



SOLIHULL

Artificial Intelligence Policy

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1. AIMS AND OBJECTIVES

Artificial intelligence is part of everyday life. It can explain, organise, draft, translate, analyse, create and suggest, but it can also be inaccurate, biased, intrusive, environmentally costly or misused. **AI is a tool** - it is neither inherently good nor bad. There is positive, appropriate use and negative, inappropriate use. What constitutes appropriate use depends on context; how, why and where it is used and by whom.

This policy covers AI across School life, including generative AI and AI-enabled features embedded within wider digital tools and services, particularly where these materially influence learning, work or decision-making. It is Solihull School's practical framework for a fast-moving area - designed to offer guidance and to be clear to pupils, staff, parents and governors.

This policy has been informed through pupil and staff consultations and surveys and is shaped by wider educational research, DfE guidance, ISI inspection expectations, HMC guidance and commentary, and wider education sector guidance, including from Ofsted where relevant and helpful to our setting. Across this work, the strongest messages are consistent: keep people at the centre, make expectations clear, protect privacy, check outputs and be honest about meaningful AI use.

In short: AI may support learning and work in many contexts, but people must always remain responsible for the thinking, judgement, care and final result.

Solihull summarises its approach through the AI Sandwich: Human → AI → Human.

THE AI SANDWICH

Human → AI → Human

At Solihull, even when AI is permitted, we **THINK** first...

Good use of AI begins and ends with people. AI sits in the middle to support our thinking, not replace it.



BE TRANSPARENT

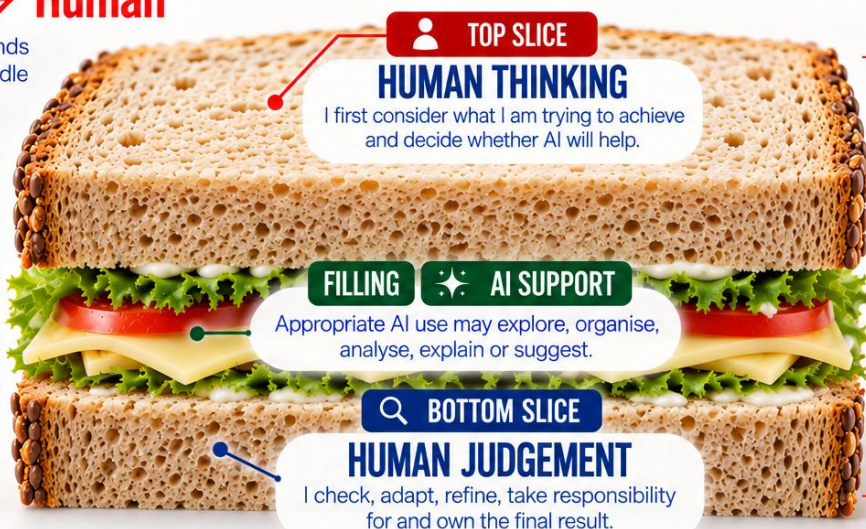
Declare when and how you have used AI where this is required (e.g. in assessments or published work).



ENVIRONMENTAL RESPONSIBILITY

AI uses energy, water, computing power and mined materials.

Use it **purposefully**; avoid unnecessary or repeated generations.



TOP SLICE

HUMAN THINKING

I first consider what I am trying to achieve and decide whether AI will help.

FILLING



AI SUPPORT

Appropriate AI use may explore, organise, analyse, explain or suggest.



BOTTOM SLICE

HUMAN JUDGEMENT

I check, adapt, refine, take responsibility for and own the final result.



HUMAN ACCOUNTABILITY

I am accountable for how I use AI and for what I submit, share, teach from or act upon.

NON-NEGOTIABLES



PUPILS MUST NEVER

Use AI in the composition of work or pass off AI-generated work as their own.



STAFF MUST NEVER

Allow AI to make judgements or decisions about people.

2. Solihull's Seven Shared Principles

These seven principles apply to everyone at Solihull School.

What they mean in practice depends on context — including your age, role and the task — with specific expectations set out later in this policy.

Shared principle	What it means
1. Transparency and mutual respect	Be clear and honest about AI use. Respect the expectations that apply to your role, task and context.
2. Human accountability — check and own it	AI does not remove personal responsibility. Check important outputs for accuracy, bias or error: you remain accountable for what you submit, send, share or act upon.
3. Human thinking and independence	Thinking for ourselves should remain our normal approach. AI can assist and add value, but we should not become cognitively dependent on it. We must continue to exercise and develop our own knowledge, skills, creativity and expertise.
4. Purposeful and productive use	Use AI for a clear reason and where it adds genuine value, rather than simply because it is available.

Shared principle	What it means
5. Environmental responsibility	AI has a real environmental cost: prompts, tokens and executions require computing power, using electricity, water for cooling and physical infrastructure and mined materials. Think first, prompt well and avoid unnecessary generation or repetition.
6. Privacy and security	Protect your own and others' information. Use approved systems and handle information with the same care expected elsewhere in School.
7. Safeguarding and dignity	Never use AI to harm, exploit, deceive, humiliate or bully others. Concerns should be reported promptly to a trusted adult through the School's normal safeguarding routes.

3. Human thinking and independence

AI should strengthen human capability, not replace the thinking, knowledge, skills, creativity and judgement we need to develop and retain.

This applies to everyone at Solihull. We all need to keep exercising and developing our ability to think independently, but this is particularly important for pupils during formative stages of their education and development.

AI can save time, remove barriers, stimulate ideas and help us learn, create and work more effectively. Used well, it can extend what we are able to do. However, convenience alone is not a reason to use it.

At Solihull, even when AI is permitted, we THINK first:

T	Think first. Be clear about the task, what you are trying to achieve and what you can do yourself before considering whether AI use is appropriate, and if so how it might help.
H	Help can hinder: embrace productive struggle. Learning and professional growth require effort, practice and sometimes mistakes. AI can support this process — by explaining, questioning or giving feedback — but should not remove the thinking through which knowledge, skills, creativity and expertise develop.
I	Independence: Avoid cognitive dependency. Pupils and staff should retain and continue to develop the ability to think, work, create and make judgements independently of AI.
N	Necessary? Does this need AI? AI use should not be assumed. In many situations, thinking, writing, calculating, creating, discussing or deciding without AI is entirely appropriate and may be more valuable.
K	Keep an open mind. Explore AI's potential benefits with curiosity, while considering its risks with evidence and judgement.

Our aim is neither to maximise AI use nor to avoid it unnecessarily, but to develop the judgement to know when and how AI supports learning or work, and when not to use it.

4. Approved platforms, accounts and information

Use an approved platform, with the right account, for the right purpose, and handle information responsibly.

4.1 Approved platforms and accounts

Platform	Who	School Position
Microsoft Copilot Chat	All staff; pupils aged 13+	School's default AI platform. Always use your @solsch.org.uk account for School use.
Microsoft 365 Copilot	Licensed staff	Approved within the School's Microsoft 365 environment, including appropriate use with School information as part of normal work.
ChatGPT Enterprise	AI & Digital Champions & selected Prep/Senior staff	Approved for School use when accessed through the School-managed @solsch.org.uk workspace.
Agents, customised AI tools, AI-generated websites & plugins/GPTs	According to the approved parent platform and user eligibility	The same rules apply to AI tools, agents, plugins/GPTs generated websites and as to the platform or service through which they are created or accessed. School-managed Copilot Studio agents may also be provided for approved purposes.
Other AI platforms	All users	Must not be used with School-sensitive information unless expressly approved by the Director of Assessment & Digital Strategy or Head of ICT Services.

Age eligibility is important. Microsoft Copilot Chat is currently configured for Solihull pupils aged 13+. For other AI tools, the School will respect the age requirements of the individual product. Nobody should circumvent a platform's age restrictions or access AI through another person's account.

4.2 Data, privacy and security

Apply the same care to AI as to email, Teams, OneDrive and School records.

- Use your **School account and an approved platform** for School information.
- Share **only what is necessary**; never share passwords, credentials or information you are not entitled to disclose.
- Staff may use personal or School-sensitive information within **approved School systems where necessary for legitimate work**, but must do so responsibly and with discretion.
- **Check AI output before using or sharing it; responsibility remains with you.**
- Once required output is saved appropriately, **delete chats containing personal or sensitive information when no longer needed.**

4.3 Embedded and emerging AI

AI is increasingly built into browsers, search engines (e.g. Chrome's automatic 'AI mode'), software and educational tools. **Encountering embedded AI is not the same as choosing generative AI to produce work:** treat its output critically and do not copy or present it as your own. The School may approve age-appropriate, School-managed AI, including for younger pupils, **where the product's age requirements permit its use** and appropriate educational, safeguarding, supervision, filtering/monitoring and data-protection safeguards are in place.

5. Pupils

Pupil use of AI develops with age, maturity and educational purpose. There is no single age threshold for all AI: use must reflect the age requirements of the particular tool, alongside appropriate safeguarding, supervision and School controls. Access to a tool does not in itself mean that its use is appropriate for a particular task. Teacher expectations must always be followed.

Solihull school's AI policy reflects DfE guidance, which allows schools to determine appropriate AI use by subject, year group or key stage, while requiring compliance with individual tools' age restrictions and appropriate supervision, safety, filtering and monitoring.

5a. Prep School pupils

Prep pupils should **learn about AI and develop AI literacy**. They already encounter forms of AI in everyday life — for example in smart speakers, recommendations, games and search — and should begin to understand what AI is, what it can and cannot do, and that its answers may be wrong. **Understanding comes before independent access to generative AI.**

As they advance through the Infant and Juniors they may encounter AI through **teacher-led demonstrations, teacher-created activities, embedded features or age-appropriate educational tools approved by the School**. This allows pupils to question AI output and learn how to stay safe without encouraging inappropriate independent use.

Where an approved tool permits pupil interaction, **the default is supervised use for a clear educational purpose, with appropriate safeguarding and School controls**. Pupils must not circumvent age restrictions, use another person's account or use unapproved generative AI for School work. Younger pupils should seek help from a trusted adult if they encounter AI content that is confusing, upsetting or inappropriate.

By the end of Junior 4 (Year 6), pupils should be able to recognise AI, question its output, protect personal information and know when and how to seek help from a trusted adult. This approach aligns with ISI expectations around safeguarding and online safety and HMC's support for age-appropriate AI literacy.

5b. Senior School pupils

Thirds and Shells (Years 7 and 8) — guided AI use

Pupils develop AI literacy through the **Computing and WPD curriculum (including online safety guidance), teacher-led AI activities and approved age-appropriate tools**. They do not currently have School access to Copilot Chat.

Teachers may also provide AI-supported activities created through tools such as **Copilot Teach** — including quizzes, matching and fill-the-blank exercises — without pupils accessing generative AI

themselves. In Thirds and Shells the default is no unsupervised AI use. AI may be used for School work only where a teacher has explicitly permitted it.

Fourths & above — Teachers must set AI expectations in Teams Assignments

From Fourths onwards, pupils have School access to **Microsoft Copilot Chat**, but AI use for set work is **conditional on the task and the teacher's explicit guidance**.

Just as homework for Fourths and above needs to be set through **Microsoft Teams Assignments**, teachers must select the appropriate '**Guidance on AI use**' setting when setting the task. '**No selection**' must not be left as the default.

Teams guidance	What it means
No AI use allowed	Complete the task without generative AI.
AI for brainstorming only	AI may support ideas or planning but must not compose the response.
AI for editing only	The pupil creates the content; AI may support presentation, grammar or clarity.
Full AI use allowed	For deliberately designed tasks where substantial AI use forms part of the learning.
Custom guidance	The teacher states precisely what is permitted and prohibited for that task or subject.

Upper Fifth and Sixth Form — Greater independence vs higher stakes

As pupils approach external examinations, the School supports **greater independence and trust in how they revise**. Where the final assessment is completed independently under examination conditions, pupils should have reasonable freedom to use AI in ways that help them prepare effectively.

Greater independence brings greater accountability.

At the same time, the stakes are higher: **exam board, specification and course content matter**. Pupils are explicitly reminded to use AI tools, agents and tutors aligned to the exact course specification they are being assessed upon rather than relying on generic AI guidance.

Teachers remain the best source of advice on what the course and examination require.

AI at Solihull – Four Pupil Rules

Rule	What it means
1. Follow each teacher's AI instruction	The teacher's instruction comes first. Follow the AI guidance set in Teams Assignments. If it says no AI , that means no AI .
2. Use approved AI	For all School work and related activity , use School-approved AI through your School account . Pupils must use only their own authorised account and must never use, borrow or share another person's account. Solihull School does not approve of the use of personal accounts or unapproved

	services including ChatGPT, Gemini, Claude, personal Copilot or others, or of attempts to bypass School/provider controls. This applies wherever and however you work.
3. Keep the work yours	AI must not replace the thinking, practice or composition the task requires. Be open about meaningful AI use in the form requested by your teacher. Never pass AI-generated work off as your own.
4. Use AI to revise, not avoid learning	Copilot Study & Learn is the recommended starting point for general AI-supported learning because it encourages questioning and productive struggle. AI can be useful for revision. It can explain, question, quiz, adapt difficulty and provide practice. However older pupils should always check they are revising for the correct exam board and specification (see below)

Additional point: Protect the School identity. Do not use AI-generated or altered versions of the School logo, crest or other official brand assets as if they were official. Use approved originals where these are required and if in doubt ask a member of staff to check if its use is appropriate and to assist you with this.

6. AI and Assessment

AI may support preparation for assessment; it must not compromise the validity of the assessment itself.

Internal assessment

All year groups should have **regular opportunities to demonstrate knowledge and skills independently**, including closed-book, timed or examination-style assessment where appropriate. This becomes increasingly important from Lower Fifth onwards, ensuring that AI-supported homework or revision does not obscure a pupil's true progress.

External examinations (including GCSE, AS and A Levels)

AI must not be accessed or used where examination regulations prohibit it. Examination conditions and awarding-body rules apply without exception.

Coursework, NEA and EPQ – JCQ Rules apply

- **Work submitted for qualification assessment must be the pupil's own independent work and thinking.**
- **Pupils must not use AI to write, rewrite, edit or paraphrase assessed work where this means the work is no longer their own.**
- Where AI use is permitted, **JCQ acknowledgement and authentication requirements must be followed in full**, including retaining the required evidence of AI use.
- Acknowledging AI **does not make AI-generated content the pupil's own work or earn marks for it.**
- **AI misuse is malpractice and can result in severe awarding-body sanctions, including disqualification.**

JCQ, *AI Use in Assessments: Your role in protecting the integrity of qualifications* (Revision Two, April 2025).

7. Concerns, mistakes and sanctions

Clear expectations come first. A suspected breach should normally begin with a conversation to establish what happened. Intent, seriousness, repetition and honesty all matter. AI detection tools are not wholly reliable and must not be treated as proof alone. Consider the work, previous work and discussion with the pupil.

Level	Examples and likely response
Initial mistake or misunderstanding	Conversation, clarification and opportunity to correct or reflect. In Prep, early contact with home may be appropriate as part of normal home–school communication.
Low-level misuse	Demerit, reflection or homework club, according to the breach and existing School procedures.
Deliberate, repeated or more serious misuse	Passing AI-generated work off as one’s own, circumventing controls or repeated breaches → Head of Year/Section or Deputy Head escalation, including Saturday – Headmaster’s detention where appropriate.
Safeguarding or assessment breach	Harmful AI use follows behaviour/safeguarding procedures. Examination, coursework, NEA or EPQ concerns follow JCQ/awarding-body procedures and may carry substantially more serious consequences.

AI does not remove individual accountability. If in doubt, ask; if something goes wrong, say so early.

8. Staff use of AI

Staff may use approved AI to support their work, including drafting and composition, but **human judgement, checking and accountability cannot be delegated to AI.**

School transparency: At the start of each School year, and at appropriate points thereafter, pupils and parents will be reminded that approved AI may assist staff in preparing resources, correspondence and other School documents. Staff remain responsible for the content and all judgements involved.

Protecting the Solihull brand: AI-generated or AI-assisted material carrying the Solihull identity must follow the School’s approved brand, language and design standards. AI must not be used to generate, recreate, alter or approximate the School logo, crest or other official brand assets for use as if they were official; approved originals must always be used. Outward facing material must receive Marketing quality assurance before publication.

8a. All Staff

Microsoft Copilot Chat is the School’s normal approved AI environment for most staff. AI may assist or compose; staff must check outputs, make all judgements and remain accountable for the final result.

Task	AI may help	Staff must	Staff must never
Documents & communications	Draft, compose, summarise, proofread or restructure documents and communications.	Check facts, tone, audience and final content. If you send or publish it, you own it.	Send or publish unchecked content or allow AI to make judgements about people or situations.
Administration & organisation	Summarise information, extract actions, categorise material, create templates and support routine processes.	Use approved platforms; check outputs before acting.	Upload inappropriate data to unapproved tools or automate decisions requiring human judgement.
Data & analysis	Explore patterns, summarise approved data and help present findings.	Use necessary data only; keep it secure; verify outputs and conclusions.	Treat AI inference as fact or allow AI to make decisions about people.
Microsoft 365 Copilot features	Where licensed, summarise Outlook email threads or approved Teams meeting transcripts, identify actions and draft replies, notes or minutes.	Check accuracy, context and actions before use or circulation.	Circulate unchecked summaries or delegate decisions or judgements to AI.

For sensitive, safeguarding, HR, financial or other high-stakes matters, human oversight, confidentiality and professional judgement remain especially essential throughout.

8b. Teaching Staff

For teaching staff, the aim is not simply to save time, but to use professional time to produce something better: clearer explanations, stronger differentiation, more personalised learning, richer resources or more useful feedback.

Marking subjective work and all judgement must remain human. AI may support professional work, but the teacher must provide the evidence and context, make the judgement and own the final result.

Task	AI may help	The teacher must	The teacher must never
Setting AI guidance in Teams Assignments	Use and customise the 'Guidance on AI use' options to suit the task and subject.	Make 'AI use' selection in Teams Assignments for Homework for Fourths & above as set out in section 5b.	Leave 'No selection' as the default or leave pupils unclear about permitted AI use.
Planning, resources & Copilot Teach	Generate explanations, examples, quizzes, rubrics, flashcards, differentiated resources; create matching, fill-the-blanks etc.	Check accuracy, pitch, accessibility, answers and fit with the actual class and curriculum.	Use unreviewed material or let generic output replace curriculum judgement.

Personalised learning & inclusion	Adapt explanations, reading level, pace, scaffolding, challenge and practice for different learning styles and support needs.	Know the pupil; check accessibility and appropriateness; apply relevant professional and Learning Support guidance.	Assume AI knows the pupil, remove productive struggle or replace individual professional judgement.
Marking, feedback & reporting	Mark definitive-answer tasks; organise teacher-supplied evidence and feedback; support proofreading, consistency and report checking.	Read and judge the pupil's work; personalise and verify feedback and reports; ensure they reflect genuine knowledge of the pupil.	Let AI decide quality, grade, effort or intent, or make any judgement about a pupil or their work, including coursework, NEA or external assessment.
Parent or pupil communication	Support wording, structure and proofreading of communications based on staff-supplied facts, context and intended message.	Personally review every communication before sending; check accuracy, tone and sensitivity. If you send it, you own its content.	Send AI-generated communication without personal oversight or delegate any judgement about a pupil, parent or situation to AI.
Assessment design	Generate possible questions, examples and practice materials.	Check validity, accessibility, security and departmental fit.	Upload secure assessment material to an unapproved tool or reuse generated content blindly.
Pupil attainment and progress data	Explore patterns or prepare trackers on approved School platforms.	Check the data, outputs and conclusions; apply professional knowledge of the pupils and context.	Allow AI to make decisions about pupils or treat correlations as conclusions.
Subject-specific revision tutors & agents	Create checked Study & Learn experiences, revision tutors or agents that question, scaffold & practise.	Use approved platforms; test them; keep sources current & aligned to course, exam board and specification; agree expectations with Head of Dept	Share untested agents, let them replace teaching or provide unreviewed answers or advice.

9. Safeguarding, conduct and harmful use

AI-enabled harm is treated under the same safeguarding, anti-bullying, behaviour and acceptable-use expectations as harm carried out by other means. The use of AI does not lessen its seriousness.

- Creating, requesting, altering or sharing sexualised or nude images, including 'nudification' and deepfakes, is prohibited.
- Impersonating another person or fabricating messages, images, voice or video is prohibited.
- Using AI to ridicule, threaten, blackmail, exclude, bully or damage reputation is prohibited.
- Uploading another person's image, voice, work or personal information without a proper reason and permission is prohibited.
- AI companions or chatbots must not be used in ways that encourage secrecy, dependency, sexualised interaction, manipulation or replacement of safe real-world support.

Where harmful content is discovered, pupils should stop, avoid responding or sharing, and tell a trusted adult immediately. Staff should report it through the School's safeguarding procedures. Do not forward, recreate, circulate or experiment with the material. Staff should not ask an AI tool to generate comparable content 'to see what it can do'. The DSL or appropriate Senior colleague will direct any necessary investigation.

(This section should be read alongside Keeping Children Safe in Education 2026, the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Behaviour and Discipline Policy, Mobile Phone Protocols and ICT Acceptable Use Policy)

10. Parents and Carers

Parents are asked to understand, support and reinforce the School's approach to AI in an age-appropriate way.

In the Prep School and in Thirds and Shells (Years 7 and 8), this may include helping children recognise where AI is already present and closely supervising any permitted exploration of School-approved tools and sites. Parents should check and follow each tool's age requirements and should not allow a child to access AI through an adult's or another person's account. As pupils mature, parents should understand the different expectations for AI use at different ages and stages, including the increasing independence appropriate to older pupils.

From Lower Fifth upwards, parents should reinforce the importance of honest and responsible AI use and ensure pupils understand the seriousness of complying with JCQ and exam boards / awarding-body requirements for coursework, NEA and external assessment.

The School will provide AI-focused information and occasional seminars for parents as technology, opportunities and risks develop.

11. Environmental responsibility

AI has a real and rapidly growing environmental footprint.

Training and operating AI systems depends on expanding networks of data centres, computing hardware and supporting infrastructure, consuming substantial electricity, water for cooling and physical resources used in the manufacture of chips, servers and other equipment. The International Energy Agency (IEA) estimates that data centres consumed around **485 TWh of electricity globally in 2025** and projects this to roughly double to around **950 TWh by 2030**, with electricity consumption from AI-focused data centres growing considerably faster. The rapid growth in large data centres is increasingly placing significant additional demands on local electricity grids and infrastructure. Electricity generation capacity, water, materials and infrastructure are not unlimited.

The environmental impact of AI is therefore a present and growing concern, not simply a future risk. However, the picture is not one-sided or static.

AI may also help address some of the environmental challenges facing society. The IEA identifies significant potential for AI to improve energy efficiency, make better use of existing electricity networks, forecast and integrate renewable energy more effectively, and accelerate the discovery and development of cleaner technologies and materials. AI is also contributing to research and innovation in areas including

advanced nuclear and fusion energy. These developments could ultimately help us generate, distribute and use energy more efficiently and with substantially less environmental impact. Technology providers are also developing more efficient AI systems and data centres and investing in renewable energy and water management.

These possibilities are significant, but they do not remove the environmental and resource costs of AI use today.

Sources: International Energy Agency, Energy & AI (2025); Key Questions: Energy & AI (2026), subsequent IEA analysis.

As a **Green Flag School**, Solihull takes these concerns seriously. We will seek to use AI proportionately to the value it adds and encourage informed, environmentally responsible choices.

- **Prompt well:** one clear prompt is better than repeated vague attempts.
- **Choose proportionately:** use the simplest suitable AI model or mode; ordinary tools or your own judgement may be enough.
- **Generate only what is needed:** avoid unnecessary images, versions, long outputs or repeated executions.
- **Reuse and refine:** build on useful prompts and resources rather than starting again.
- **Balance impact against value:** consider environmental cost alongside genuine gains in learning, accessibility, safety and workload.
- **Learn and respond:** the School will keep the developing evidence about AI's environmental impact under review.
- **Working with the Sustainability Coordinator,** we will consider our own patterns of AI use where meaningful information is available and explore proportionate measures to reduce unnecessary environmental impact.

PURPOSEFUL USE: Use AI when it adds clear educational or professional value, not merely because it is available.

12. Responsibilities and governance

Role	Main responsibility
Governors	Provide oversight and assurance on policy, safeguarding, data protection and educational impact.
Headmaster & SLT	Set direction, allocate resources and oversee implementation, risk and compliance.
Director of Assessment & Digital Strategy	Own the policy; coordinate guidance, consultation, training, monitoring and review.
Head of ICT Services	Manage approved platforms, access, licences, security and technical controls.
DSL & safeguarding team	Lead responses to AI-enabled safeguarding concerns and alignment with KCSIE 2026.
Marketing	Oversee correct use of the School's official brand assets and quality assure AI-assisted outward-facing material carrying the Solihull brand.

Heads of Section & pastoral leaders	Apply age-appropriate guidance and proportionate responses.
Heads of Department & AI and Digital Champions	Develop consistent subject-specific expectations and assessment guidance ; share effective practice and support implementation.
Sustainability Coordinator	Support monitoring and guidance on the environmental impact of AI use and proportionate measures to reduce unnecessary impact.
All staff	Use approved tools, check outputs, retain human judgement , protect information and remain accountable.
Pupils	Follow the age- and task-appropriate AI expectations , protect information, be transparent about permitted use and submit their own work
Parents	Understand, support and reinforce the School's age-appropriate approach to AI , including appropriate supervision, account use and compliance with individual tools' age restrictions.

13. Training, communication and review

- The policy will be supported through staff training, pupil briefings, parent communication and age-appropriate curriculum work.
- New School-wide AI products, agents or significant uses will be reviewed before deployment for safeguarding, privacy, accessibility, bias, security, environmental impact, cost and educational value.
- Practice will be monitored through consultation, surveys, safeguarding and assessment review — not indiscriminate surveillance.
- Operational guidance may be updated between formal policy reviews as technology, School systems and good practice evolve.
- The policy will be reviewed annually, or sooner if technology, regulation or School systems change.

14. Related policies and guidance

School policies: ICT Acceptable Use Policy, including Plagiarism; Safeguarding and Child Protection Policy; Anti-Bullying Policy; Behaviour and Discipline / Rewards and Sanctions; Data Protection and UK GDPR; Mobile Phone Policy; Online Safety and Curriculum Policy.

External guidance: *Keeping Children Safe in Education 2026*; current JCQ *AI in Assessments* guidance and awarding-body rules; UK GDPR and ICO guidance; current Microsoft 365 Education guidance.

Accompanying Solihull guidance: *AI Policy — In a Nutshell*; *Using AI Well at Solihull — Senior School Guide*; *Using AI Wisely — Preparatory School Guide*.