for safeguarding or pastoral tasks.
- Verify all AI-generated content.

Whole school:

- Uphold the responsibilities listed in Section 3.
- Prioritise safety, ethics, transparency and fairness.
- Ensure equitable, responsible access to AI.

13. Associated policies

Available from the [school website](#) or from the school office on request:

- Data protection policy
- E-safety policy
- Plagiarism policy
- Safeguarding and promoting the welfare of children policy

Nord Anglia's over-arching AI policy is available to staff from the [Nord Anglia SharePoint](#).