



## **POLICY DOCUMENT FRONTPAGE**

Artificial Intelligence Policy (AI)

**CURRENT POLICY**

**APPROVED BY ALEC HUNTER LOCAL GOVERNING BODY**

**THIS POLICY IS REGULARLY REVIEWED  
FOLLOWING RECOMMENDED GUIDELINES**



## ARTIFICIAL INTELLIGENCE (AI) POLICY

### 1. Introduction

Artificial Intelligence (AI) is a rapidly evolving field that offers many opportunities and benefits for education. AI can enhance teaching and learning, improve learner outcomes, personalise instruction, streamline administrative tasks, and foster collaboration and innovation. However, AI also poses some challenges and risks, such as ethical, legal, social, and technical issues, that need to be carefully considered and addressed. Therefore, it is essential that staff use AI tools and applications in a responsible, ethical, and lawful manner, respecting the rights and dignity of all stakeholders, including students, parents, colleagues, and the wider community.

### 2. Aims and Objectives

The purpose of this policy is to provide a holistic framework for the integration and management of AI in educational settings, encompassing ethical compliance, educational enhancement, workload reduction, data security, and innovation, whilst ensuring the safeguarding and protection of our students are at the heart of what we do. This policy acts as guidance and direction for staff on the acceptable use of AI tools and applications in their professional activities and responsibilities. This policy aims to ensure that staff use AI in a way that is consistent with the Trust's vision, mission, values, and policies, as well as with the relevant laws and regulations, and the professional standards and codes of conduct of their respective roles. This policy also aims to promote awareness and understanding of the benefits and risks of AI, and to foster a culture of trust, transparency, and accountability among school staff and other stakeholders.

### 3. Objectives

<b>Educational Enhancement:</b>	To improve teaching and learning outcomes
<b>Ethical Compliance:</b>	To ensure ethical and legal use of AI
<b>Data Security:</b>	To protect the privacy and data of all stakeholders – <i>See Appendix A</i>
<b>Workload Reduction:</b>	To utilise AI to reduce the administrative and academic workload of staff
<b>Innovation:</b>	To remain at the forefront of education by integrating AI to enhance and supplement the school's mission to best support young people.

### 4. Scope

This policy applies to all Trust staff, including teachers, administrators, counsellors, therapists, and other support staff, who use AI tools and applications in their professional activities and responsibilities, whether on school premises, off-site, or remotely. This policy covers all types of AI tools and applications, such as software, hardware, platforms, services, and systems, that use AI techniques, such as machine learning, natural language processing, computer vision, speech recognition, and robotics, to perform tasks that normally require human intelligence, such as reasoning, decision making, problem solving, and creativity.

### 5. Definitions

In simple terms, generative AI (gen AI) can create new content like that which humans can produce. Some examples of the content it can create could be words, images, data, music and videos.

There is a growing number of software applications that are adopting AI tools as part of their productivity packages. This policy relates to all data/content that is created through gen AI tools including text, artwork, graphics, video and audio.

<b>AI</b>	Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).
<b>1a</b>	<b>LLM</b> Large language models such as <b>ChatGPT (NOT to be used in SAT schools)/Bard/Claude</b> which have generative capabilities.

<b>1b</b>	<b>NLP</b>	Natural language processing such as Alexa / Siri - differs from the above and has fewer opportunities for bias and hallucination.
<b>1c</b>		Image generation from <b>LLM</b> - images can be created via text prompts which can be inappropriate or subject to bias.
<b>AI Tool</b>		any device, program, or system that uses AI techniques to perform a specific function or task.
<b>AI Application</b>		any use case or scenario that involves the use of one or more AI tools to achieve a specific goal or outcome.
<b>AI User</b>		Any school staff who uses an AI tool or application in their professional activities and responsibilities
<b>AI Provider</b>		Any entity, such as a company, organisation, or individual, that develops, supplies, or operates an AI tool or application.
<b>AI Data</b>		Any information, such as text, images, audio, video, or biometric, that is collected, processed, or generated by an AI tool or application.
<b>AI Ethics</b>		The principles, values, and norms that guide the design, development, and use of AI in a way that respects human dignity, rights, and interests, and promotes social good and justice
<b>Stakeholders</b>		Teachers, students, parents, administrative staff, and external partners.

## 6. Roles and Responsibilities

### Senior leaders

School Leaders are responsible for implementing and overseeing this policy. They will ensure that the school's use of gen AI aligns with its educational objectives, legal objectives and ethical standards. They will work closely with the IT Managers to ensure that any use of gen AI is safe and compliant but also allows for ethical innovation.

School Leaders will commit to ensuring they keep up to date with training around gen AI and its impact on the education sector. They will work closely with staff, pupils and expert colleagues to ensure that all AI processes adhere to this policy.

### Staff

If staff choose to use gen AI to plan and prepare lesson resources, enhance pupil engagement, optimise the efficiency of administrative tasks or reduce workload, they will ensure that they are using the AI tools responsibly and within the guidelines laid out in this policy. All teachers are responsible for ensuring that, where gen AI is used or referenced, they educate students on how to use these tools responsibly whilst encouraging a climate of academic integrity. Teachers and staff will commit to staying informed and attend training around the advancements in gen AI and the safeguarding and compliance issues surrounding its use.

### Students

We want our students to be prepared for the 21<sup>st</sup> century modern world which is one where gen AI will exist. We wish to foster curiosity and creativity amongst our students, yet we also wish to promote the safe, responsible and informed use of gen AI. Students will be taught about academic honesty and integrity and expected to use these tools appropriately and only within the guidelines and principles set out in this policy. They will also be expected to report any misuse or concerns around gen AI to their teachers.

### Governors

Governors will review this policy regularly and commit to being kept informed on the impact of gen AI on education and teaching and learning.

## 7. Guiding principles

The intention to integrate AI tools into the curriculum comes from our commitment to enhance students' learning experiences and foster skill development.

The use of AI is strategically employed as a supplemental tool to support and expand upon classroom instruction, facilitating personalised learning opportunities and increasing accessibility.

AI may provide students with access to a broad range of potential learning experiences. Through its use, we may promote independent research, curiosity, critical thinking, and problem-solving skills.

Teachers will guide and monitor students' use of AI, ensuring that it aligns with the school's curriculum objectives and learning outcomes.

Teachers will ensure their pedagogical, behavioural, and pastoral knowledge is complemented and not undermined by AI tools.

AI will not replace direct instruction or teacher interaction but may serve as an additional resource to enrich the educational experience.

Investing in learning with AI will support the lifelong learning, future education and employment prospects of our students.

## **8. Policy Statements**

School staff who use AI tools and applications in their professional activities and responsibilities must adhere to the following policy statements:

- AI users must use AI tools and applications for legitimate educational purposes only, and not for any illegal, unethical, or harmful activities.
- AI users must respect the privacy, confidentiality, and consent of all individuals whose personal data is collected, processed, or generated by AI tools and applications, and comply with the relevant data protection laws and regulations (see Appendix A).
- AI users must ensure that the AI tools and applications they use are reliable, accurate, and valid, and that they are aware of the limitations, uncertainties, and biases that may affect their performance and outcomes.
- AI users must exercise professional judgement and critical thinking when using AI tools and applications, and not rely on them blindly or uncritically, or delegate their responsibilities or decisions to them.
- AI users must monitor and evaluate the impact and outcomes of the AI tools and applications they use, and report any errors, malfunctions, or adverse effects to the appropriate authorities.
- AI users must seek and obtain the necessary training, support and guidance on the use of AI tools and applications and keep abreast of the latest developments and best practices in the field of AI and education
- AI users must respect the intellectual property rights and licences of the AI providers and other parties involved in the development and use of AI tools and applications and acknowledge their sources and contributions
- AI users must adhere to the professional standards and codes of conduct of their respective roles, and the school's vision, mission, values and policies, when using AI tools and applications, and must report any concerns or incidents of misuse/abuse of AI
- AI users must follow the school's procedures and protocols for the procurement, installation, maintenance and disposal of AI tools and applications, and consult with the school's IT department or designated authority before using any new or unfamiliar AI tool or application.

## **9. Use of AI by Staff**

Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. Examples of such tasks may include administrative tasks, lesson planning, professional development and facilities management. AI can provide valuable support while still incorporating professional judgement and expertise.

- AI tools will be used responsibly ensuring they complement staff's professional judgement and expertise, without replacing them.
- Staff remain professional responsible and accountable for the quality and content of any output generated by AI, however generated or used
- Staff will receive, where necessary, appropriate training and support to effectively integrate AI into their work including professional development opportunities focused on AI tools and their effective integration into school administrative and teaching practices. Training and support may be planned as part of appraisals or on an as-needed basis. Staff have a responsibility to identify any training development needs to ensure they adhere to this policy and should discuss these with their Line Manager.

AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI-based platforms can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure learner learning objectives are met.

Approved AI tools can be utilised to automate certain aspects of marking of learner work, such as multiple-choice or fill-in-the-blank assessments. Teaching staff can use AI-powered marking software to speed up scoring fact-based responses to objective questions, providing more time to support students individually.

Where approved by the school, teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff must review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgement, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.

Teaching staff can also support students to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow students to receive instant personalised and valuable feedback and improvement strategies on their work, helping to identify misconceptions and gaps in knowledge, as well helping them develop more structured or creative writing. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.

Where staff use AI as part of their work, they will be clear where it has been used and what additional professional review or revision has been carried out. Staff will not use school AI tools or data for personal gain or for any means in contravention of applicable laws.

## **10. Use of AI by Students**

As part of child protection and safeguarding policies and processes, the school will ensure that students will continue to be protected from harmful content online, including that which may be produced by AI technology and that any AI tools used are assessed for appropriateness for individual students' age and educational needs. We will ensure that staff are aware of the risks of AI which may be used to generate harmful content including deep fake and impersonation materials.

Where appropriate, and with clear guidance and parameters, students may be permitted to explore and experiment with age-appropriate AI-based projects, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.

A culture of responsible AI use will be fostered through engaging students in conversations about data privacy, bias, safeguarding, and the social impact of AI applications.

Students will be taught not to enter personal, sensitive or confidential data into Generative AI tools (including their email addresses).

It is our intention that AI education is incorporated into the curriculum to provide students with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

Approved AI tools and technologies may be integrated into teaching and learning activities across various subjects and year groups, providing students with hands-on experience and opportunities to develop AI literacy and skills.

Further guidance for students is provided in Appendix B.

## **11. Potential Misuse of AI**

Students will receive education on responsible and ethical AI use, including the potential risks and consequences of relying solely on AI tools to complete assignments, coursework, or independent study (homework). Students will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI. If students have used AI, they will be encouraged to reference its use.

Teaching staff will emphasise the importance of critical thinking, creativity, and originality in learner work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to students regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.

Key messages around the potential misuse of AI will be delivered through assemblies, the PSHE programme and the computer science curriculum and re-emphasised in all subjects where students are completing work for external grading.

The school will follow and adhere to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications or individual Exam Board requirements:

<https://www.icq.org.uk/exams-office/malpractice/artificial-intelligence/>

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

Teaching staff will employ various assessment methods to evaluate learner understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilising diverse assessment strategies, teaching staff can verify students' comprehension beyond what AI tools can assess, promoting deep learning and authentic learner engagement.

Teaching staff will educate students on the potential misuse of AI by those seeking to deceive or trick students into actions that they would otherwise not contemplate, for example interaction with others who are not who they claim to be but who can imitate who they claim to be using AI technology.

More information around appropriate use of AI by students can be found in Appendix B.

## 12. Ethical Use of AI

### Respect for Intellectual Property

**What to Do:** Ensure all AI technologies are properly licensed and respect intellectual property

**How To Do It:** Before using any AI tool, consult with the Network Manager and GDPR officer to ensure it's approved for educational use.

**How To Check:** Refer to the Network Manager who should maintain a list of approved and licensed AI tools.

### Transparency and Disclosure

**What to Do:** Clearly indicate where and when AI is being used for educational purposes

**How To Do It:** Ensure that any educational work set to students, using a school approved AI tool, is communicated clearly with students in lessons and if the task is set for homework, clearly disclosed on Satchel One

**How To Check:** Periodic checks on Satchel One are carried out by Heads of Subject to ensure measures are consistently applied

### Avoiding Bias and Discrimination

**What to Do:** Implement measures to ensure AI algorithms are free from biases

**How To Do It:** Use AI tools that have been vetted and approved by the Network Manager and Leadership Team for potential biases related to race, gender, or other factors

**How To Check:** Teaching staff will ensure that any work set using AI tools is checked closely for bias alongside feedback from students to identify any issues of bias that may arise.

**Who to Speak To:** If concerns arise around the biases of certain AI tools, staff should consult with the leadership team for further evaluation who will liaise with the Network Manager.

### Respect for Personal Data and Privacy (See Appendix A)

**What to Do:** Comply with Data Protection Laws, including age restrictions and parental consent, and individual privacy when using AI

**How To Do It:** Use AI tools that are compliant with GDPR or other relevant Data Protection Laws, as verified by the GDPR officer, such as not sharing any personal learner data on any platform unless previously agreed with the Headteacher

**How To Check:** Regularly review updates from the IT team on data storage and handling procedures to ensure compliance

**Who to Speak To:** If concerns arise, consult with the Headteacher for further evaluation

### 13. Curriculum Integration - Alignment & Pedagogical Relevance

**What to Do:** Ensure AI tools are aligned with curriculum goals and objectives

**How To Do It:** Consult with the Network Manager to evaluate the pedagogical benefits of AI tools before integration

**How To Check:** Regularly review updates from the IT team on data storage and handling procedures to ensure compliance

**Who to Speak To:** If concerns arise, consult with the Leadership Group for further evaluation

### 14. Workload Reduction

**Core Concept:** AI should enhance, not replace, human creativity

**What Can Be Done:** Examples include, but are not limited to: lesson concept planning, quiz creation, flashcard generation or the completion of administrative tasks

**Guidelines:** Teachers **MUST** verify the suitability, accuracy and curriculum alignment of any AI generated materials before use

### 15. Safeguarding

We will make strong efforts to ensure that AI technologies do not compromise the safety and wellbeing of students.

We will therefore,

- Regularly monitor AI systems to detect any safeguarding risks
- Ensure that any safeguarding incidents that do occur are reported through CPOMS and addressed by the Designated Safeguard Leads.

Further information about the measures we use to safeguard our students can be found in our **Child Protection Policy** and **Online Safety Policy**.

### 16. Review and Evaluation

This policy will be reviewed and evaluated bi-annually, or as needed, to ensure its relevance, effectiveness, and compliance with the changing needs and expectations of the Trust and its stakeholders, and with the emerging trends and developments in the field of AI and education.



## APPENDIX A

### Generative Artificial Intelligence Policy - IGS

When using generative Artificial Intelligence (AI) it is important that our school ensures we are able to maximise the benefits of AI while minimising any risks or concerns.

This policy sets out the rules all employees, voluntary workers, agency staff, contractors, and other third parties working on behalf of the school **must** follow when using generative AI.

#### Policy rules

1. You must only use AI applications authorised by our school
2. You must select the opt-out option before first use of authorised AI applications. This will prevent the data you enter the prompt being used by the Large Language Model (LLM) to train itself. If the opt out selection is unclear or is not available on the authorised AI application, please contact the school Data Protection Lead for further clarification.
3. When using any of the authorised AI applications, you must use your work email address for log in purposes
4. Before using an AI application, you must have authorisation from the school's Data Protection Lead
5. When using an AI application, you must ensure that confidential, sensitive or proprietary employee, student, parent/caret or third-party supplier, including personal data or sensitive data, is **not** entered into the applications as a prompt breach of data protection legislation
6. If your use of AI applications will involve any personally identifiable data you must complete a Data Protection Impact Assessments (DPIA) and where necessary an Equalities Comprehensive Impact Assessment (ECIA, both approved by the school prior to any use.
7. If your use of AI applications will involve any personally identifiable data, you must ensure that your privacy notices explain your use of AI and explain how AI decisions are made.
8. You must be aware of, and comply with, any intellectual property rights (IPR) or licencing conditions and include referencing of your sources when using AI tools.
9. You must not input offensive, discriminatory or inappropriate content as a prompt
10. You must comply with our Information Security and Data Protection Policies when using AI applications or any other technologies
11. You must carefully review any AI outputs to guard against bias, in appropriate or offensive data
12. You must not generate content to impersonate bully, or harass another person, or to generate explicit or offensive content

#### Why must I comply with these policy rules?

These policy rules will help us to comply with the law and regulatory guidance when using artificial intelligence. The use of generative artificial intelligence (generative AI) is transforming the way individuals are working. Informed and responsible use of generative AI has the potential to increase efficiency in the workplace, improve decision making and foster innovation. With these benefits come potential risks, including data protection breaches, copyright issues, the protection of confidential information, ethical considerations and compliance with wider legal obligations. AI systems learn based on the information you enter. Just as you would not share work documents on social media sites, do not input such material into generative AI tools.

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## Common Generative AI types

<b>Rule-based AI</b>	The AI follows specific rules and guidelines to make decisions or generate language. Very specific AI tools are used in healthcare, finance, customer services, and other industries. These are used in disease detection, drug development, fraud detection and investment monitoring.
<b>Machine-learning AI</b>	This type of AI can write reports, summarise documents and help you create policies. Over time, this AI gets better at predicting or making decisions based on the data it has seen. It's more flexible than rule-based AI but still has limitations and what it creates must be checked.
<b>Deep-learning AI</b>	Deep learning AI can recognise patterns and make decisions with less explicit programming compared to traditional machine learning
<b>Natural Language Processing (NLP) AI</b>	This AI specializes in understanding and generating human language. NLP AI can read text, understand it, generate responses, and sometimes even understand sentiment and context.
<b>Reinforcement Learning AI</b>	This AI learns by trial and error, receiving rewards for good decisions and penalties for bad ones.
<b>Image-generating AI</b>	This is AI can create images from text inputs for use in marketing and communications material.
<b>Minute taking AI</b>	<b>There are AI tools which can be used to take minutes of meetings. These tools can become incredibly intrusive and hard to get rid of as they often invite themselves to meetings and take minutes of meetings which are not intended to be minuted</b>
<b>Vision processing AI</b>	Recognises faces and makes decisions based on who they see. Used in facial recognition solutions for access and safety.
<b>Robotics AI</b>	AI is integrated into physical machines and industrial robots, drones and autonomous vehicles.
<b>Recommendation systems AI</b>	<b>It bases the recommendations on your activity and that of whom it sees as similar to you e.g. chatbots</b>

The tools above are large learning models (LLMs) and most can generate human like text in response to a prompt. They use deep learning techniques and massive data volumes to generate a response. LLMs can produce outputs which may initially appear to be believable but are in fact highly inaccurate or fabricated. This is known as a hallucination. AI needs personal data for training the LLM so it can mimic human behaviour, and lots of it to improve accuracy. Currently there are no reliable techniques for steering the behaviour of LLMs which are very complex to understand. This increases data protection risks as well as the risk of unconscious bias. AI applications must be used ethically and responsibly to avoid harm, reputational damage, unlawful processing and regulatory censure.

## Governance

It is essential that we complete due diligence checks on any AI application the business is considering using to ensure it meets ethical and legal conditions, reducing risks for the business and individuals. AI platforms can involve collaboration between multiple parties or use third-party tools and services. This increases the risk of unauthorised access or misuse of personal data, especially when data is shared across jurisdictions with different privacy regulations.

You must always comply with our Code of Conduct and our Policies and consider the need to complete an Equalities Comprehensive Impact Assessments (ECIAs).

## Security of information

Every employee is responsible for assuring the security of any processing by the school. AI can be misused for malicious purposes, such as automating cyberattacks or creating sophisticated phishing scams. Attackers can leverage AI to launch more targeted and efficient attacks, making it harder for traditional security measures to detect and mitigate them. You must be vigilant and ensure that all technical and organisational controls are complied with to fully protect the data.

Since generative AI models take unstructured prompts from users and generate new, possibly unseen responses, you need to protect personal or sensitive data in-line. Many known prompt-injection attacks have been seen in the wild. The main goal of these attacks is to manipulate the model into sharing unintended information.

## Verifying outputs

Generative AI has the potential to produce inaccurate outputs or hallucinations. There is also a risk that the output is biased, inappropriate or otherwise offensive. This means that critical thought must be applied to all outputs of authorised AI applications; they must always be fact and sense checked before being relied upon for business purposes and reviewed to ensure content is appropriate. These tools can produce credible looking output. They can also offer different responses to the same question if it is posed more than once, and they may derive their answers from sources you would not trust in other contexts. Therefore, be aware of the potential for misinformation from these systems.

## How must I comply with these policy rules?

You cannot use AI applications without first seeking and gaining written permission from the school Data Protection Lead. You must select the 'opt out' option, and if one is not available, seek advice from the school Data Protection Lead. You must fully comply with policy and guidance to protect data from cyber threats, reducing risks for individuals and the organisation. You must always use your work assigned email address to enable clarity that AI use has been approved by the business.

To assess the data protection risks of proposed uses of AI applications you must complete a DPIA. Any identified risks must be mitigated to an acceptable level before the DPIA can be approved and the use of AI commenced. Where AI involves the use of personal data you must be able to inform individuals of their data protection rights and how to exercise them. Your privacy notices must be clear if AI activities including the use of personal data. In addition, you should provide explanations to data subjects of the process, fairness, outcome and impact to reassure data subjects and enable and inform challenges. **The ICO provide guidance on how to ensure you meet data subjects rights when using AI.**

You must read and apply the [DfE guidance](#) for education sector on the use of generative artificial Intelligence.

Identify and abide by any relevant licensing conditions regarding intellectual property rights in the authorised AI application's terms of use and ensure that third party proprietary data or material is not entered into the application as a prompt without the third party's permission. This includes ensuring, for example, that all or any substantial part of any copyright work owned by a third party is not inputted into the application as a prompt without the third party's consent. Records of checks for copyright, or licencing information, must be evidenced. Whether using the outputs from generative AI either verbatim or with minor alterations, it is important to make clear to those reading that an AI tool has been used. To do this the tools should be cited in a footnote, with its URL and any sources used as inputs.

AI tools, such as a LLM, answer questions by choosing words from a series of options it classifies as plausible. These tools cannot understand context or bias. Always treat with caution the outputs these tools produce and challenge the outputs using your own knowledge and judgement. Outputs must always be fact and sense checked before being relied upon for business purposes and reviewed to ensure content is appropriate. Always apply the high standards of rigour you would to anything you produce, and reference where you have sourced output from in one of these tools.

Remember that under the UK GDPR data subjects have the right to object to automated decision making and profiling. You must make clear in your privacy notice that AI is being used, and that the data subject has the right to object, and how to do so. You must have processes in place to manage any objections

Always use authorised AI applications ethically and responsibly, taking into account our policies and research governance.

We reserve the right to monitor all content (including but not limited to any prompts, or outputs) on any generative AI application used for school purposes. This will only be carried out to the extent permitted by law, in order for us to comply with a legal obligation or for our legitimate business purposes, including but not limited to:

- a) Prevent misuse of the content and protect our confidential information (and the confidential information of our staff, students, parents/carers and suppliers);
- b) Ensure compliance with our rules, standards of conduct and policies;
- c) Monitor performance at work;
- d) Ensure that our workforce does not use our facilities of systems for any unlawful purposes or activities that may damage our school or reputation;
- e) Comply with legislation for the protection of intellectual property rights and to support proprietary rights in the output

### **What if I need to do something against this policy?**

If you believe you have a valid business reason for an exception to these policy points, having read and understood the reasons why they are in place, please raise a formal request by contacting the school Data Protection Lead.

If you believe the policy does not meet your business needs, you may raise this with your school Data Protection Lead who, if they agree with your suggestion, may propose a policy change.

### **References**

- Data Protection Act 2023/ UK GDPR
- The Intellectual Property Act 2014
- Human Rights Act 1998
- [Generative artificial intelligence \(AI\) in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/generative-artificial-intelligence-ai-in-education)
- [Guidance to Civil Servants on use of generative AI](#)
- [Our work on Artificial Intelligence | ICO](#)
- [ICO – Explaining Decisions made with AI](#)
- [NASUWT | Artificial Intelligence and Digital Technologies](#)
- [EU AI Act 2024](#)
- ePrivacy legislation
- Education legislation
- Marketing legislation
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### **Breach Statement**

Breaches of Information Policies will be investigated and may result in disciplinary action. Serious breaches of Policy may be considered gross misconduct and result in dismissal without notice, or legal action being taken against you.

## APPENDIX B - Guidance for Students on how to use AI responsibly

Example of Use	Comment
Asking AI to answer an essay question (or written task) for you and then passing this off as your own work.	This is known as plagiarism and is unacceptable for any subject or piece of work that you do at Alec Hunter Academy. If this is a piece of controlled assessment, it could result in you being disqualified from the course.
Asking AI to answer an essay question (or written task) for you and then making edits before handing into your teacher.	This is still plagiarism and it unacceptable (though it is slightly better than the one above). The problem is most of the hard thinking has already been done for you by the AI so you are gaining very little out of this for your own learning. It will not help you to make progress or prepare you for future work.
Providing the AI with some bullet points and guidance and then asking it to complete the written response.	The problem here is that the AI is doing the hard thinking for you and thing you need to practice for your exams later is writing essays yourself in a structured and coherent way. This will not help you in the long run and still means the work done by AI is not yours.
Asking AI to give you statistics or data to back up your work.	You need to be careful here. AI can hallucinate and make up facts. Sometimes you don't know if the statistics are right or where it is getting its information from.
Asking AI to assess your work and give you feedback.	You need to be careful here. AI will not necessarily use the same assessment criteria as your teacher would and therefore the feedback may be wrong.
Using AI to generate quiz questions and practice exam questions.	This could be a good way to use AI but you need to be confident that the questions they are posing to you provide the correct answers and that the exam questions are like those you do at school. It might lead you astray and mean you spend more time checking the questions rather than finding whether you know the answers!
Asking AI to translate a passage into English	This really depends on why you are doing this. If you have been asked to translate a text by your Language's teacher, then this is not acceptable. If, however, you have found a piece of research or source written in another language and you think this information would be helpful for a project then this might be acceptable.
Asking AI to explain a concept that you are finding difficult	This can be useful as you can have a conversation with the AI and ask it to elaborate or explain it to you in a different way. However, you still need to check that you are receiving the right information by asking your teacher or comparing with other sources.
Using AI to generate a range of different ideas	This is a good way to come up with lots of ideas – some of your own and others by the AI. The important thing is that you credit the AI with any ideas that you choose to use and carefully evaluate the ideas it has, as they may not be fit for purpose.
Using AI as a dictation tool to type up your notes.	This is a good way to use AI as it can speed up copying up any handwritten notes onto a computer. This can save you time. You can ask the AI to provide a summary of your notes and a good task to do would be to check if you think the AI has understood the concept as well as you by checking their summary.
Asking AI to provide some reading suggestions for you on a topic you are interested in learning more about.	This is a good use of AI particularly if you give it clear prompts about what you are interested in. Again, you might need to check the suitability of the suggestions.
Talking to an AI in a foreign language for extra practice.	This is a great way to use AI though bear in mind that some of the information it includes in its conversations may not be factually correct.
Using AI to enhance the work you have done yourself by improving the design or layout of the work.	This is a great way to use AI as AI can come up with images to help make your work more attractive and personalised. It can also help you with the presentation of your work. You should bear in mind that some images have copyright rules attached so you should always provide references to any sources you have used so your teacher is aware.