



## Guidance Note:

This template has been designed to support school leaders in the creation of their school's own AI Policy. It cannot be used as it stands, and will require completion and consideration. Please ensure that:

- It aligns with your school's existing policies, and does not contradict information given elsewhere.
- Responsibility for decision-making lies with the most appropriate groups and/or named individuals.
- All necessary stakeholders are engaged in the process of completing and agreeing this policy.
- The policy is regularly reviewed and updated in light of rapid change and development in AI.
- This policy does not constitute legal advice and will require ratification within your school with your context added where appropriate. Neither of its authors takes responsibility for what you undertake and incorporate from this template.

**Note:** Where text has a grey background in square brackets, this denotes areas for you to amend for your context.

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# Use of Artificial Intelligence (AI) Policy [template]

## Aims:

The aim of this policy is to [Insert an introduction here which outlines your purpose and the intended scope and use of this document/policy].

## Intentions/Guiding principles:

[insert as appropriate, using your own statements. Suggestions include:

- The intention to integrate AI tools into the curriculum comes from our commitment to enhance students' learning experiences and foster skill development.
- The use of AI is strategically employed as a supplemental tool to support and expand upon classroom instruction, facilitating personalised learning opportunities and increasing accessibility.
- AI provides students 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 students' use of AI, ensuring that it aligns with the School's curriculum objectives and learning outcomes.
- Teachers will ensure their pedagogical, behavioural, and pastoral knowledge is complemented and not undermined by AI tools.
- AI will not replace direct instruction or teacher interaction but 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 pupils. ]

## 1. Introduction

- **Purpose:** To provide a holistic framework for the integration and management of AI in educational settings, encompassing ethical compliance, educational enhancement, workload reduction, data security, and innovation, whilst ensuring the safeguarding and protection of our students are at the heart of what we do at [insert school name].
- **Scope:** This policy applies to all staff, students, and stakeholders.

## 2. Definitions

- **AI:** Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).
  - **LLM:** Large language models such as ChatGPT/Bard/Claude which have Generative capabilities.
  - **NLP:** Natural language processing such as Alexa / Siri - differs from the above and has fewer opportunities for bias and hallucination.
  - **Image generation from LLM** - images can be created via text prompts which can be inappropriate or subject to bias.
- **Stakeholders:** Teachers, students, parents, administrative staff, and external partners.

## 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. Ethical Use of AI

### 4a. 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 the central record maintained by the [appropriate team] to ensure it's approved for educational use.
- **How to Check:** Refer to the central record, kept by the [appropriate team], for a list of approved and licensed AI tools.

### 4b. Transparency and Disclosure

- **What to Do:** Clearly indicate where and when AI is being used in educational settings.
- **How to Do It:** Label AI-generated content and inform students and parents when an AI tool is being used for educational purposes.
- **How to Check:** Periodic checks by [appropriate team] to ensure transparency measures are consistently applied.

### 4c. 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 IT support team for potential biases related to race, gender, or other factors.
- **How to Check:** Conduct periodic reviews and seek feedback from students and staff to identify any issues of bias.
- **Who to Speak To:** If concerns arise, consult with the [appropriate team] for further evaluation.

## 4d. 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 [appropriate team] (such as not sharing any personal student data on any platform unless previously agreed by the [appropriate team]).
- **How to Check:** Regularly review updates from the [appropriate team] on data storage and handling procedures to ensure compliance.
- **Who to Speak To:** If concerns arise, consult with the [appropriate team] for further evaluation.

## 5. Curriculum Integration

- **Alignment:** Ensure AI tools are aligned with curriculum goals and objectives.
- **Pedagogical Relevance:** Evaluate the pedagogical benefits of AI tools before integration as per the 'New technology request worksheet'..

## 6. Workload Reduction

- AI should enhance, not replace, human creativity. Examples include but are not limited to lesson planning, quiz creation, and flashcard generation. Teachers MUST verify the suitability, accuracy, and curriculum alignment of any AI-generated materials.

## 7. Responsible Use

### 7a. Accuracy and Fact-Checking

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

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<sup>1</sup> See Appendix 1

## 7b. 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 [signpost the appropriate team]. Ensure usage also complies with the School's Acceptable Use Policy.

## 8. 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.

## 9. Data Management

- **Data Collection:** [Insert here guidelines about which data can be collected and any related policies].
- **Data Storage:** [ Insert here how and where data will be stored securely].
- **Data Usage:** [Insert here how the collected data will be used].

## 10. Implementation Plan

- **Pilot Phase:** Initial testing of AI tools should take place in a controlled environment, with careful consideration of risks and benefits.
- **Roll-out:** [Insert here your plan for full implementation of AI tools, and post-pilot evaluation including relevant training for staff in all areas, not just teaching staff].

## 11. Accountability

- [Insert a specific reference here to the person or group responsible for overseeing AI initiatives and ensuring compliance with this policy, e.g. Director of Technology or Director of EdTech.]

## 12. Levels of responsibility<sup>2</sup>

- **Curriculum Leader Approval:** The responsibility for initial approval lies with the relevant Middle Leader, Head of Department, or Faculty. Check for use against the central record. If required complete the 'New technology request worksheet' and pass it to [insert person/job title responsible here].
  - The curriculum leader should define the tools used in their curriculum area and the assessment methods for their curriculum area. Curriculum 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 students and staff alike.
- **SLT Approval:** The Senior Leadership Team must give final approval for any AI initiatives.
  - **Responsible Person:** [Include here the name/names of the relevant person who takes ultimate responsibility for approval.]
- **Governance Approval:** The governing body must also approve any major AI initiatives.
  - **Responsible Person:** [Include here the name/names of the relevant person on the Governing body who takes responsibility for approval.]
- **Technical/Data Protection Approval:** [Include here the name of the relevant person who will ensure that the AI initiative works within our context and ecosystem, whilst also complying with our safeguarding requirements around data protection and privacy laws. This could be the Network Manager or a Safeguarding Lead, a combination of both, or whatever works best in your context, depending on the school's structure.]
  - **Responsible Person:** [Include here the name/names of the relevant person who takes responsibility for approval.]

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<sup>2</sup> See Appendix 1

- **Review cycle:** [Insert here the review cycle for the policy including dates.]
  - The effectiveness and impact of AI on pupil learning and attainment will be regularly evaluated and reviewed.
  - Feedback from students, teachers, and parents will be gathered to assess the benefits and limitations of AI in enhancing the curriculum.
  - Adjustments and improvements will be made based on evaluation findings to ensure the optimal integration and utilisation of AI in line with the school's aims and the evolving needs of the curriculum.

## 13. Conclusion

- Insert a summary of the policy, reiterating its role as a comprehensive guide for the ethical and effective use of AI in your educational setting.
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**Signed:**

**Date:**

**Agreed:**

**Date:**

**Review due:**

# Appendix 1

It is recommended that you have:

1. A Digital strategy where core tools for your ecosystem have been ratified, agreed upon, shared and training delivered upon.
2. A clear set of agreed tools for a wide variety of purposes (not just learning and teaching) that are deployed as part of your standard operating digital ecosystem.
3. Established a clear workflow for the adoption of new tools, platforms and subscriptions such as a 'New technology worksheet' for the checking, DPIA (Data Protection Impact Assessment) and adoption of new technologies.
4. The levels of checking and review within this section should be covered by the appropriate senior colleagues as per the policy via the 'New technology request worksheet'.
5. Tools, platforms and subscriptions should be regularly reviewed to ensure ongoing compliance with the policy and fitness for purpose.
  - 5.1. Should a tool, platform, or subscription evolve within the review cycle, this should trigger a mid-cycle review to ensure ongoing compatibility and compliance.