

Safe Use of Generative Artificial Intelligence (AI) Policy

**THIS POLICY APPLIES ACROSS ALL TRUST SCHOOLS AND SERVICES**

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**Statement of intent**

The use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils’ intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.

For the purposes of this policy, the following terms are defined as:

* **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
* **Generative AI** – A category of AI algorithms that generate new outputs based on the data they have been trained on.
* **Misuse of AI** – Any use of AI which means that pupils have not independently demonstrated their own attainment.

# Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

* Data Protection Act 2018
* The UK General Data Protection Regulation (UK GDPR)
* DfE (2022) ‘Keeping children safe in education’
* DfE (2023) ‘Generative artificial intelligence in education’
* DfE (2023) ‘Meeting digital and technology standards in schools and colleges’
* JCQ (2023) ‘Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications’
* JCQ (2023) ‘Suspected Malpractice Policies and Procedures’

This policy operates in conjunction with the following school policies:

* Online Safety Policy
* Cyber-security Policy
* Cyber Response and Recovery Plan
* Data Protection Policy
* Child Protection and Safeguarding Policy
* Acceptable Use Agreement
* Assessment and Examination Policy

# Roles and responsibilities

The headteacher will be responsible for:

* Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
* Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training, available to stakeholders via the school website.
* Communicating with parents to ensure they are kept up-to-date with *what AI tools are being used*, how AI tools are being used in the school, how this will impact pupils’ education and how the school is ensuring the tools are being used safely and effectively.
* Ensuring that AI practices are audited and evaluated on a regular basis.

The IT Team will be responsible for:

* Providing technical support in the development and implementation of the school’s AI practices, policies and procedures.
* *Ensure that all AI platforms fulfil appropriate security measure to prevent any risk to staff, parents or pupils data.*
* Implementing appropriate security measures.
* Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The DPO will be responsible for:

* Keeping up-to-date and informed with AI technologies relevant to the school.
* Understanding and maintaining awareness of what the use of AI means for data protection in the school.
* Advising the school on how to integrate the use of AI while complying with data protection regulations.
* *Work closely with the school and IT team to assure that AI tools are subject to robust checks to minimise the risk to data.*

The DSL will be responsible for:

* Taking the lead responsibility for online safety in school.
* Undertaking training so they understand the risks associated with using AI tools in school.
* Liaising with relevant members of staff on online safety matters.
* Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.

All staff members will be responsible for:

* Adhering to the Acceptable Use Agreement and other relevant policies.
* Taking responsibility for the security of the AI tools *used in any capacity to complete their role. and data they use or have access to.*
* *Taking responsibility to protect all data that is used as part of AI technology.*
* Modelling good online behaviours when using AI tools.
* Maintaining a professional level of conduct in their use of AI tools.
* Having an awareness of the risks that using AI tools in school poses.
* Reporting concerns in line with the school’s reporting procedure.
* Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
* Familiarising themselves with any AI tools used by the school and the risks they pose.

Pupils will be responsible for:

* Adhering to the Acceptable Use Agreement and other relevant policies.
* Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
* Reporting concerns in line with the school’s reporting procedure.
* Familiarising themselves with any AI tools used by the school and the risks they pose.

## Understanding generative AI

Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of works and other sources. ChatGPT and Google Bard are generative artificial intelligence (AI) tools built on large language models (LLMs).

Tools such as ChatGPT and Google Bard can:

* answer questions
* complete written tasks
* respond to prompts in a human-like way

Other forms of generative AI can produce:

* audio
* code
* images
* text
* simulations
* videos

# Data protection and cyber-security

The school is aware of the data privacy and cyber-security implications that come with using generative AI tools, and will ensure that all AI tools are used in line with the Data Protection Policy and Information Security Policy. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

Staff and pupils **will not** enter data that is classed as personal and sensitive into AI tools. Any data entered will not be identifiable, and will be considered released to the internet. The ICO has published [Guidance on What is Personal Information](https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/personal-information-what-is-it/what-is-personal-information-a-guide/)

If it is strictly necessary to use personal and special category data in generative AI tools within the school must ensure that the products and procedures comply with data protection legislation and their existing data privacy policies to protect the data including through the completion of Privacy Impact Assessment.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE’s [cyber standards](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges) are followed at all times.

# Ethical use of AI

In an era where AI technologies pose both opportunities and challenges, particularly concerning data protection law, the Bishop Hogarth Catholic Education Trust adheres to a principled and ethical approach in its deployment and use:

* **Fairness and Reliability:** Staff must actively engage in identifying and alleviating biases in AI systems to ensure fairness and equity. They should consistently verify the reliability of information provided by AI and seek corroborating sources to ensure accuracy.
* **Subsidiarity:** Decisions regarding the use of Al should be made as close as possible to the affected parties, allowing those most directly impacted by Al technologies within the Trust to have a say in how these technologies are implemented and managed.
* **Solidarity:** The use of Al should foster an environment of mutual support among all employees, promoting collaboration and shared responsibility in the ethical deployment of Al technologies to enhance the welfare of the entire Trust community.
* **Transparency:** It is imperative that AI decision-making processes are transparent. This transparency will foster trust and understanding among all users of AI technologies within the Trust.
* **Accountability:** Staff are accountable for decisions and actions derived from AI systems, complying with both organisational policies and applicable legal standards. Ignorance of the law or Trust's policies will not be accepted as an excuse for non-compliance.
* **Consent:** Inputting information into AI technologies, whether personal or otherwise, must always be done with the consent of the data owner, respecting their ownership and privacy rights.
* **Data Privacy:** Staff must uphold the highest standards of data privacy by ensuring that no personal information is input into AI technologies, such as ChatGPT and Microsoft Copilot without prior anonymisation. This safeguards the identities and sensitive information of all individuals.
* **Protective Measures:** Staff must avoid entering sensitive information that could potentially harm the organisation, such as confidential business details, into any AI system.

These ethical guidelines reflect our commitment to ethical standards and our mission to foster an environment of mutual respect and responsibility, echoing our core values of justice, integrity, and the common good.

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*The following is Microsoft’s six principles for developing AI use*

A screenshot of a computer

Description automatically generated

<https://www.microsoft.com/en-us/ai/responsible-ai#advancing-aI-policy?culture=en-gb&country=gb>

# Using AI tools

The school will ensure that AI tools are used appropriately to achieve the following aims:

* To reduce workload
* To free up teachers’ time *to complete other appropriate task to create better learning for all pupils.*
* To produce high-quality and compliant administrative plans, policies and documents
* To support the teaching of a knowledge-rich curriculum *and provide innovative learning experiences for pupils*
* To teach pupils:
  + How to use emerging technologies safely and appropriately.
  + About the limitations, reliability and potential bias of AI tools.
  + How information on the internet is organised and ranked.
  + How online safety practices can protect against harmful and misleading content.
  + To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.

*Where AI tools are used to produce learning content, administrative plans, policies and documents, all staff members will understand that the quality and content of the final product remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create tools to support their role will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school. Staff will therefore take responsibility to review the content of AI produced tools prior to their successful implementation in the school environment.*

Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work, especially if the work is for an assessment, in order to allow teachers and assessors to review how AI has been used and whether it was appropriate. Pupils’ references to AI sources will show the name of the AI source and the date that the content was generated.

Pupils will retain a copy of the questions and AI generated content for reference and authentication purposes in a non-editable format, e.g. a screenshot. Pupils will also provide a brief explanation of how AI tools have been used.

# Misusing AI tools

**Preventing misuse**

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

* Restricting access to some online AI tools on school devices and networks, especially on devices used for exams and assessments
* Setting reasonable deadlines for submission of work and providing pupils with regular reminders
* Allocating time for sufficient portions of pupils’ work to be completed in class under direct supervision, where appropriate
* Examining intermediate stages in the production of pupils’ work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
* Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material
* Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
* Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation
* Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
* Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use

**Identifying misuse**

Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils’ work is authentically their own when attempting to identify a misuse of AI tools.

When reviewing pupils’ work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:

* Spelling and punctuation.
* Grammatical usage.
* Writing style and tone.
* Vocabulary.
* Complexity and coherency.
* General understanding and working level.
* The mode of production, i.e. whether the work was handwritten or word-processed.

Staff members will be aware of and look out for potential indicators of AI use, which include:

* A default use of American spelling, currency, terms and other localisations.
* A default use of language or vocabulary which might not appropriate to the working or qualification level.
* A lack of direct quotations and/or use of references where these are required or expected.
* Inclusion of references which cannot be found or verified.
* A lack of reference to events occurring after a certain date, reflecting when an AI tool’s data source was compiled.
* Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
* A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it.
* A lack of graphs, data tables or visual aids where these would normally be expected.
* A lack of specific, local or topical knowledge.
* Content being more generic in nature.
* The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.
* The submission of pupil work in a typed format, where this is not usual, expected or required.
* The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
* The inclusion of confidently incorrect statements within otherwise cohesive content.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Where necessary, the school will make use of the following programmes and services that are able to analyse content and determine the likelihood that it was produced by AI Recruitment:

* [OpenAI Classifer](https://openai.com/blog/new-ai-classifier-for-indicating-ai-written-text)
* [GPTZero](https://gptzero.me/)
* [The Giant Language Model Test Room (GLTR)](http://gltr.io/dist/)

# Exams and assessments

The school will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding exams and assessments. The school will follow the Assessment and Examination Policy, Non-examination Assessment Policy and the Exam Preparation Policy at all times, and ensure that these policies address the appropriate and inappropriate use of AI tools.

Pupils will be made aware of the appropriate and inappropriate uses of AI tools, and the consequences of its misuse. Pupils will be made aware that it is not acceptable to submit work that has been produced with an AI tool, and of the school’s approach to plagiarism and malpractice. Pupils will also be made aware of the risks of using AI tools to complete exams and assessments, which include:

* Submitting work that is incorrect or biased.
* Submitting work that provides dangerous and/or harmful answers.
* Submitting work that contains fake references.

The school will ensure that pupils are issued with, and fully understand, the JCQ [Information for Candidates](https://www.jcq.org.uk/exams-office/information-for-candidates-documents).

Teachers, assessors and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing pupils’ use of AI tools in the school.

Pupils will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the pupil is able to demonstrate that the final submission is the product of their own independent work and thinking.

Pupils will be required to sign a declaration to confirm that they understand what AI misuse is, and that it unacceptable. Pupils will be made aware of the consequences of submitting a false declaration, and any AI misuse that is detected after a declaration has been signed will be reported to the relevant awarding organisation. The misuse of AI constitutes malpractice, as defined in the JCQ ‘[Suspected Malpractice: Policies and Procedures](https://www.jcq.org.uk/exams-office/malpractice/)’. Pupils will be made aware that possible sanctions for committing malpractice through the misuse of AI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. Misuse of AI tools includes, but is not limited to, the following:

* Copying or paraphrasing sections, or whole responses, of AI generated content
* Using AI to complete parts of the assessment so that the work does not reflect the pupil’s own work, analysis, evaluation or calculations
* Failing to acknowledge the 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 and/or bibliographies

The school will not, under any circumstances, accept work which is not the pupils’ own.

# Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the procedures set out in the Safeguarding Policy and the Online Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will engage with parents to inform them of the safeguarding risks that come with using AI tools, and how the school is protecting pupils online. The school will ensure that parents are aware of who to speak to about any concerns or issues regarding the use of AI.

The school will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE’s [filtering and monitoring standards](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges).

Any changes made to this policy are communicated to all members of the school community.

# Intellectual Property

As well as ethical considerations, employees should consider how AI engages with intellectual property rights. Determining ownership of AI-generated content can be complex, leading to questions about who holds the copyright for works produced by AI.

Employees should:

* Respect the intellectual property rights of AI developers and organisations.
* Respect the intellectual property rights of any information produced by AI technologies.
* Adhere to licensing and copyright laws when using AI models or code.

## **10. Resources**

**Appendix 1** - Using AI in Teaching: A Guide for Teachers

**Appendix 2** - Using AI in Teaching: A Guide for Teachers

Using AI in Teaching: A Guide for Teachers

How to integrate AI tools and applications in your classroom in a safe and ethical way

What are the dos and don'ts of using AI in teaching?

|  |  |
| --- | --- |
| The Dos | The Don’ts |
| * Do use Al tools to **support and enhance** your teaching, **not replace it.** * Do **review and adapt Al-generated content** to suit your pupils' needs and the school's context. * Do teach pupils how to use AI tools **safely, responsibly, and ethically.** * Do emphasise the importance **of critical thinking and fact-checking** when using AI generated content. * Do create a **supportive classroom environment** where pupils feel comfortable reporting Al-related concerns. * Do participate in **professional development** **opportunities** to stay informed about AI in education. * Do **collaborate** with colleagues to share best practices and innovative ways to use AI tools. * Do **model** responsible and ethical use of Al tools in your own practice. * Do be **transparent** about your use of AI tools and discuss their benefits and limitations with pupils. * Do look to **utilise** **AI’s benefits** in all aspects of your practice with a focus on **reduction in workload and improving learning for students**. * Do **seek guidance or support from seek guidance or support from colleagues or school leadership when needed.** | * Don't **rely solely on Al tools** to create lesson plans, assignments, or assessments without reviewing and adapting the content. * Don't allow **pupils** to use Al tools without **proper guidance,** supervision, and monitoring. * Don't ignore **potential signs of Al misuse** in pupils' work, such as inconsistent writing styles or lack of specific knowledge. * Don't expose pupils to **harmful, inappropriate, or biased content** generated by AI tools. * Don't use Al tools to generate content that goes against **the school's policies, values, or educational objectives**. * Don't **share sensitive or personal information** about pupils or colleagues with Al tools. * Don't neglect **the importance of human interaction, feedback, and support** in the learning process. * Don't **assume** that AI tools are always **accurate, unbiased, or up-to-date.** * Don't use AI tools as a **substitute** for your own **professional judgment and expertise.** * Don't ignore the **potential** **ethical** and **societal implications** of using AI tools in education. * Don't forget to **regularly review and update your knowledge and skills** related to AI in education. |

Using AI in Teaching: A Guide for Teachers

How to integrate AI tools and applications in your classroom in a safe and ethical way

How Generative AI can be used in all elements of lesson planning and teaching.

|  | **Ideas for Generative AI Usage** | **Examples of Initial Prompts** |
| --- | --- | --- |
| Lesson Objectives | * Generate lesson objectives for a lesson based on this content: * Create differentiated objectives for a topic X * Suggest measurable and achievable objectives * Provide ideas for cross-curricular links * Offer suggestions for incorporating key skills (e.g., problem-solving, critical thinking. * Generate objectives that promote higher-order thinking skills * Align objectives with assessment criteria | * Generate 3 lesson objectives for a Year 9 English lesson on Shakespeare's 'Macbeth,' focusing on character analysis and aligned with UK curriculum standards. * Suggest 2 differentiated lesson objectives for a mixed-ability Year 11 Chemistry class on the topic of chemical bonding. * Create 4 measurable and achievable objectives for a Year 13 History lesson on the Russian Revolution, incorporating critical thinking skills. |
| Engage Tasks | * Suggest engaging starter activities related to the lesson topic * Generate thought-provoking questions to capture students' interest * Provide ideas for interactive demonstrations or experiments * Create short, engaging videos or animations to introduce the topic * Suggest real-world examples or case studies to make the content of the lesson relatable * Generate quiz questions or brain teasers to assess prior knowledge * Offer ideas for using technology (e.g., online polls, quizzes) to engage students | * Generate 5 engaging starter activity ideas for a Year 10 Geography lesson on the impact of climate change. * Suggest 3 thought-provoking questions to introduce a Year 12 Philosophy and Ethics lesson on the topic of utilitarianism. * Provide ideas for 2 interactive demonstrations to start a Year 8 Physics lesson on the properties of sound waves. |
| Activity Tasks (and Adaptive teaching) | * Generate differentiated activity ideas for various learning styles and abilities * Suggest hands-on, practical activities to reinforce learning * Create problem-solving tasks or case studies related to the topic * Provide ideas for group work or collaborative projects * Offer suggestions for incorporating technology (e.g., online simulations, interactive whiteboards) * Generate extension activities for high-achieving students * Suggest scaffolding techniques or support materials for struggling learners | * Generate 4 differentiated activity ideas for a Year 7 Art lesson on colour theory, catering to visual, auditory, and kinaesthetic learners. * Suggest 2 hands-on, practical activities for a Year 9 Design and Technology lesson on designing and building a simple machine. * Create 3 problem-solving tasks for a Year 12 Mathematics lesson on calculus, including extension activities for high-achieving students. |
| Review Tasks | * Generate formative assessment questions to check understanding * Provide ideas for interactive review games or quizzes * Suggest creative ways to summarize key learning points (e.g., mind maps, infographics) * Offer ideas for student-led review activities (e.g., teaching others, creating quiz questions) * Generate self-assessment or peer-assessment templates * Provide suggestions for using technology (e.g., online quizzes, feedback tools) to review learning * Create differentiated review tasks based on individual student needs | * Generate 5 formative assessment questions for a Year 11 Biology lesson on the structure and function of cells. * Suggest 2 interactive review game ideas for a Year 8 French lesson on present tense verb conjugations. * Provide ideas for 3 student-led review activities for a Year 10 English Literature lesson on the themes in 'An Inspector Calls.' |
| Next Steps | * Generate homework tasks that reinforce and extend learning * Suggest further reading or research activities related to the topic * Provide ideas for real-world applications or projects * Offer suggestions for cross-curricular links or extension activities * Generate reflection prompts for students to evaluate their own learning * Create differentiated next steps based on individual student progress * Suggest ways to involve parents or caregivers in supporting further learning | * Generate 3 homework tasks for a Year 9 History lesson on the causes of World War I, including a research activity and a real-world application. * Suggest 2 cross-curricular extension activities for a Year 7 Science lesson on ecosystems, linking to Geography and English. * Provide 4 differentiated next steps for a Year 11 Mathematics lesson on quadratic equations, based on student performance during the lesson. |
| Subject Knowledge | * Provide summaries of key concepts, theories, or historical events * Offer definitions and explanations of subject-specific terminology * Suggest relevant examples, case studies, or real-world applications * Generate visual aids (e.g., diagrams, charts, timelines) to support understanding * Provide links to reliable, up-to-date resources for further reading * Offer ideas for addressing common misconceptions or areas of difficulty * Suggest ways to make complex topics more accessible or relatable to students | * Provide a summary of the key events and consequences of the French Revolution for a Year 10 History lesson. * Generate a visual timeline of the main literary periods and movements for a Year 12 English Literature lesson. * Suggest 3 real-world applications of trigonometry for a Year 11 Mathematics lesson, addressing common areas of difficulty. |