



HERSCHEL GRAMMAR SCHOOL

Pupil use of ICT, Artificial Intelligence and Online Safety Policy

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LGB

Author:

Steve Devereux

Deputy Headteacher

***subject to any relevant changes in legislation or other appropriate guidelines**

Pupil Use of ICT Equipment

Use

ICT equipment has been provided for the sole use of supporting teaching and learning. All use should be related to this purpose.

Security

- Do not try to gain access to information or facilities that you are not authorised to use or view.
- Do not try to access the personal files of any pupil or member of staff.
- Do not disclose your security passwords to anyone and never use another person's login.
- Always sign out when leaving a device unattended or lock it if going to collect printing. It is your responsibility for the activity that takes place in your name.
- At the end of a session using portable devices (e.g. laptops or notebooks), make sure any files you have created or edited are uploaded to your OneDrive folders.
- Do not attempt to connect your own personal device to the school WIFI without permission.
- Sixth Form students must only connect one device to the school WIFI, and this must not be a mobile phone.

General use

- Downloading of software onto the school network or apps onto portable devices will not be allowed.
- Users must not interfere, change or adapt any school IT equipment.
- Food and drinks must not be consumed when using IT equipment or when in IT Rooms.
- Users must not upload/send personal addresses, telephone numbers or photographs of anyone (staff or pupil) at the school without prior consent.
- Users must not try to bypass the school filtering and security systems using proxy servers or by changing the configuration or settings of a computer or portable device.
- Users should only print when it is necessary. Once users have exceeded printing credits, they will either not print or need to buy additional credits. Only use colour printing for final versions; draft work should not be printed in colour unless requested by a member of staff.
- Any damage or alteration, however minor, to any IT equipment must be reported to a member of the IT Support staff. It is your responsibility to inform your teacher of any damage as soon as you start to use IT equipment.

School Email

- All Herschel pupils have a Herschel email address in the format of loginnumber@herschel.slough.sch.uk. Use the link on the school website to access email.
- School email accounts are issued to support teaching, learning, and school communication.
- They may only be used for approved educational purposes and must not be used to create accounts for non-school-related services, activities, or software, such as streaming, gaming, e-commerce, and Apps.

Safety

- Users should not download, use or upload any material which is copyright-protected without the permission of the owner.
- Under no circumstances should users view, upload or download any material which is likely to be unsuitable for children. This applies to any material of a violent, dangerous or inappropriate context, including images of a sexual nature. If users are unsure, they need to ask a teacher.
- If users accidentally access inappropriate material, they should inform their teacher and/or the network manager at once.
- Users should only ever view age-appropriate material.
- Users will never arrange a face-to-face meeting with someone they know only through emails or the internet.
- Users will not use the internet, including social networking sites, messaging systems or chat rooms, either in school or through private access, to make negative, insulting or intimidating comments about anyone or to damage the reputation of the school.

- Portable memory devices (USB Sticks) are banned, and users should ensure they use OneDrive to store work or send work to and from home.

The school's name, 'HGS', and all versions of the school badge are registered and protected by Intellectual Property (IP) law and cannot be used without permission.

Using the school badge and name on any social media or online profile without consent is illegal and a severe breach of school rules. Any offences will be reported to the hosting company and may result in prosecution.

Unauthorised taking of images with a camera/mobile phone/portable device, still or moving, is in direct breach of the school's general rules and will result in serious sanctions. A camera (in any form) should never be used in lessons without permission from the Teacher.

Inappropriate images or text found on users' network or personal devices in school will be considered a violation of Herschel Grammar School's code of conduct.

The school uses real-time monitoring software to review files, check internet searches, and to monitor all keystrokes both on and offline. It is a fundamental expectation that IT equipment is used responsibly.

All chat in Microsoft Teams can and may be monitored for user safety. Alerts will be sent to senior members of staff when a violation is detected.

Users should not expect that files stored on servers or storage media are private. All violations will be dealt with accordingly using the school's behaviour policy and Acceptable Use Policy.

The terms of this Policy apply equally to personal smartphones and IT equipment when on school premises, even if users are not on school WIFI.

Failure to comply with the terms of this Policy may result in sanctions. This can include written warnings, withdrawal of access rights, detentions and in certain cases, internal, temporary or permanent exclusion from school. Herschel also reserves the right to report any illegal activities to the appropriate authorities.

"If in doubt, don't do it."

This policy forms part of the Home/School Agreement.

Online Safety

Young people are growing up in a digital world. As they grow older, they must learn to balance the benefits offered by technology with a critical awareness of the risks and harms they may be exposed to and can expose others to. Herschel Grammar School expects pupils to make a positive contribution online and use technology, the internet and social media as a force for good.

Two of our fundamental values at Herschel are Care and Responsibility. We aim to ensure our pupils are caring, inclusive and respectful in all they do, be it at school, at home, in the broader community and online.

Much of what we do aims to build on the **3 Rs** of:

- **Respect**
- **Reputation**
- **Responsibility**

As well as encouraging the **3 Bs** or **3 Ss**:

- Be **Smart**
- Be **Safe**
- Be **Sure**

The key principle of an online safety strategy is understanding the **4 Cs**:

- **Content** being exposed to illegal, inappropriate or harmful content,
- **Contact** being subjected to harmful online interaction with other users.
- **Conduct** personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce** risks such as online gambling, inappropriate advertising, phishing and or financial frauds/scams.

The school has a specific Online Safety Policy which should also be read and understood.

This policy outlines how Herschel Grammar School plans to achieve the above. The school will be proactive in our work; the online world is a dynamic and 'shifting' place, but at times, the work we must do will be reactive. Therefore, we need to be adaptable when responding to new risks and harms to ensure our pupils stay safe when online, both in and outside of school.

We hope to focus our education on underpinning knowledge and behaviours that can help young people navigate the online world safely and confidently, regardless of the device, platform or app they use.

Online safety is an integral part of safeguarding. Accordingly, this policy is written in line with the latest DfE guidance such as 'Keeping Children Safe in Education' (KCSIE) and other statutory documents; it is designed to sit alongside several school policies, including the Safeguarding Policy, the Behaviour Policy, the Use of ICT policy.

The Designated Safeguarding Lead (DSL) and the Online Safety Lead (OSL) will take responsibility for any online safety issues and concerns and follow the school's safeguarding and child protection procedures when necessary.

The Online Safety Policy aims to:

- Set out expectations for online behaviour, attitudes and activities and use of digital technology.
- Create a culture that incorporates the principles of online safety across all elements of school life.
- Help all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, regardless of device or platform.
- Facilitate the safe, responsible, and respectful use of technology to support learning, increase attainment, and prepare young people for the opportunities and risks the online world holds.
- Help school staff working with pupils to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
 - for the protection and benefit of the children and young people in their care, and
 - for their own protection, minimising misplaced or malicious allegations, and to better understand their own standards and practices.
- for the benefit of the school, supporting the school ethos, aims and objectives, and protecting the reputation of the school and profession.
- establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns.

This policy applies to all members of the Herschel Grammar School community who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time.

Online Safety in summary:

- Be careful about publishing any personal information online – like your address, email address or mobile numbers.
- Think very carefully before posting pictures or videos of yourself or others. Once you have put a picture of yourself online most people can see it and may be able to download it: It is not just yours anymore.
- Keep your privacy settings as high as possible.
- Do not meet up with people you've met online. Speak to your parent or carer about people suggesting you do. Remember that not everyone online is who they say they are.
- Think carefully about what you say before you post something online, especially if you are angry or upset.
- Respect other people's views: even if you don't agree with someone else's views doesn't mean you need to be rude or offensive.
- If using social media – make your posts and comments a force for good.
- If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult at once.
- Use the CEOP website to make a report. <https://www.ceop.police.uk/ceop-reporting/>
- The Billboard Test. Before you post something online, think: would you be happy to see it on a billboard where the rest of your school, your parents, your grandparents and neighbours could see it? If not, think twice about sharing online.
- Visit <https://www.herschel.slough.sch.uk/for-students/online-safety-1/> for lots more advice and guidance.
- Be mindful of how often you are online and make sure you are not checking mobile devices too close to going to sleep, and do not check these during the night.

Student Use of Artificial Intelligence

At Herschel Grammar School, we are committed to fostering an environment that encourages the responsible and ethical use of technology.

As artificial intelligence (AI) becomes increasingly integrated into educational tools and resources, the school needs to establish some guidelines for its use.

There is a place for AI in education and learning.

This guide aims to help students understand the boundaries between acceptable and unacceptable use of AI, ensuring that the work you produce reflects your understanding and abilities.

The following table outlines various uses of AI tools, ranging from unacceptable to acceptable, to clarify how AI can be used in a way that aligns with our Herschel Grammar School values and academic integrity policies.

Please adhere to these guidelines to maintain a fair and honest learning environment.

Caution needed.

Remember the very nature of AI is designed to 'please' and most AI tools will always provide a convincing output.

AI algorithms work by predicting the next word in a sentence based on a Large Language Model.

However, there is a chance that outputs may be inaccurate, misleading, false or incorrect. In other words, 'plausible-sounding nonsense'. These are called hallucinations.

Safeguarding and Privacy.

You must be aware that any information shared with AI tools (inputs) may not remain confidential and could be seen by others. Therefore, you should not:

- Share personally identifiable information about yourself or others.

- Share images of others without their explicit consent.

- Disclose confidential information about yourself or others.

- Use AI tools as a sole source for self-help or counselling advice.

Gaining a second opinion if seeking advice is essential.

Misuse

AI misuse is when you take something made using AI and say it's your own work. There are strict penalties (loss of marks or disqualification) for misuse of AI when completing any qualification-based, non-examined work. You must refer to the "JCQ student guide," (see appendix speak to your teachers and visit your qualification exam board website.

General Guide to what is acceptable AI use

Use Case	Description of activity	Acceptable	Unacceptable
Editing AI-generated Essays	Post an essay question into an AI tool and make edits before submitting it to your teacher.		✗ As not all your own work
Bullet Points to Essay	Providing the AI with bullet points and asking it to create an essay.		✗
Homework/Assignments	Presenting AI-generated text as one's own work.		✗
Assessments	Using AI tools during any form of assessment, both internal and external.		✗
Posing Questions to AI	Posing a question to an AI and then passing the answer off as your work.		✗
Misleading References	Submitting work with intentionally incomplete or misleading references or bibliographies.		✗
Copying AI-generated Content	Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer your own.		✗
Plagiarism	Unattributed use of AI-generated text or imagery.		✗
AI misuse in NEA/Controlled Assessment	Using AI tools without proper acknowledgement or submitting work that is not your own.		✗ See JCQ guidance
AI Feedback on Drafts	Write a first draft of an essay, ask AI to critique and give feedback, and then rewrite the essay based on the feedback.	This very much depends on context, so check with teachers.	
AI for Statistics/Evidence	Asking AI to provide statistics or evidence to back up your arguments.	☒ ✗ Be incredibly careful of the source and double-check for accuracy.	
Research	Using AI tools to explore new topics and ideas.	☒	
AI Studies	Using AI tools specifically to find out about AI and its uses and limitations.	☒	
Research Tool	Using AI with an understanding of its limitations, particularly the tendency for AI to give misinformation	☒	
Retrieval Practice Questions	Use AI to generate retrieval practice questions based on content.	☒	
Translation	Asking an AI to translate a passage into English.	☒	
Summarising or organising Texts	Asking AI to produce a summary of longer texts for reference or to help review/revise.	☒	
Explaining Concepts	Using AI to explain a concept you are finding tricky. Such as ChatGPT Tutor.	☒	
Dictation Tool	Using AI as a dictation tool.	☒	

Use Case	Description of activity	Acceptable	Unacceptable
Generating Ideas	Use AI as a way of generating multiple different ideas.	✓	
Suggestions for Further Reading	Ask AI to provide suggestions for further reading around a topic.	✓	
Foreign Language Practice	Talking to an AI in a foreign language for extra practice.	✓	
Formulating Ideas	Using AI to create essay structures as a starting point for an assignment.	✓ Care is needed with prompts and context.	
Feedback on Writing	Using AI to proofread and correct text, providing feedback on style and content.	✓ Declare AI used	
Generating Images	Using AI to generate images for assignments, with awareness of potential copyright issues and proper sourcing.	✓ You must credit the source and say it is AI-generated content.	

Staff will deal with **inappropriate** use of AI by following current school systems and policies.

Staff may use AI detection tracking software, for example, 'Turnitin', to assess the use of AI.

If tracking tools and or a teacher's professional judgement indicates a high probability that AI has been used, you will be asked to verify your sources and answer questions on what you have written.

Relevant exam policies will have more information on this and the next steps.

NEA/Coursework or non-examined components.

You are not allowed to use AI tools when you are in an exam.

Ask your teachers if you are allowed to use AI tools when completing Non-Examined Assessments.

There are different rules for each qualification, so don't get caught out.

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 your 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 your own work, analysis, evaluation or calculations.
- Not acknowledging the 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 and Assessments

A quick guide for students



What is AI?



- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

REMEMBER

Misusing AI is cheating!

Know the rules

Talk to your teachers

Reference clearly

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



Generative Artificial Intelligence

Generative AI refers to technology that can be used to create **new** content based on large volumes of data that models have been trained on from various works and other sources.

Generative AI tools such as ChatGPT are already significantly affecting education. AI tools pose considerable challenges around assessment and academic integrity, but also present opportunities to further your learning and understanding.

ChatGPT, Google Bard, Google Gemini and Microsoft Co-Pilot are generative AI tools built on large language models (LLMs). These tools can:

- answer questions
- complete written tasks
- respond to prompts in a human-like way.

Other forms of generative AI can produce:

- audio
- code
- images
- text
- simulations
- videos

AI technology is not new, and we already use it in everyday life for:

- email spam filtering.
- media recommendation systems e.g. Netflix suggestions.
- navigation apps
- online chatbots

However, recent advances in technology mean that we can now use AI tools to generate content. And every time content is created, that becomes a new source. This creates opportunities and challenges for the education sector.

Just like any online source, the content produced by generative AI could be:

- inaccurate
- inappropriate
- biased
- taken out of context and without permission.
- out-of-date or unreliable

Glossary of Generative AI Terms

Artificial Intelligence (AI): A field of computer science that focuses on creating systems capable of performing tasks that usually require human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding.

Generative AI: A subset of AI that involves creating something new from existing data. This could range from creating a piece of text to generating an image or music. It uses a form of machine learning called generative modelling, which allows AI to make decisions, not just predictions.

Machine Learning (ML): An application of AI that provides systems with the ability to automatically learn and improve from experience without being explicitly programmed. It focuses on the development of computer programs that can access data and use it to learn for themselves.

Deep Learning: A type of machine learning that mimics the workings of the human brain in processing data for use in decision-making. Deep learning is a key technology behind driverless cars, enabling them to recognise a stop sign or distinguish a pedestrian from a lamppost.

Large Language Model (LLM): A computer program that has been fed enough examples to be able to recognize and interpret human language or other types of complex data. Many LLMs are trained on data that has been gathered from the Internet.

Neural Networks: A set of algorithms, modelled loosely after the human brain, designed to recognise patterns. They interpret sensory data through a kind of machine perception, labelling or clustering of raw input.

Natural Language Processing (NLP): A field of AI that gives machines the ability to read, understand and derive meaning from human languages.

Chatbot: A software application used to conduct an online chat conversation via text, instead of providing direct contact with a live human agent.

Text Generation: A process in which AI systems generate text that simulates human language.

Source: (JISC)