



Artificial Intelligence (AI) Policy

Adopted by the Board of Directors: May 2024

School Mission Statement

“To create and sustain, with God’s help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ.”

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. INTRODUCTION

This policy covers any generative Artificial Intelligence tool (i.e.) the specific type of AI that is capable of creating new data/content similar to that which humans can produce), whether stand-alone products e.g. ChatGPT, or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace. This policy relates to all data/content creation, including text, artwork, graphics, video and audio.

This policy will be reviewed at least once each academic year and updated to reflect advancements in technology and best practice.

2. AI VALUES

At St Bede's we should be open to the opportunities of AI but always cognisant of the risks. We will harness the power of AI to enhance education, support pupils and create inclusive learning environments in accordance with the following underlying principles:

- **Legal compliance:** Importantly, our AI use at all levels will be in accordance with our legal obligations, including (but not limited to) adherence to data protection law, intellectual property and confidentiality obligations. We will always use AI in compliance with the principles of GDPR, and we will never share personal student data or class/cohort data with any AI application
- **Transparency:** We will be transparent and accountable in our AI decision-making processes.
- **Ethical Use of AI:** 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. When using AI, we will be mindful that AI can be inaccurate and biased and may amplify existing biases and discriminatory viewpoints which are already prevalent online. We will be vigilant about identifying biases that derive from the data/content AI has been trained on or the ethical overlay that humans may have added.
- **Academic rigour and integrity:** While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations and seek to combine the best of what AI can do with the creativity, intuition and understanding that only human beings are capable of. AI will not replace teacher instruction at St Bede's but can serve as an additional resource to enhance the student learning experience.
- **Equality and inclusivity:** We will consider using AI to broaden our communities, bridge the digital divide, and create a supportive and inclusive AI culture.

- **Mental Health:** We will be mindful of the potential of AI to impact both positively and negatively on mental health and will teach students to use it responsibly.
- **Student Empowerment:** AI should encourage active engagement, independent learning, and the development of skills and dispositions for life. The capacity of AI to stifle independent thinking and creativity and to 'steal the struggle' from students is acknowledged and should be avoided.
- **Creative Collaboration:** We should embrace AI's opportunities to work together to be independent creators, not just content reproducers.
- **Responsible Innovation:** We will use AI responsibly and thoughtfully, considering the potential benefits and trade-offs associated with AI, such as its impact on our brain development and learning.
- **Shared Learning:** We will share the burden of ongoing research, development, and creating ethical guidelines around new tools with our staff and students. We will create safe spaces to ideate and discuss the risks and opportunities around AI.

3. STUDENTS' USE OF AI

Unless specifically told not to, students can use AI tools to generate data/content (text, video, audio, images) subject to the principles set out below. There are situations and contexts within the school where they will be asked to use AI tools to enhance their learning and to explore and understand how these tools can be used.

Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed in a way that prohibits/avoids using AI tools, such as working offline or under supervised conditions.

In general, students must understand the following principles:

- AI tools used in academic work must not be used for cheating, plagiarism, or any other unethical behaviour.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful, or offensive.
- Use of AI tools and data/content created using such tools must comply with the following policies: Prevention of Bullying and Unkindness Policy, Behaviour Policy and Acceptable Use Agreement.
- AI-generated content should not be considered a substitute for pupil effort or original work. Students are required to put in their own effort to understand the material and produce unique content.
- Students must not submit or otherwise publicise school materials using AI tools. Such materials include (but are not limited to): past papers, textbooks, worksheets, curriculum materials, pastoral information, and other school materials.
- It is the responsibility of students to verify the accuracy of information received from any AI sources (including search engines) used.
- Students must always clearly credit/acknowledge the use of known AI technology in their work when they have actively engaged with it, the use of the AI model, as well as the prompts used.
- Students should be aware that some AI tools run in the background of certain software and programmes and pupils may not even know they are there. Students must also be mindful of the rights of any third parties and avoid infringing those rights, for example by using trademarks or other content. It is also preferable that students trace the sources that the AI tool itself used to generate the response where possible (and students should be encouraged to do so accordingly).

- Aside from internal schoolwork and assessments, students must also be made aware that non-attribution of AI help/content in their work submitted that may count towards an external qualification (e.g. coursework) is malpractice and may have to be reported to the exam board, leading potentially to disqualification from that unit, that qualification or all qualifications with that exam board (see JCQ regulations in Section 5).
- Students must maintain confidentiality in their interactions with AI tools and must not disclose any confidential or personal information about themselves or any other people to the AI model since then the information may be in the public domain and accessible to others. Additionally, students should not use AI tools for advice on emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns).
- Students who breach this policy may face disciplinary action by the school.

4. STAFF USE OF AI

In some situations, staff may find it helpful to use AI. The use of AI tools and assistants should be explored with a view to save time and reduce staff administration and workload but the following principles must be complied with:

- All uses must be transparent and honest – staff must not pass off AI-generated work as their own but acknowledge to colleagues and students alike the extent of AI assistance, and where possible give the sources that the AI model used, just as pupils are asked to do.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful, or offensive.
- Use of AI tools and data/content created using such tools must comply with the following policies: Staff Code of Conduct and the Acceptable Use Agreement.
- AI must not be used to help generate official school pupil or parent-facing correspondence without clearance and checking from an appropriate member
- AI must not be used to write or to help write any parts of reports that go to pupils or parents.
- AI must not be used to mark or help assess work without being transparent about this both to the student(s) concerned on each occasion and to the Head of Faculty (or line manager if a HoF).
- staff must use appropriate discretion and due diligence to assess whether information obtained from generative AI tools infringes upon any third-party rights (for example, branding, logos or third-party academic output) and refrain from using such material. The school will not be responsible for any infringing use.
- staff must not give an AI model any personal or professional information about themselves, the school, other staff members, pupils or their families. Additionally,
- staff must not use generative AI tools to attempt to resolve emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns) in a school context.
- No information about school events or trips using specific locations, or information that makes the school or any individual identifiable, for example to help write risk assessments, may be put into a search engine or AI tool.
- staff must not input any proprietary and/or confidential information belonging to the school, other members of staff, or students on AI tools. Aside from personal information

(which is discussed above), such information includes (but is not limited to): financial materials, images of the school/school materials, academic materials, other intellectual property, or commercial information.

- staff must not use AI tools to make pupil or other workplace-related decisions that could have significant educational, legal, social or other similar effects (for example, disciplinary, academic assessment, or employment-related decisions).
- staff must be aware of the potential biases and inaccuracies of generative AI tools and inform students about these risks.
- staff should familiarise themselves with the guidelines about AI use and the potential of AI tools, since even if an individual does not use it, our students will be.

If in doubt about whether use of AI is advisable or allowable, consult colleagues and your line manager.

We will conduct regular reviews on progress and learnings around the use of AI, and going forward we will update our annual policies and standing agenda items for discussion.

5. **JCQ (UK EXAM BOARD) GUIDANCE ON USE OF AI IN ASSESSMENTS**

These are extremely strict and working in subjects with non-exam assessments (NEA) at any level should read the whole policy and familiarise themselves with the contents (as may be amended from time to time): [JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf](#)

The document's executive summary outlines the salient points which staff must bear in mind: "*While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds assessors of best practice in this area, applying it in the context of AI use*".

1. The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations>), all work submitted for qualification assessments must be the candidates' own;
- Candidates who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Candidates must make sure that the work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidate, and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section of the full policy);
- assessors must only accept work for assessment which they consider to be the candidates' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and
- Where there are doubts about the authenticity of candidates' work submitted for assessment (for example, they suspect that parts of it have been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action.

2. The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating pupil malpractice, including the misuse of AI.
3. The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate. The Examinations Officer will alert staff to any updated guidance as and when necessary.