SURBITON

HIGH SCHOOL

AI (Artificial Intelligence) Policy

Contents

Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:
We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:
We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:
When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:
We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:
We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

United Learning and the United Church Schools' Trust
Surbiton High School is part of United Learning and the United Church Schools' Trust. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its Framework for Excellence, which can be found at: www.unitedlearning.org.uk

This policy should be read in conjunction with the following associated policies:

[Academic Integrity Policy](#)
[United Learning Group Data Protection Policy](#)

Purpose and Vision

Artificial Intelligence (AI) represents one of the most dynamic developments of our time. At Surbiton High School we recognise both its potential and its challenges. Used responsibly, AI can enhance creativity, accelerate feedback, and support inclusion, but it must always serve learning, not replace it.

We are committed to integrating AI in ways that uphold our values of community, inquisitiveness, courage, compassion, and respect, and to helping pupils navigate a world where human and artificial intelligences increasingly intersect.
This policy has been written with reference to relevant Department for Education (DfE) guidance:
[Generative artificial intelligence (AI) in education - GOV.UK](#)

What is Generative AI?

Generative AI refers to tools such as ChatGPT, Microsoft Copilot and Google Gemini, which use large language models (LLMs) trained on extensive datasets to produce human-like text, images, audio, video and other content.
These tools can support a range of tasks, including answering questions, creating written content, generating media, producing simulations and assisting with administrative work.
Although current evidence on the long-term impact of AI on learners is limited, Department for Education research indicates that generative AI can provide benefits in education, particularly in:

- Developing teaching and learning resources
- Supporting lesson and curriculum planning
- Producing personalised feedback and learning plans
- Reducing administrative workload

AI will not be used to make decisions that have legal or other significant implications for members of our community. All such decisions are made by appropriately trained staff who may only use AI tools to support analysis or administrative efficiency.

Core Principles

1. **Human Intelligence First**
   AI may support teaching but never substitutes the teacher. Human relationships, critical thought, and moral reasoning remain at the centre of our education.

2. **Transparency and Trust**
   We are committed to transparency and trust in the use of Generative AI (GenAI). Where appropriate, pupils, staff, and parents will be informed about its use in School.

3. **Ethical and Responsible GenAI Use**
   AI should advance fairness, inclusion, and opportunity. Staff and pupils are expected to challenge bias, question accuracy, and use these tools with discernment and care.

4. **Empowerment Through Skills for the Future**
   We believe in empowering pupils to use generative AI responsibly and adeptly by explicitly teaching digital literacy, computational thinking, and AI awareness through Computer Science and the Surbiton Skills curriculum. Our 1:1 iPad programme from Year 3 to Year 13 provides regular, structured opportunities to apply these skills in authentic learning contexts. Pupils learn to evaluate AI outputs critically, use tools ethically, and integrate them appropriately to enhance, not replace, their learning.

5. **Age-Appropriate Access**
   Surbiton High School follows DfE guidelines on age-appropriate pupil access to AI. Teacher-led or in-platform tools (within age-appropriate educational software) may be used under supervision.

6. **Training and Support**
   Regular training and support will be provided to all staff about AI and data technologies. This includes training about how to use these technologies effectively, but also the ethical challenges that may arise from misuse.

7. **Continuous Review**
   AI technology evolves rapidly. We will review this policy annually, updating practice as tools mature, risks emerge, and evidence strengthens.

8. **Data Protection and Safeguarding**
   In line with UK GDPR, the Data Protection Act and our Data Protection Policy, personal data or identifiable information will only be entered into AI or digital systems that have been formally approved for such use. Any AI tool intended to process personal data must first undergo, and successfully pass, a Data Protection Impact Assessment (DPIA). Only systems that meet our security, compliance and data governance requirements may be used for storing or processing personal data.

Staff Use of AI

All staff are encouraged to explore the use of AI tools thoughtfully and responsibly to support efficiency, creativity, and professional effectiveness. AI may be used to assist with tasks such as planning, communication, analysis, and problem-solving, provided it aligns with the school's values, safeguarding expectations, and data protection.

Staff must:
- Use school-licensed versions of GenAI tools where possible, such as Microsoft Co-Pilot
- Only input personal or pupil data, including names, addresses, or identifiable information into approved systems and with appropriate safeguards in place.
- Critically review AI-generated materials for accuracy and bias.
- Have responsibility for the accuracy and standard of content produced by GenAI.
- Ensure all classroom use is pedagogically justified and aligned with learning.
- Seek advice, where needed, from the Digital Governance Committee, on use of new tools or application of existing ones. This committee is chaired by the Vice Principal (Academic) and Digital Lead.

Pupil Use of AI

Our pupils will increasingly grow up in a world where AI is part of everyday life. Our goal is to help them use it safely, ethically, and responsibly.
Pupils will:
1. Learn what AI is, how it works, and where it may be unreliable or biased.
2. Use age-appropriate GenAI tools.
3. Explore AI tools through teacher-guided experiences, such as adaptive learning apps or writing assistants.
4. Work with academic integrity, understanding how to use AI to refine work; not produce it. Pupils will cite all use of AI clearly and honestly.
5. Be taught the skills to challenge the veracity of AI critically and understand the various ways AI can be used to misinform.
6. Develop prompt literacy the skill of asking the right questions and verifying responses, in an age-appropriate setting.

Safeguarding and Online Conduct

Generative AI tools can present reputational and safeguarding risks, including the creation of false images, videos, or voice recordings.

Staff will:

- Educate pupils about these risks and how to report concerns.
- Monitor emerging technologies and maintain vigilance regarding AI misuse.
- Report any incident of harmful, misleading, or inappropriate AI content through the Designated Safeguarding Lead (DSL).

Partnership with Parents

We recognise that pupils may use AI tools outside school. Parents are encouraged to:

- Discuss AI openly at home and set appropriate boundaries.
- Reinforce that AI is a tool to support work, with its own limitations.
- Monitor app use on personal devices and support conversations around reliability and ethics.

We will provide parents with guidance evenings**,** newsletters, and online resources to strengthen home-school partnership in this area.

Governance, Training, and Review

- The Vice Principal (Academic) acts as the AI Lead, supported by Digital Governance Committee.
- All AI-related tools undergo risk assessment and approval before rollout.
- AI awareness and ethics will form part of ongoing staff CPD and digital citizenship curricula.
- The policy will be reviewed annually, with updates communicated to staff and parents.

Our Ethos in Practice

Through cautious innovation, ethical reflection, and shared responsibility, we will ensure that technology serves our mission: to nurture thoughtful, courageous, and compassionate learners ready for a rapidly changing world.

Document Information

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