



BLENHEIM
SCHOOLS

Artificial Intelligence Policy

ARTIFICIAL INTELLIGENCE POLICY

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1.0 INTRODUCTION

The purpose of this Artificial Intelligence (AI) Policy is to ensure the ethical, safe, and effective use of AI and data technologies in our school. This Policy aims to provide clear guidelines for all users—students, teachers, leaders, governors and proprietors—on the appropriate use of AI and data technologies in our school.

This Policy should be read in conjunction with the School’s Academic Integrity booklet for senior students; AI Agreement for Junior pupils and and the Acceptable Use of AI Leaflet – all at Appendix but to be issued separately to pupils.



This Policy 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, generating content, personalised learning platforms, data analysis tools, and any other AI or data technologies implemented in our school.

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 Policy provides the framework for achieving these goals.

2.0 DEFINITIONS

To ensure a clear understanding of this Policy, 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.

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.

Data: In the context of this Policy, 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.

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.

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.



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.

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.

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.

3.0 ETHICAL USE OF AI AND DATA

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.

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.

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.

4.0 AI AND DATA USE IN EDUCATION

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.



Examples of AI and Data Use in Education

Here are some examples of how AI and data technologies can be used in our school:

- **Generative AI Applications:** These models provide responses to prompts. They are trained on large amounts of data and use this to generate new text and images. They can support teaching and learning by offering support in ideation, planning, organising and drafting.
- **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.
- **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.
- **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.

5.0 USER RESPONSIBILITIES

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.



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.

6.0 PRIVACY AND DATA GOVERNANCE

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).

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.

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 and student training, and policies.



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.

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.

7.0 TECHNICAL ROBUSTNESS AND SAFETY

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.

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.

8.0 HUMAN AGENCY AND OVERSIGHT

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.

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.



9.0 SOCIETAL AND ENVIRONMENTAL WELLBEING

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.

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.

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.

10.0 STUDENT ETHICAL USE OF AI

Responsible Interaction with AI Systems:

- Students should interact with AI tools in an honest manner, avoiding any attempts to deceive or "game" the system.
- They must not misuse AI tools to generate inappropriate or misleading content.

Collaborative Learning with AI:

- Students should be encouraged to use AI as a tool for collaboration and not rely solely on it for answers.
- AI should be used to enhance critical thinking and problem-solving skills.



Respect for Privacy:

Students should be informed about the importance of data privacy and be discouraged from sharing personal or sensitive information with AI systems unless necessary for educational purposes.

AI in Research and Projects:

- When using AI for research or projects, students should give credit to the AI tool or platform they used.
- Students should be trained to critically evaluate the outputs from AI tools, recognising that these tools, while powerful, can still make errors or produce biased results.

11.0 AI LITERACY AND AWARENESS:**AI Education for Students:**

The School will provide students with foundational knowledge about AI, its capabilities, limitations, and ethical considerations.

Teacher Training:

Teachers and administrators will receive training on the ethical and effective use of AI in teaching, ensuring they can guide students appropriately.

12.0 VIOLATIONS

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



13.0 APPENDIX A – ACCEPTABLE USE OF AI LEAFLET – FOR STAFF AND PUPILS

1. Introduction

This policy outlines the responsible use of Artificial Intelligence (AI) technologies in our School. It aims to harness the educational potential of AI while ensuring alignment with our ethos: individualized attention, stimulating and diverse educational experiences, and a commitment to ethical digital citizenship.

Responsible use of AI falls is part of “Digital Literacy”. As such it is our aim to ensure that pupils become discerning users of this emerging technology, able to harness the potential of AI as well as being aware of the dangers, limitations and risks associated with its use.

2. Responsible AI Use

2.1. Educational Purpose

- Within our school, AI tools are only to be used to support and enhance the educational experiences of our pupils. Generative tools are useful for planning answers, role play, ideation and supporting SEND pupils; but can also enable students to produce work, which is not authentic and, at worse, amounts to plagiarism.
- Prohibited AI Tools:
 - **Social Media Bots and Chatbots:** These are prohibited due to the potential for spreading misinformation and facilitating inappropriate interactions.
 - **Deepfake Technology:** Banned to prevent the creation and distribution of misleading or harmful content.
 - **Unregulated AI Writing and Homework Assistance Tools:** Tools that can be misused for plagiarism or bypassing the learning process are not allowed.

2.2. Supervision

- Teachers are responsible for supervising and guiding the use of AI tools in their classrooms.



- Pupils will discuss AI in their computing lessons, the acceptable use thereof and the creative possibilities of generative AI will be discussed.
- The school aims to promote the use of Artificial Intelligence as a learning tool, enabling students to make progress, regardless of their ability or need. In this, we are consistent with our aim to provide inclusive education for all.
- Supervision Process:
 - **Regular Checks:** Teachers will periodically review the AI tools being used by students to ensure they are appropriate and align with educational objectives.
 - **Audits:** Periodic audits of AI tool usage will be conducted to ensure compliance with this policy.
 - **Staff Training:** Regular training sessions will be provided to equip staff with the necessary knowledge and skills to effectively supervise AI tool use.

2.3. Respect for Diversity

- AI usage must reflect our commitment to diversity and inclusivity, avoiding tools that could exacerbate biases or lead to discrimination.

3. Safety and Data Protection

3.1. Safety Measures

- The school is committed to maintaining a safe digital environment, protecting individual users and the network.
- Students and staff are expected to agree to the school's Acceptable use of media, devices and internet policy, in addition to this policy.

3.2. Data Protection

- All AI tools must comply with GDPR and other relevant data protection laws to ensure the security of personal data.
- Use of Artificial intelligence is restricted to platforms which do not record, ask for, or require the personal data of students or staff.



3.3. Cybersecurity

- Users are required to be vigilant against cyber threats and only use authorized, secure AI applications.
- Teaching effective use of Artificial Intelligence, also known as AI, requires staff to make students aware of the potential risks of sharing personal information with an AI platform.

3.4. Consent

- Consent for AI tools involving personal data must be obtained in accordance with data protection laws:
 - For pupils under the age of the app's consent, consent must be obtained from parents or guardians.
 - Pupils above the age of consent must provide their consent directly.

4. Plagiarism Guidance

4.1. Original Work

Students are:

- encouraged to produce original work. AI-generated content should be used responsibly and must be appropriately attributed.
- may be required to share Generative AI threads with staff to ensure its safe and proper use.
- are vigilant to the use of AI, particularly in essay subjects. Their knowledge of the students and their attainment potential ensures that abuse of generative AI is unlikely. However, detection and evaluation procedures will be used when necessary (as outlined in section 5.3)

4.2. Citation and Attribution

- All AI-generated content used in academic work must be properly cited.

4.3. Education on Plagiarism

- Regular educational sessions will be held to inform students about responsible AI use and the implications of plagiarism. The school will clearly communicate that passing off AI-generated work as one's own violates academic integrity.



5. Accountability

5.1. Staff Responsibility

- Staff are responsible for enforcing the AI policy and ensuring that AI tools are used in a manner consistent with the school's educational goals.

5.2. Pupil Responsibility

- Pupils are expected to adhere to this policy and the school's code of conduct.

5.3. Detection and Response to AI-Generated Student Work

Objective: To establish a clear and effective approach for identifying and addressing instances where it appears likely that a student has used Artificial Intelligence (AI) to produce academic work.

Procedure:

a. Detection and Initial Assessment:

- The school will utilize a combination of technology-based detection tools and teacher observations to identify potential AI-generated submissions.
- Teachers will be trained to recognize the characteristics of AI-generated content, which may include unnatural language patterns, lack of personal insights, or content that is overly sophisticated for the student's known capabilities.

b. Initial Review:

- If a teacher suspects a submission is AI-generated, they will conduct an initial review comparing the work with the student's previous submissions and overall performance.
- Staff will also engage in a discussion with the student, providing an opportunity for the student to explain the process they used to create the work.



c. Further Investigation:

- If initial findings suggest AI use, a more thorough investigation should be undertaken by a designated staff member or committee.
- This may involve comparing the work against known AI models, consulting with IT specialists, or using plagiarism detection software that includes AI detection capabilities.

d. Student Support and Disciplinary Action:

- In confirmed cases of AI misuse, the response should be in line with the school's academic integrity policy.
- Responses may range from educational interventions, such as guidance on proper research and writing techniques, to disciplinary actions in line with the school's policy on academic dishonesty.
- At all times, the focus should remain on educating students about ethical research practices and the importance of original work.

e. Documentation and Policy Review:

- All incidents should be documented thoroughly, including the investigation process, discussions with the student, and any actions taken.
- Regular reviews and updates to the detection methods and response strategies are essential to keep pace with advancements in AI technology.

f. Communication and Transparency:

- The school will endeavour to Communicate the policy clearly to all students, teachers, and parents at the beginning of each academic year.
- Include discussions about AI in the curriculum to foster an understanding of its capabilities and limitations, emphasizing the value of original thought and effort in academic work.



6. Reporting

6.1. Concerns

- Any AI-related concerns or suspected misuse should be reported to the DSL, Head of Digital Literacy, or IT Department.

6.2. Violations

- Violations of this policy will be addressed in accordance with the school's disciplinary protocols.

7. Specific Roles

- Headteacher:** Overseeing the integration and implementation of the AI policy within the school's strategic objectives.
- Head of Digital Literacy:** Evaluating and approving AI tools for curriculum alignment and educational suitability.
- DSL (Safeguarding Lead):** Ensuring AI usage is compliant with safeguarding policies, focusing on student safety and data protection.

8. Review and Updates

- This policy will be reviewed regularly to ensure it remains aligned with emerging AI technologies, educational needs, and legislative changes.

9. Conclusion

- By adhering to this policy, our School commits to using AI as a tool for enhancing educational experiences, fostering a safe, inclusive, and innovative learning environment.



14.0 APPENDIX B - ACADEMIC INTEGRITY BOOKLET

To assist senior pupils, an Academic Integrity Booklet is issued, with a section on AI following the guidelines set out below:

AI for Education

Drafting a GenAI Academic Policy at your School

Key Steps

- Create a cross-functional team to draft and review the policy
- Share the policy across the community and in every classroom
- Continuously review the policy across the year

Example of a GenAI Amendment to Your Student Academic Integrity Policy

Generative Artificial Intelligence (GenAI) tools like ChatGPT are a significant technological advancement that has the potential to support your learning. But with any new technology, there are significant limitations and risks associated with its use, misuse, and overuse.

To support appropriate use of GenAI tools in your learning, these three steps should be taken when determining if and when to use GenAI tools. If these steps are not followed, your use of GenAI tools will be considered an academic integrity violation.

Step 1

Check with your teacher if the assignment, homework, or assessment can be completed with the support of a GenAI tool.

Step 2

If the tool is allowed, track your conversation with the tool by cutting and pasting the interaction in a document that you can share with your teacher.

Step 3

Cite the use of the tool when submitting your work. Here is an example with APA style formatting:

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Examples of Appropriate Use

- Explain topics in a way that works for me
- Help me brainstorm and explore ideas
- Help me study for an upcoming assessment
- Provide feedback on my work for areas of improvement

Examples of Inappropriate Use

- Not asking for permission to use GenAI tools
- Completing an entire assignment, homework, or assessment
- Not reviewing my work for hallucinations or inaccuracies
- Not tracking or citing my work with GenAI

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15.0 APPENDIX C – AI AGREEMENT FOR PRIMARY KS2 PUPILS

Pupils of Primary School age – KS2 - will be asked to sign the AI Agreement below in lieu of an Academic Integrity Booklet (which is for senior pupils only):

AI Agreement for Primary KS2 Pupils

This agreement outlines the responsible and respectful use of Artificial Intelligence (AI) by primary pupils. By using AI tools and technologies, pupils agree to adhere to the guidelines outlined below.

Respect and Kindness:

1. I will use AI tools in a respectful and kind manner.
2. I will not use AI to bully, harass, or harm others.

Privacy and Security:

1. I will protect my personal information and the personal information of others.
2. I will not share passwords or access codes with anyone.
3. I will report any suspicious activity related to AI to a teacher or trusted adult.

Learning and Curiosity:

1. I will use AI to enhance my learning experience.
2. I will ask questions and seek help from teachers or adults when needed.
3. I will explore AI in a responsible and constructive manner.

Digital Citizenship:

1. I will be a responsible digital citizen when using AI.
2. I will follow school rules and guidelines for online behaviour.

Copywrite and Attributions:

1. I will respect the intellectual property of others when using AI.
2. I will give credit to the creators of AI-generated content when required.

I, _____, have read and understood the AI agreement and will adhere to these rules outlined above.

Signature of Student: _____ Date: _____



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