



ARTIFICIAL INTELLIGENCE (AI) POLICY 2024-27

This policy is regularly reviewed following recommended guidelines.

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 school staff use AI tools and applications in a responsible, ethical, and lawful manner, respecting the rights and dignity of all stakeholders, including learners, 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 learners are at the heart of what we do at Honywood School. This policy acts as guidance and direction for school staff on the acceptable use of AI tools and applications in their professional activities and responsibilities. This policy aims to ensure that school staff use AI in a way that is consistent with the school'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

Educational Enhancement: To improve teaching and learning outcomes.

Ethical Compliance: To ensure ethical and legal use of AI.

Data Security: To protect the privacy and data of all stakeholders.

Workload Reduction: To utilise AI to reduce the administrative and academic workload of staff.

Innovation: 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 school 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

AI: Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).

1a. LLM: Large language models such as ChatGPT/Bard/Claude which have generative capabilities.

1b. NLP: Natural language processing such as Alexa / Siri - differs from the above and has fewer opportunities for bias and hallucination.

1c. Image generation from LLM - images can be created via text prompts which can be inappropriate or subject to bias.

AI tool: any device, program, or system that uses AI techniques to perform a specific function or task.

AI application: any use case or scenario that involves the use of one or more AI tools to achieve a specific goal or outcome.

AI user: any school staff who uses an AI tool or application in their professional activities and responsibilities.

AI provider: any entity, such as a company, organisation, or individual, that develops, supplies, or operates an AI tool or application.

AI data: any information, such as text, images, audio, video, or biometric, that is collected, processed, or generated by an AI tool or application.

AI ethics: 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.

Stakeholders: Teachers, learners, parents, administrative staff, and external partners.

6. Guiding principles:

The intention to integrate AI tools into the curriculum comes from our commitment to enhance learners' 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 provides learners with access to a broad range of potential learning experiences. Through its use, we can promote independent research, curiosity, critical thinking, and problem-solving skills.

Teachers will guide and monitor learners' 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 will 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 learners.

7. 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.

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 communicate and disclose the use of AI tools and applications to the relevant stakeholders, such as students, parents, colleagues, and the wider community, in a clear, honest, and transparent manner.

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 licenses 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.

8. Responsibilities

The following roles and responsibilities are assigned for the implementation and enforcement of this policy:

The school's leadership team is responsible for approving and reviewing this policy, and ensuring that it is aligned with the school's vision, mission, values, and policies, as well as with the relevant laws and regulations, and the professional standards and codes of conduct of the school staff.

The school's Network Manager is responsible for providing and managing the IT infrastructure and resources that support the use of AI tools and applications, and for ensuring their security, quality, and compliance with the relevant technical standards and specifications.

The school's leadership team is responsible for overseeing and coordinating the use of AI tools and applications in the school, and for providing training, support, and guidance to the school staff and other stakeholders on the ethical, legal, social, and technical aspects of AI and education.

The school's AI users are responsible for complying with this policy and the related procedures and protocols, and for using AI tools and applications in a responsible, ethical, and lawful manner, respecting the rights and dignity of all stakeholders, and promoting the educational goals and outcomes of the school.

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 marking and feedback, report writing, 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 professional judgement and expertise, without replacing them.

Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used.

Staff will receive 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 will be planned as part of staff personal development reviews and appraisals or on an as-needed basis. Staff have a responsibility to identify any training and 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 learners individually.

Teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff will 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 learners to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow learners 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.

Teaching staff can use AI to assist in writing learner reports, ensuring accuracy and efficiency while maintaining their professional judgement. Where AI has been used to support with report writing, the staff member will always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback.

Staff can use AI as a starting point to gather relevant information and identify patterns in learner attainment, but they should rely on their expertise to provide a comprehensive and holistic evaluation of each learner's progress. By using AI responsibly in learner progress analysis, staff can streamline the process, save time, and ensure consistency. However, they remain the key decision-makers in evaluating and providing feedback on learners' academic achievements and overall development.

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 learners

As part of child protection and safeguarding policies and processes, the school will ensure that learners 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 learners' 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, learners will 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 learners in conversations about data privacy, bias, safeguarding, and the social impact of AI applications.

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

AI education will be incorporated into the curriculum to provide learners 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.

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

11. Potential Misuse of AI

Learners 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). Learners will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.

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 learners regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.

Key messages are delivered through assemblies, the PSHE programme and the computer science curriculum and re-emphasised in all subjects where learners 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.jcq.org.uk/exams-office/malpractice/artificial-intelligence/> <https://www.jcq.org.uk/exams-office/blogs/updating-the-jcq-guidance-on-ai-use-in-assessments/> <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 learners' comprehension beyond what AI tools can assess, promoting deep learning and authentic learner engagement.

Teaching staff will educate learners on the potential misuse of AI by those seeking to deceive or trick learners 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

12. Ethical Use of AI

12a. Respect for Intellectual Property

What to Do: Ensure all AI technologies used are properly licensed and respect intellectual property laws.

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.

12b. Transparency and Disclosure

What to Do: Clearly indicate where and when AI is being used in educational settings.

How to Do It: Always label AI-generated content and inform learners and parents when an AI tool is being used for educational purposes.

How to Check: Periodic checks by the senior leadership team to ensure transparency measures are consistently applied.

12c. 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: The leadership team will conduct periodic reviews and seek feedback from learners and staff to identify any issues of bias.

Who to Speak To: If concerns arise, consult with the leadership team for further evaluation

12d. Respect for Personal Data and Privacy

What to Do: Comply with data protection laws, including age restrictions and parental consent, and ensure 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 by 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.

Who to Speak To: If concerns arise, consult with the headteacher 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 checking the use of AI in learner submitted work (noting possibilities of false positives).

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

Transparency Any use of AI should be clearly marked within the lesson plan or activity.

15. Responsible Use

15a. Accuracy and Fact-Checking

Ensure that AI-generated content is accurate and factually correct.

15b. Compliance with Laws and Regulations

Adhere to all local and international laws regarding the use of AI and data protection. If in doubt, speak with your line manager or a member of the leadership team. Ensure usage also complies with the School's Acceptable Use Policy.

16. Safeguarding

Take a proactive stance about AI-related safeguarding risks, including but not limited to:
deep fakes and impersonation;
harassment and bullying;
criminality, coercion, grooming and exploitation.
Note that AI may be an aggravating factor in safeguarding and child protection cases.

17. Data Management

See Saffron Academy Trust Data Collection Policy
See Saffron Academy Trust GDPR Policy

18. Levels of responsibility

Subject Leader Approval: The responsibility for initial approval lies with the relevant Middle Leader, Head of Department, or Faculty. Check with the Network Manager in the first instance.

The subject leader should define the tools used in their curriculum and the assessment methods for their curriculum area. Subject leads should reflect on what tools and approaches best fit their curriculum, being mindful of AI and how it can (and may) be used by both learners and staff alike.

SLT Approval: The Senior Leadership Team must give final approval for any AI initiatives. Responsible Person: The Headteacher in partnership with the Network Manager

Governance Approval: The governing body must also approve any major AI initiatives. Responsible Person: IT Link Governor

Technical/Data Protection Approval: Network Manager

Overall Responsible Person: Headteacher

19. 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 school and its stakeholders, and with the emerging trends and developments in the field of AI and education. Any feedback, suggestions, or complaints regarding this policy should be directed to the headteacher.