Artificial Intelligence Policy | Issue 2

Name of Policy	Artificial Intelligence Policy
ISSR	Part 3 : Welfare, Health and Safety of Pupils and other Legislation
Reviewed by	SLT
Author/SMT	Guy Collins-Down (Chief Operating Officer)
Date of school review	July 2024
Date of next school review	August 2025

This policy applies to all staff, pupils and volunteers coming in contact with data on or off site in relation to their connection to Alleyn's School.

It should be read in conjunction with:

- Data Protection Policy
- Privacy Notices
- Acceptable Use Agreement
- Appendix A: Acceptable Use Agreement for Artificial Intelligence in School
- Appendix B: AI Use and Misuse Examples

OUR AI VALUES

We will harness the power of AI to enhance education, support students and teachers, and create inclusive learning environments, in line with the School's innovative ethos.

- **Transparency:** We will be transparent and accountable in our use and restriction of AI tools.
- **Understanding AI:** We will commit to understanding both the workings of and proper use of AI tools.
- **AI accuracy and bias:** We will be mindful about identifying biases reflected or created by AI.
- **AI limitations:** While recognising the power of AI, we will be mindful of its limitations.
- **Mental Health:** We will be alert to the potential of AI to impact mental health positively and negatively.

APPROPRIATE USES OF AI IN SCHOOL (FOR STUDENTS)

This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace. This policy relates to all content creation, including text, artwork, graphics, video and audio.

AGE-BASED RESTRICTIONS

We are committed to exploring the rich possibilities offered by the use of AI in education. However, we are also committed to ensuring that AI enhances and supports pupil's learning, rather than offering shortcuts which prevent the learning of vital knowledge and the practice of fundamental skills. For this reason, and in light of age restrictions set in place by many of the producers of AI technologies, we apply the following age-based restrictions to pupil use of AI:

- Pupils in Years 7-9 are **not** permitted to use text-generating AI tools such as ChatGPT, Claude, Gemini, Copy.ai and similar models, including those incorporated within Microsoft 365 and Google Workspace.
- Pupils in Years 7-9 **are** permitted to use multimodal AI tools such as Dall-E, Midjourney, and the Adobe suite, as well as research tools such as Perplexity.ai.
- Pupil in Years 10-13 **are** permitted to use **age appropriate** text-generating AI tools such as ChatGPT, Claude, Gemini, Copy.ai and similar models, in addition to the multimodal and search tools mentioned above.

Parents and students should be aware of the following age restrictions, which apply to commonly-used AI tools (updated May 2024):

- ChatGPT – 18+ or 13+ with parent/guardian permission
- Claude - 18+
- Google Gemini - 18+
- Microsoft CoPilot - 18+ or 13+ with parent/guardian permission

The changes in AI are rapid and new software becomes available regularly. The School will endeavour to update these lists periodically but reserves the right to be flexible in its approach.

USE OF AI IN WORK BY PUPILS

In line with the guidelines above, and unless specifically told not to by teachers, pupils can use AI tools to generate content (text, video, audio, images) that will end up in coursework, homework, activities and responses. There are situations and contexts within the school where pupils will be asked to use AI tools to enhance learning and to explore and understand how these tools can be used.

On the other hand, there are situations in which the use of AI is forbidden.

- Pupils should ask a teacher if they need clarification or have questions BEFORE using AI for any assignment.
- Pupils may use AI programs such as ChatGPT to help generate ideas and mindmap. However, pupils should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Pupils should check and verify ideas and answers against reputable source materials.
- Large language models (LLMs) tend to make up incorrect facts and fake citations. Code generation models tend to produce inaccurate outputs. Image generation models can produce biased or offensive products. **Pupils will be responsible for any content they submit, regardless of whether it originally comes from them or an AI tool.**
- Pupils must indicate which part of the assignment was written or created by AI and which was written or created by them. **Pupils may not submit any work generated by an AI program as their own.**
- The submission of AI-generated answers constitutes plagiarism and violates the School's Academic Honesty Policy. We reserve the right to use AI plagiarism detectors or our academic judgment to identify inappropriate uses of AI.

AI MISUSE FOR EXAMINATIONS

Our school abides by the JCQ AI Misuse Policy for examinations summarised below.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's 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 the student's own work,
- analysis, evaluation or calculations;
- Failing to acknowledge 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.

ACADEMIC VALUES AND AI

There will be consequences for pupils breaking our trust them to use and learn from AI tools responsibly.

- Any plagiarism or other forms of cheating will be dealt with under the School's Exams and Academic Honesty policies.
- Pupil AI privileges may be curtailed, even when allowed in their coursework.
- The School's policy on Academic Honesty still applies to any improperly cited use of human work or submission of work by another human as their own.
- When it relates to coursework (NEA), pupils will be required to sign authentication statements, and any suspected misuse of AI will be reported by the school to the relevant awarding body.

All cases of academic misconduct will be referred to the Deputy Head (Academic). A link to the JCQ policy is provided here[1].

[1] https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/

Appendix A: Acceptable Use Agreement for Artificial Intelligence in School

SECTION 1: INTRODUCTION

1.1 Purpose of the Agreement

The purpose of this Acceptable Use Agreement for Artificial Intelligence (AI) in Schools is to ensure the ethical, safe, and effective use of AI and data technologies in our educational environment. This Agreement aims to provide clear guidelines for all users: students, teachers, leaders, governors and administrators on the appropriate use of AI and data technologies in our school.

1.2 Scope of the Agreement

This Agreement applies to all AI and data technologies used in our school, whether they are used for teaching, learning, administration, or other school-related activities. This includes, but is not limited to, AI systems used for assessing work, personalised learning platforms, data analysis tools, and any other AI or data technologies implemented in our school

1.3 Agreement Statement

Our school is committed to leveraging the benefits of AI and data technologies to enhance teaching and learning while upholding our ethical responsibilities. We believe in the potential of these technologies to support personalised learning, improve educational outcomes, and streamline administrative processes. However, we also recognise the importance of using these technologies in a manner that respects privacy, promotes fairness, and prevents discrimination. This Agreement provides the framework for achieving these goals.

SECTION 2: DEFINITIONS

To ensure a clear understanding of this Agreement, we provide definitions for key terms related to AI and data use in education. These definitions are based on the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document published by the European Commission in September 2022.

2.1 Artificial Intelligence (AI): AI refers to systems that display intelligent behaviour by analysing their environment and taking actions to achieve specific goals. In the context of education, AI can be used in various ways, such as assessing progress, personalising learning, and analysing educational data.

2.2 Data: In the context of this Agreement, data refers to information collected about students' learning and behaviour in the educational environment. This can include grades, attendance, online activity, and other relevant information.

2.3 Ethical Use: Ethical use refers to the use of AI and data in a manner that respects individual rights, promotes fairness, and prevents discrimination. It also involves using these technologies in a way that is transparent, accountable, and respects privacy.

2.4 Privacy and Data Governance: This refers to the practices and procedures in place to protect the privacy of individuals and ensure the secure and ethical handling of data.

2.5 Technical Robustness and Safety: This refers to the reliability and safety of AI systems. It involves ensuring that these systems function correctly, are secure from cyber threats, and do not cause harm to users or the educational environment.

2.6 Human Agency and Oversight: This refers to the need for human involvement in the use of AI systems. It involves ensuring that decisions made by AI systems can be understood and overseen by humans, and that there are mechanisms in place for human intervention when necessary.

2.7 Societal and Environmental Wellbeing: This refers to the impact of AI and data use on society and the environment. It involves considering the broader implications of these technologies, including their potential effects on social interactions, wellbeing, and the environment.

SECTION 3: ETHICAL USE OF AI AND DATA

3.1 Commitment to Ethical Use

Our school is committed to the ethical use of AI and data in all aspects of our educational environment. We believe that these technologies can greatly enhance teaching and learning, but they must be used in a manner that respects individual rights, promotes fairness, and prevents discrimination.

3.2 Ethical Considerations

When using AI and data technologies, we consider the following ethical principles:

- **Respect for individual rights:** We respect the rights of all individuals in our school community. This includes the right to privacy, the right to non-discrimination, and the right to an education that respects their individual needs and abilities.
- **Fairness:** We strive to use AI and data technologies in a manner that is fair and does not lead to discrimination or unfair outcomes. This includes ensuring that these technologies do not reinforce existing biases or create new ones.
- **Transparency:** We believe in the importance of transparency in the use of AI and data technologies. This includes being open about how these technologies are used, how decisions are made, and how data is collected and used.

3.3 Key Requirements for Trustworthy AI

In line with the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document, we adhere to the following key requirements for trustworthy AI:

- **Human agency and oversight:** We ensure that there is always a human in the loop when using AI systems, and that these systems are used to support, not replace, human decision- making.
- **Technical robustness and safety:** We use AI systems that are reliable, secure, and safe to use.
- Privacy and data governance: We have strong data governance practices in place to protect the privacy of our students and staff.
- **Transparency:** We are transparent about our use of AI and data technologies, and we provide clear explanations about how these technologies work and how decisions are made.
- **Diversity, non-discrimination, and fairness:** We use AI and data technologies in a manner that respects diversity, prevents discrimination, and promotes fairness.
- **Societal and environmental wellbeing:** We consider the broader societal and environmental implications of our use of AI and data technologies.

SECTION 4: AI AND DATA USE IN EDUCATION

4.1 Explanation of AI and Data Use in the School Setting

AI and data technologies are used in various ways in our school to support teaching, learning, and administrative processes. For instance, schools typically process substantial amounts of educational data including personal information about students, parents, staff, management, and suppliers.

This data is used for various purposes such as resource and course planning, predicting dropout, and guidance.

When students interact with digital devices, they generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. This type of trace data is often used for learning analytics.

4.2 Examples of AI and Data Use in Education

Here are some examples of how AI and data technologies can be used in our school (but not an exhaustive list):

- **Intelligent Tutoring Systems:** These systems provide individualised instruction or feedback to students without requiring intervention from the teacher. They follow a step-by-step sequence of tasks.
- **Dialogue-based Tutoring Systems:** These systems also follow a step-by-step sequence of tasks but through conversation in natural language. More advanced systems can automatically adapt to the level of engagement to keep the learner motivated and on task.
- **Language Learning Applications:** AI-based learning apps are used in formal and non- formal

education contexts. They support learning by providing access to language courses, dictionaries, and provide real-time automated feedback on pronunciation, comprehension, and fluency.

- **Managing Student Enrolment and Resource Planning:** AI systems are used to predict and better organise the number of students who will attend in the coming year, assist with forward planning, resource allocation, class allocations, and budgeting.
- **Using Chatbots for Administrative Tasks:** A chatbot virtual assistant on the school's website guides learners and parents through administrative tasks such as enrolment into the school, paying course fees, or logging technical support issues.

SECTION 5: USER RESPONSIBILITIES

5.1 Ethical and Responsible Use of AI and Data Technologies

All users of AI and data technologies in our school, including students, teachers, administrators, are expected to use these technologies in a responsible and ethical manner. This includes respecting the rights of others, including their privacy and intellectual property rights, avoiding any actions that could lead to discrimination or unfair outcomes, and adhering to all relevant laws, regulations, and school policies. Users must ensure that their use of AI and data technologies does not lead to discrimination or unfair outcomes. This includes being aware of any potential biases in these technologies and taking steps to mitigate them.

5.2 Monitoring and Data Use Responsibilities

Users are responsible for monitoring the results produced by AI systems. This includes regularly reviewing these results to ensure they are accurate and fair, and reporting any concerns or issues to the appropriate person or department. When using data technologies, users are expected to adhere to the school's data use policies and guidelines, ensuring the privacy and security of data at all times.

SECTION 6: PRIVACY AND DATA GOVERNANCE

6.1 Commitment to Privacy and Data Governance

Our school is committed to protecting the privacy of our students, staff, and community. We understand the importance of data governance in ensuring the ethical use of AI and data technologies. We adhere to all relevant laws and regulations regarding data protection and privacy, including the General Data Protection Regulation (GDPR).

6.2 Data Collection, Storage, and Use

We collect, store, and use data in a manner that respects individual privacy and is necessary for our educational purposes. This includes:

- Ensuring that sensitive data is kept anonymous and access to the data is limited only to those who need it.
- Protecting and storing learner data in a secure location and using it only for the purposes for which the data was collected.
- Having mechanisms in place to allow teachers and school leaders to flag issues related to privacy or data protection.
- Informing learners and teachers about what happens with their data, how it is used, and for what purposes.
- Providing the possibility to customise privacy and data settings.

6.3 Data Protection

We have implemented measures to protect data from unauthorised access, use, disclosure, alteration, or destruction. This includes technical measures such as encryption and access controls, as well as organisational measures such as staff training and policies.

6.4 Data Access and Control

We respect the rights of individuals to access and control their data. This includes the right to access their data, the right to correct inaccurate data, the right to object to the processing of their data, and the right to have their data deleted in certain circumstances.

6.5 Data Sharing

We only share data with third parties when necessary for our educational purposes and in compliance with all relevant laws and regulations. We ensure that any third parties with whom we share data respect the privacy of our students, staff, and community and have appropriate measures in place to protect the data.

SECTION 7: TECHNICAL ROBUSTNESS AND SAFETY

7.1 Commitment to Technical Robustness and Safety

Our school is committed to using AI and data technologies that are technically robust and safe. We understand that the reliability and safety of these technologies are crucial for their effective and ethical use in our educational environment.

7.2 Ensuring Technical Robustness and Safety

We have put in place several measures to ensure the technical robustness and safety of the AI systems we use:

- **Security Measures:** We have sufficient security in place to protect against data breaches. This includes both physical and digital security measures to protect data from unauthorised access, use, disclosure, alteration, or destruction.
- **Monitoring and Testing:** We have a strategy to monitor and test if the AI system is meeting the goals, purposes, and intended applications. This includes regular reviews of the performance and outcomes of AI systems, as well as audits of data collection, use, and protection practices.
- **Oversight Mechanisms:** We have appropriate oversight mechanisms in place for data collection, storage, processing, minimisation, and use. This includes having procedures in place to respond to any technical issues or incidents in a timely and effective manner.
- **Information Availability:** We make information available to assure students and parents of the system's technical robustness and safety. This includes being transparent about how these technologies are used, how decisions are made, and how data is collected and used.

SECTION 8: HUMAN AGENCY AND OVERSIGHT

8.1 Importance of Human Agency and Oversight in AI Use

Our school recognises the importance of human agency and oversight in the use of AI. We believe that AI should be used to support, not replace, human decision-making. We also believe that individuals should be able to understand and control how AI and data technologies affect them.

8.2 Maintaining Human Agency and Oversight in AI Use

We maintain human agency and oversight in the use of AI through the following guidelines:

- **Human-in-the-loop:** We ensure that there is always a human in the loop when using AI systems. This means that decisions made by AI systems are always subject to human review and intervention.
- **Transparency:** We are transparent about how AI and data technologies are used in our school. We provide clear explanations about how these technologies work, how decisions are made, and how data is collected and used.
- **Training and Support:** We provide training and support to all users of AI and data technologies in our school. This includes training on how to use these technologies ethically and responsibly, how to understand their outcomes, and how to respond to any issues or concerns.
- **Monitoring and Oversight:** We have procedures in place for the ongoing monitoring of AI and data use in our school. This includes regular reviews of the performance and outcomes of AI systems, as well as audits of data collection, use, and protection practices.

SECTION 9: SOCIETAL AND ENVIRONMENTAL WELLBEING

9.1 Commitment to Promoting Societal and Environmental Wellbeing

Our school is committed to using AI and data technologies in a way that promotes societal and environmental wellbeing. We understand that these

technologies have the potential to impact not only our school community but also the broader society and environment.

9.2 Promoting Societal Wellbeing

We strive to use AI and data technologies in a way that benefits society. This includes:

- Ensuring that the use of these technologies does not harm individuals or society.
- Considering the social and emotional wellbeing of learners and teachers in the use of these technologies.
- Involving students and their parents in decisions about the use of these technologies.
- Using data to support teachers and school leaders in evaluating student wellbeing and monitoring this use.

9.3 Promoting Environmental Wellbeing

We are mindful of the environmental impact of AI and data technologies. We strive to use these technologies in a way that is sustainable and environmentally friendly. This includes considering the energy use of these technologies and seeking ways to minimise their environmental footprint.

SECTION 10: VIOLATIONS

Violations of this Agreement will not be tolerated. Serious violations of this Agreement that involve unlawful activity, such as theft of proprietary information or misuse of personal data, will be reported to the appropriate authorities.

SECTION 11: REVIEW AND UPDATES

This Agreement will be reviewed at least annually or as often as necessary to address changes in laws or practices related to AI and data use. Updates will be communicated to all users in a timely manner.

Produced via Open Collaboration from Cottesmore School and Darren Coxon, COO Britus Education.

Appendix B: AI Use and Misuse Examples

The examples below are intended to guide pupils in their understanding of ways in which AI can be used appropriately as part of their education – as well as what constitutes inappropriate use in light of the School's rules. The examples given are not exhaustive. If pupils are in any doubt about whether or not they are using AI appropriately – they should ask their teacher.

Good Use of AI	Misuse of AI
Writing	
Using a text-based generative tool such as ChatGPT, Gemini, or Claude to: - Provide a 'first sentence' starter to overcome 'writer's block' – so long as you indicate that you've used AI to do this! - Ask the AI tool to provide a range of essay questions or writing prompts to allow you to practise a particular skill or area of knowledge.	**Using a text-based generative tool such as ChatGPT, Gemini, or Claude to:** - Generate **any** content which you fail to declare as AI-assisted work. - Provide whole phrases, sentences, or paragraphs, which you interweave with your own writing, without declaring that you've done so. - Using AI writing tools to correct aspects of spelling, punctuation, and grammar, where this forms part of the core learning for the course (in, for instance, English, Modern Languages, or Classics).
Creativity	
Using multimodal AI tools such as Dall-E, Midjourney, Adobe Creative Suite, Synthesia and others to: - Generate striking, funny, original images, sounds, videos, and even speech – provided that the prompts are yours and that you state you've used AI! - Combine ideas in ways that go beyond your own technical skills, such as mixing images, music, and video, animating still images, or applying sophisticated digital editing.	**Using multimodal AI tools such as Dall-E, Midjourney, Adobe Creative Suite, Synthesia and others to:** - Generate any content which you fail to declare as AI-assisted work; - Plagiarize or otherwise disguise the influence of other people's creative work – by, for instance, splicing their work with your own; - Disguising the origins of your work by, for instance, submitting an AI-generated image as a work of original photography.
Mathematical & Scientific Work	
Using Math/Science-focused AI programs such as Wolfram Alpha to: - Create questions, problems, and tasks to test your understanding; - Visualise mathematical and scientific concepts;	**Using Math/Science-focused AI programs such as Wolfram Alpha to:** - Pass off AI-produced solutions as your own work; - Pass off AI-produced working as your own, in order to cut corners in your work.

Good Use of AI	Misuse of AI
- Provide example solutions and work-throughs to build your problem-solving skills; - Process large amounts of data in complex ways which are impossible to achieve without AI tools.	
Research	
Using an AI-based search engine such as Perplexity.ai to: - Summarise larger amounts of data and research than you could practically process yourself; - Ensure that the search results you gather use credible sources, and ensure that you give credit where it is due; - Conduct research using primary source material such as images, sound recordings or video as prompts.	**Using an AI-based search engine such as Perplexity.ai to:** - Produce research reports without recourse to primary sources, where you have been instructed to complete the reading and synthesizing of information yourself; - Answer a question in a recall task, whether in class or at home, when you have been instructed to rely only on information you yourself know.
Feedback	
Using a text-based generative tool such as ChatGPT, Gemini, or Claude to: - Summarise a passage of your own writing to check that you've expressed yourself clearly; - Evaluate the success of a piece of work as set against either examined criteria – or criteria of your own choosing; - Demonstrate alternative ways of completing a task that you've already undertaken, to indicate new methods of addressing a question or topic; - Suggest actions that you can take to improve your work when completing similar tasks in the future.	**Using a text-based generative tool such as ChatGPT, Gemini, or Claude to:** - Provide feedback on a piece completed in timed or otherwise controlled conditions, when a teacher has asked to see your **first** attempt at a piece of work. - Provide unverified and therefore unreliable feedback: check AI's advice with your teacher!

ENDS