



## The Tiffin Girls' School

### ARTIFICIAL INTELLIGENCE POLICY

REVISED JULY 2025

#### Aims of the policy

1. The purpose of this AI policy is to guide the responsible, safe and ethical use of artificial intelligence (AI) technologies at The Tiffin Girls' School. This policy applies to all aspects of AI implementation within the school's educational and administrative activities, for all stakeholders including staff and students, and should be read in conjunction with:
  - Safeguarding policy
  - Behaviour for learning policy
  - Suspension and permanent exclusion policy
  - Online safety policy
  - Data protection policy
  - Equality, diversity, and inclusion policy
  - Disciplinary policy
  - Assessment and feedback policy
  - Teaching and learning policy
  - Examinations policy
  - ICT Acceptable Usage Policy - STUDENTS
2. For glossary of terms see appendix 1.
3. For further guidance see Generative AI guidance from the DfE - <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education#using-ai-responsibly>
4. **Objectives of the school's Digital & AI Strategy**
  - **Enhance Teaching and Learning and the Curriculum:** ensure the curriculum is future ready, supporting staff and students in exploring AI, AR, gamification and other tools to bring learning to life.
  - **Enhance Digital Literacy and Citizenship:** to provide an education that better reflects the world of work and helps students be better equipped for the future, by developing work related digital skills. Fostering ethical behaviour, responsible technology use, and awareness of online risks, we can ensure students are safe, respectful digital citizens who protect their privacy and nurture their well-being.
  - **Empower staff:** help support staff to develop their own digital skills, streamline everyday processes and systems, reducing workload to make staff more effective and efficient, as well as providing greater autonomy.
  - **Deliver Equity and Accessibility:** reduce the digital divide, create a more personalised learning experience to support inclusivity and promote lifelong learning.

- **Foster Collaboration and Communication:** students are comfortable working and learning in an interconnected global and virtual environment, developing the skills to be able to understand different perspectives, becoming more culturally aware and fostering the critical interpersonal and human skills that reflect a move to a relationship economy.
- **Research, Innovate and Stay Current:** confident and ethical users and creators of AI.
- **Safeguarding, Data Management & Privacy:** act with integrity, stay safe, use information appropriately and aligned with frameworks that support privacy and data protection.

#### **Responsibilities of the Headteacher:**

5. Delegating these responsibilities to the relevant members of SLT and other senior staff and monitoring their completion.
6. Providing guidance for the responsible, safe and ethical use of AI technologies within the school.
7. Ensuring that the use of AI in school is compliant with safeguarding requirements
8. Ensuring compliance with relevant laws, regulations, and ethical standards related to AI.
9. Overseeing AI education within both the pastoral and the academic curriculum and providing the opportunity for ongoing training for staff.
10. Ensuring mechanisms are in place for monitoring and evaluating AI applications to ensure alignment with safe use, data privacy and ethical standards.
11. Establishing a plan for handling potential crises or unintended consequences related to AI use.
12. Facilitating open dialogue and engagement with key stakeholders (students, staff, parents and governors) regarding AI use within the school community.
13. Ensuring that the school is aware of all regulations related to the conduct of NEAs and public exams and AI use, and that all relevant information is shared with all stakeholders.

#### **Responsibilities of the Governing Board:**

14. Providing oversight and strategic direction regarding the implementation of AI technologies within the school.
15. Ensuring that AI initiatives align with relevant laws, regulations, and ethical principles.
16. Making decisions regarding investments, policies, and strategic initiatives related to AI.

#### **Responsibilities of the Senior Leadership Team:**

17. Supporting the implementation of the Digital & AI strategy school wide and working closely with SLT links to ensure the strategy is embedded across the pastoral and academic curriculum.

18. Overseeing the implementation of AI technologies within the school's educational and administrative activities.
19. Establishing clear roles and responsibilities, and utilising an AI risk assessment framework for individuals involved in AI development, deployment, and monitoring.
20. Facilitating communication and engagement with staff, students, and other stakeholders regarding AI initiatives.
21. Establishing a clear implementation plan, with objectives and actions, and regularly monitoring progress against this plan.
22. Identifying the skills staff need to develop to support the delivery of the implementation plan, and providing time and CPD to enable them to do so.

**Responsibilities of Heads of Department:**

23. Setting clear parameters for both staff and students on the use of AI technologies within their department and putting mechanisms in place to ensure that they are adhered to, in relation to the following:
  - a. The use of AI in planning and the responsibilities of teachers in relation to appropriateness and accuracy
  - b. The use of AI tools in teaching and learning, by both staff and students, and the safeguarding / academic responsibilities associated with this
  - c. The use of AI tools by students in assessment tasks, which should mirror any relevant NEA guidelines for the subject area
  - d. The use of AI by staff in planning for NEAs and the responsibilities of teachers in relation to appropriateness and accuracy.
24. Ensuring that the use of AI technologies aligns with the department's curriculum objectives and educational goals, enhancing learning outcomes for students.
25. Ensuring that department staff adhere to the school's AI policy and guidelines, only implementing AI tools when approved by SLT, following the AI risk assessment framework, and reporting any misuse or ethical concerns related to AI use to the appropriate authorities within the school.

**Responsibilities of Staff:**

26. Adhering to the school's AI policy and guidelines (see Appendix 2) for the responsible and ethical use of AI technologies.
27. Staff must be aware that AI applications and resources have age restrictions, and they are prohibited from involving students in uses that are inappropriate for their age.
28. Being aware of the parameters for staff and student use of AI set out by head(s) of department and adhering to these at all times.
29. Immediately raising any concerns about student or staff misuse of AI with the relevant HOD, HOY, or SLT member.

30. Integrating AI tools into teaching methodologies and administrative tasks where appropriate and in alignment with educational goals, AI tools are intended to support, not replace staff judgment and expertise.
31. Transparently communicating the use of AI tools and attributing contributions to AI sources when relevant.
32. Staff should be vigilant in recognising bias and actively mitigate its impact when utilising AI technologies.
33. Participating in ongoing professional development opportunities to stay informed about advancements in AI and its applications in education, and other areas of day to day use.
34. Staff may incorporate AI tools into their administrative tasks where appropriate, aligning with the educational objectives and guidelines of The Tiffin Girls' School.
35. Use of AI tools by staff should be conducted ethically and responsibly, ensuring that AI-generated content or decisions align with the school's values and standards.
36. Transparent communication regarding the involvement of AI in content creation or decision-making processes is expected from staff.
37. Staff should independently verify content generated by AI against reliable sources, particularly when used in educational materials or administrative tasks.
38. Collaboration among staff members utilising AI tools is encouraged to facilitate knowledge sharing and best practices.
39. Staff are responsible for maintaining the privacy and security of any data involved in the use of AI tools, in accordance with the school's policies and relevant regulations.
40. Staff must not share anyone's personal data with generative AI tools.
41. Staff must use their school email when accessing AI tools for work purposes, and must not access AI with their personal email when using the school's network.
42. Staff must complete an AI app risk assessment and this must be approved by SLT before an app is shared with students.
43. Students' work must not be used by staff to train generative AI models without appropriate consent.

#### **Responsibilities of Students:**

44. Many AI tools have age restrictions, therefore students should ensure that they adhere to the guidelines on the AI tool site appropriately.

45. The Tiffin Girls' School encourages students to use Artificial Intelligence (AI) tools for educational purposes, at the appropriate age of consent, fostering a deeper understanding of technology and enhancing learning experiences. AI is a tool to support student learning processes, not to replace their critical thinking or the demonstration of their own knowledge and skills.
46. Students are not permitted to use AI for internally assessed work, unless they are given specific permission to do so by teaching staff in a particular department, for a particular assignment. Any failure to comply with this will be treated in the same way as plagiarism.
47. Students are permitted to use AI tools for classwork, projects, and research, provided it aligns with the educational objectives set by teachers and conforms to the guidelines outlined in this policy.
48. When generating content using AI tools, students must exercise responsibility, ensuring that the material produced is cited, accurate, unbiased, and aligns with ethical standards upheld by The Tiffin Girls' School.
49. Collaboration using AI tools is encouraged, but students must explicitly attribute contributions made by AI in their work. Plagiarism, presenting AI-generated content as one's own, is strictly prohibited.
50. Students should independently verify and cross-check content generated by AI against reputable sources to ensure accuracy and completeness before submission.
51. In situations where teachers permit the use of AI tools, students should adhere to classroom guidelines and instructions provided by teachers for specific classwork.
52. Students are expected to respect ethical standards and societal norms when utilising AI tools, refraining from generating content that is discriminatory, harmful, offensive, or intentionally biased.
53. Students should raise any concerns relating to the wellbeing of their peers in relation to the use of AI.
54. If students have any questions or require clarification on the appropriate use of AI for a specific assignment, they should seek guidance from their teachers before proceeding.
55. We will provide educational support to students to ensure they understand and adhere to the principles of responsible and ethical AI use.
56. Being aware of the parameters student use of AI within each subject area and adhering to these at all times.
57. Acknowledging all use of AI in academic work.
58. Following the exams regulations and departmental guidance in relation to the use of AI in NEAs, including language orals, art coursework, and English orals.
59. Students should be mindful of protecting their own personal safety, including protecting their privacy and not sharing personal information.

60. Students own the intellectual property (IP) rights to original content they create.

**Responsibilities of all members of the school community:**

61. Upholding ethical standards and contributing to the responsible use of AI within the school community.
62. Any works produced using AI, the quality and content of the final product remains the responsibility of the person who produced it.
63. Engaging in open dialogue and discussions regarding AI initiatives and their impact on the school community.
64. Immediately raising any concerns about student or staff misuse of AI with the relevant HOD, HOY, or SLT member.
65. Seeking to understand and adhere to the principles of responsible, safe and ethical AI use through educational support provided by the school.

**Ethical Considerations:**

66. The Tiffin Girls' School is committed to upholding ethical standards in the use of AI. We endorse principles of fairness, transparency, accountability, and inclusiveness in all AI applications.
67. The Tiffin Girls' School uses an agreed AI risk assessment framework.
68. All staff must adhere to the school's AI policy and guidelines, only implementing AI tools when approved by SLT.
69. Staff must provide full details of the tools via a google form and may only implement AI tools which have been formally approved by SLT. The approval process will include a consideration of safeguarding and GDPR issues.
70. The Tiffin Girls' School is committed to promoting sustainable use of AI and to sharing and considering the environmental implications of its use.

**Data Privacy and Security:**

71. We will implement robust measures to safeguard the privacy and security of all data used in AI applications. The school will comply with relevant data protection laws and standards, ensuring proper collection, storage, and sharing practices, in line with the school's Data Protection policy.
72. In all instances involving the collection and utilisation of data for AI purposes, the school will seek informed consent, particularly when dealing with personal information.
73. The school will strive to be transparent about the use of AI technologies, disclosing the types of algorithms and models employed. Stakeholders will be informed about the decision-making processes of AI systems.

- 74. The school has chosen to allow students access to Google Gemini and Gemini Teens, which is ring fenced within Google Workspace for Education. It will share GDPR and Safeguarding information relating to this platform with all stakeholders.
- 75. Staff may only access AI software using their school email account for work purposes and when using the school's network.

#### **Accountability and Responsibility:**

- 76. Clear roles and responsibilities will be defined for individuals involved in the development, deployment, and monitoring of AI systems. Accountability for the outcomes of AI applications will be established.
- 77. Stakeholders, including students, parents, teachers, and the broader community, will be engaged in discussions and decisions related to the use of AI in education. Open dialogue will be encouraged, and concerns will be addressed.

#### **Inclusivity:**

- 78. The Tiffin Girls' School is committed to utilising AI technologies that are accessible to all individuals, including those with disabilities. Inclusivity and accessibility will be considered in both development and deployment phases.
- 79. We will actively work to identify and mitigate biases in AI algorithms, conducting regular audits to ensure fairness, especially with regard to diverse groups of students and staff.
- 80. Where appropriate an Equality Impact Assessment (EIA) document will be completed when engaging with technologies to ensure inclusivity.

#### **Curriculum and Training:**

- 81. AI education will continue to be integrated into the school's academic and pastoral curriculum to prepare students for the changing job market and develop relevant skills. Ongoing training for staff and students on AI technologies, ethics, and best practices will continue to be provided.

#### **Monitoring and Evaluation:**

- 82. Mechanisms for ongoing monitoring and evaluation of AI applications will be established to ensure alignment with the school's goals and ethical standards. Regular reviews and updates to the AI policy will be conducted.

#### **Legal and Compliance:**

- 83. The school will maintain compliance with relevant laws and regulations related to AI, data protection, and education. We will stay informed about legal developments and update the policy accordingly.

84. The school will actively monitor updates from relevant bodies like the EU AI Act or UK government announcements, industry publications, and JCQ guidelines on AI use in assessments to ensure the policy reflects evolving regulations.

#### **Crisis Management:**

85. As part of the school's Business Continuity Plan, identifying potential crises or unintended consequences related to AI use will be developed, including communication strategies and protocols for addressing issues promptly.

#### **AI Misconduct:**

86. Individuals are strictly prohibited from using AI to generate content that is discriminatory, harmful, offensive, or intentionally biased.
87. Content generated by AI tools should adhere to ethical standards, respecting diversity, inclusivity, and avoiding any form of discrimination.
88. Individuals must exercise responsible and ethical judgement when employing AI tools, ensuring that the generated content aligns with the values and principles of The Tiffin Girls' School, following codes of conduct.

#### **Non-Examined Assessments:**

89. JCQ guidance on the use of AI in Assessments is shared with all parents, students and Heads of Department.
90. Heads of Department share relevant information with staff, who then explain expectations in relation to the use of AI in non-examined assessments (NEAs) to students.
91. Further guidance on the use of AI in Assessments is included in the examinations policy.
92. The examinations policy also contains guidance on how to respond to any possible misuse of AI in NEAs.

#### **Public Examinations**

93. The school abides by the JCQ regulations, which expressly prohibit the use of AI tools during examinations unless explicitly permitted by the examination board.
94. The school applies the same principles to all internal examinations and assessments.
95. Prohibiting the use of AI in examinations aims to preserve the integrity and fairness of assessments, ensuring that all students are evaluated on an equal and standardised basis.
96. The authenticity of students' individual knowledge, understanding, and skills is paramount during examinations. The use of AI is restricted to maintain the genuine representation of each student's abilities.



97. Any attempt to use AI tools during examinations, in contravention of this policy and JCQ regulations, will result in serious consequences, including potential disqualification from the examination.
98. Students and staff seeking clarification regarding the use of AI in specific examination scenarios should refer to JCQ guidelines or seek guidance from relevant examination boards.
99. Students will be informed of the strict prohibition of AI use in examinations to prevent inadvertent misuse.

#### **Consequences of Misuse:**

100. Anyone whose role within school is included in this policy will be subject to sanctions in line with the school's policies in the event of any misuse of AI or any AI-related misconduct.
101. Members of the school community who are involved in any misuse of AI or any AI-related misconduct may also be subject to further external sanctions or legal action. In cases involving external examinations or NEAs, individuals must adhere to reporting procedures established by relevant awarding bodies.

#### **Appropriate use when planning for teaching:**

102. During the planning phase, teaching staff may explore integrating AI tools into lesson plans and curriculum development appropriate to the students' age, ensuring alignment with the school's educational objectives and compliance, following completion and approval of the AI resources/app risk assessment.
103. Ethical considerations and responsible use of AI should be integrated into the planning process, ensuring that AI-generated content or decisions uphold the school's values and standards.
104. Transparent communication regarding the incorporation of AI in lesson plans and curriculum development is essential, providing clarity on the role of AI in the educational process.
105. Teaching staff should independently verify content generated by AI against reliable sources, particularly when integrating AI into educational materials or assessments.

#### **Appropriate use when teaching:**

106. During teaching sessions, teaching staff may incorporate AI tools into their instructional methodologies, enriching the learning experience for students.
107. Teaching staff should ensure that the use of technology is inclusive, ensuring access for all students.
108. Ethical and responsible use of AI tools in the classroom is paramount, ensuring that AI-generated content or decisions align with the school's values and standards.
109. Teaching staff should guide and supervise students effectively in their use of AI tools, ensuring that students utilise them appropriately and responsibly.

**110.** Teaching staff are responsible for maintaining the privacy and security of any data involved in the use of AI tools in the classroom, adhering to the school's policies and relevant regulations.

**Periodic Review:**

**111.** The AI policy will be periodically reviewed and updated to ensure its relevance and effectiveness in addressing the evolving landscape of AI technologies.

**Appendices:**

1. Glossary of terms

## AI Glossary

*Generated by Google NotebookLM based on the information in the policy*

**AI (Artificial Intelligence):** Refers to systems that display intelligent behaviour by analysing their environment and taking actions to achieve specific goals. It is an umbrella term for technologies and approaches that often attempt to mimic human thought to solve complex tasks.

**Generative AI:** Refers to a type of artificial intelligence system that can create new, original content rather than just analysing or classifying existing data. These systems learn patterns, structures, and styles from vast datasets of text, images, audio, or other media and then use that knowledge to generate outputs that resemble their training data but are entirely new. This can include text, images, video, or audio, in response to a user's prompt or request. Examples include chatbots like ChatGPT and Google Gemini.

**AI Misconduct:** This occurs when individuals use AI to generate content that is discriminatory, harmful, offensive, or intentionally biased. It also includes generated content that does not adhere to ethical standards, respect diversity, inclusivity, or align with the school's values and principles.

**AI Risk Assessment Framework:** An agreed framework used by The Tiffin Girls' School to guide the responsible, safe, and ethical use of AI technologies within the school. This framework includes consideration of safeguarding and GDPR issues before approving AI tools.

**Accountability and Responsibility:** Refers to the definition of clear roles and responsibilities for individuals involved in the development, deployment, and monitoring of AI systems, with accountability established for the outcomes of AI applications.

**Closed Generative AI Tools:** These are generally more secure AI tools where external parties cannot access the data you input. An example is Google Gemini.

**Data:** In the context of AI policies, this refers to information collected about students' learning and behaviour in the educational environment, which can include grades, attendance, online activity, and other relevant information.

**Data Privacy and Security:** Encompasses the robust measures implemented to safeguard the privacy and security of all data used in AI applications. This includes compliance with relevant data protection laws and standards, ensuring proper collection, storage, and sharing practices, and protecting data from unauthorised access, use, disclosure, alteration, or destruction.

**Dialogue-based Tutoring Systems:** AI systems that follow a step-by-step sequence of tasks through conversation in natural language, and can automatically adapt to the level of engagement to keep the learner motivated and on task.

**Digital Literacy and Citizenship:** As defined by The Tiffin Girls' School, this involves providing an education that helps students be better equipped for the future by developing work-related digital skills. It fosters ethical behaviour, responsible technology use, and awareness of online risks to ensure students are safe, respectful digital citizens who protect their privacy and nurture their well-being.

**Environmental Wellbeing / Environmental Impact:** Refers to the impact of AI and data use on the environment. Schools are mindful of this impact and strive to use these technologies sustainably and environmentally friendly, considering their energy use and seeking ways to minimise their environmental footprint.

**Ethical Use (of AI):** The use of AI and data in a manner that respects individual rights, promotes fairness, and prevents discrimination. It also involves using these technologies transparently, accountably, and with respect for privacy. Key ethical principles include respect for individual rights (privacy, non-discrimination), fairness, and transparency.

**Ethical Standards:** Principles of fairness, transparency, accountability, and inclusiveness that The Tiffin Girls' School is committed to upholding in all AI applications.

**Human Agency and Oversight:** This refers to the need for human involvement in the use of AI systems, 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. It ensures that AI is used to support, not replace, human decision-making. Staff are expected to independently verify content generated by AI, and students must independently verify and cross-check AI-generated content, demonstrating this principle in practice.

**Inclusivity:** The commitment to utilising AI technologies that are accessible to all individuals, including those with disabilities, ensuring inclusivity and accessibility are considered in both development and deployment phases. It also involves actively working to identify and mitigate biases in AI algorithms to ensure fairness, especially concerning diverse groups of students and staff.

**Intellectual Property (IP) Rights:** Rights to original content created. Pupils own the intellectual property (IP) rights to original content they create. This implies that pupils' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright. Respecting intellectual property rights is an expectation for all users of AI..

**Language Learning Applications:** AI-based learning applications used in formal and non-formal education contexts that support learning by providing access to language courses, dictionaries, and real-time automated feedback on pronunciation, comprehension, and fluency.

**Open Generative AI Tools:** These are accessible and modifiable by anyone, and they may store, share, or learn from the information entered into them, including personal or sensitive information.

**Plagiarism:** The unattributed use of AI-generated text or imagery. The Tiffin Girls' School policy states that presenting AI-generated content as one's own, or failing to comply with specific permission requirements for using AI in internally assessed work, will be treated in the same way as plagiarism.

**Privacy and Data Governance:** Refers to the practices and procedures in place to protect the privacy of individuals and ensure the secure and ethical handling of data.

**Regulatory Principles (for AI):** Guiding principles for AI use derived from the AI regulation white paper, including Safety, Security and Robustness; Appropriate Transparency and Explainability; Fairness; Accountability and Governance; and Contestability and Redress.

**Societal Wellbeing:** Refers to the impact of AI and data use on society. This includes ensuring the use of these technologies does not harm individuals or society, considering the social and emotional wellbeing of learners and teachers, and involving stakeholders in decisions about technology use.

**Technical Robustness and Safety:** 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. Measures include sufficient security, monitoring and testing, and appropriate oversight mechanisms.