ARTS EDUCATIONAL SCHOOLS
Use of Artificial Intelligence Policy

Document Title	Use of Artificial Intelligence Policy
Maintained by	SLT, Designated Safeguarding Lead
Owned by	Deputy Headteacher (Operations)
Institutional/Directorate Policy	Day School and Sixth Form
Approved by	DSSF Board
Last Reviewed	November 2026
Next Review	November 2027

ARTSED DAY SCHOOL AND SIXTH FORM

USE OF ARTIFICIAL INTELLIGENCE (AI) POLICY

1. Aims and scope

At ArtsEd Day School and Sixth Form, we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by school staff, trustees and students. This includes generative chatbots such as ChatGPT, Microsoft Copilot and Google Bard (please note, this list is not exhaustive).

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, trustees and students for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, trustees and students
- Protect the privacy and personal data of staff, trustees and students in compliance with the UK GDPR

2. Definitions

This policy refers to both 'open' and 'closed' generative AI tools. These are defined as follows:

- **Open generative AI tools** are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information
- **Closed generative AI tools** are generally more secure, as external parties cannot access the data you input

3. Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

AI regulation white paper, 'A pro-innovation approach to AI regulation': published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence

Generative artificial intelligence (AI) and data protection in schools, published by the Department for Education (DfE)

This policy also meets the requirements of the:

UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by The Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020

Data Protection Act 2018 (DPA 2018)

4. Regulatory principles

We follow the 5 principles set out in the AI regulation white paper.

REGULATORY PRINCIPLE	WE WILL …
Safety, security and robustness	• Ensure that AI solutions are secure and safe for users and protect users' data • Ensure we can identify and rectify bias or error • Anticipate threats such as hacking
Appropriate transparency and explainability	• Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	• Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate
Accountability and governance	• Ensure that the Board of Trustees and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	• Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology • Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment

5. Roles and responsibilities

5.1. AI lead

Our generative AI lead is Chris Buckley-Reynolds, Deputy Headteacher (Operations). They are responsible for the day-to-day leadership, ownership and management of AI use in the School.

5.2. Board of Trustees

The Board of Trustees will:

- Take overall responsibility for monitoring this policy and holding the Headteacher to account for its implementation in line with the School's AI strategy
- Ensure the Headteacher and AI lead are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the School
- Adhere to the guidelines below to protect data when using generative AI tools:
  - Use only approved AI tools (see section 6)
  - Seek advice from the data protection officer / IT / AI lead, as appropriate
  - Check whether they are using an open or closed generative AI tool
  - Ensure there is no identifiable information included in what they put into open generative AI tools
  - Acknowledge or reference the use of generative AI in their work

- Fact-check results to make sure the information is accurate

5.3. Headteacher

The Headteacher will:

- Liaise with the Data Protection Officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- Ensure that the guidance set out in this policy is followed by all staff
- Review and update this AI policy as appropriate, and at least annually
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Make sure students are taught about the effective use and potential risks of AI
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO, AI lead, and data protection impact assessments

5.4. Data Protection Officer (DPO)

The Data Protection Officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

The Data Protection Officer (DPO) is currently the Finance Director.

5.5. Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE)

5.6. All staff

As part of our aim to reduce staff workload while improving outcomes for our students, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- Use only approved AI tools (see section 6)
- Seek advice from the Data Controller / IT / AI lead, as appropriate
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

All staff play a role in ensuring that students understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide students in critically evaluating AI-generated information and understanding its limitations.

5.7. Students

Students must:

- Follow the guidelines set out in Section 9 of this policy (‘Use of AI by students’)

6. Staff and Trustees use of AI

6.1. Approved use of AI

We are committed to helping staff and trustees reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete but cannot replace the judgement and knowledge of a human expert.

Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.

Any plans, policies or documents created using AI should be clearly attributed. Any member of staff or trustee using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or trustees for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Individuals should always consider whether AI is the right tool to use. Just because the School has approved its use doesn't mean it will always be appropriate.

6.2. Process for approval

Staff are invited to suggest new ways of using AI to improve student outcomes and reduce workload. Staff should contact the AI lead to discuss any ideas they may have with regards to using AI, so the AI lead can take the suggestions forward if they deem it to be a satisfactory new method of working.

The Headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI lead and the DC and data protection impact assessments.

6.3. Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, ArtsEd will treat this as a data breach and will follow the personal data breach procedure outlined in our Data Protection Policy. Please also refer to section 11 of this policy.

6.4. Intellectual property

Most generative AI tools use inputs submitted by users to train and refine their models.

Students own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.

Students' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright.

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

6.5. Bias

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. This means that critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output before relying on it.

We will ensure we can identify and rectify bias or error by training staff in this area.

We also regularly review our use of AI to identify and correct any biases that may arise.

If parents/carers or students have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual complaints procedure.

6.6. Raising concerns

We encourage staff to speak to the AI lead in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

6.7. Ethical and responsible use

We will always:

- Use generative AI tools ethically and responsibly
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it
- Staff and trustees must not:
- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

7. Educating students about AI

At ArtsEd Day School and Sixth Form, students are taught to use AI tools as part of a knowledge-rich curriculum that empowers them to become informed, ethical and responsible users of technology. Through all subjects and additional opportunities including assemblies and assessment, students explore the potential benefits of AI in enhancing their learning. This includes using AI to support research, generate creative ideas and personalise revision strategies. They are also taught to critically evaluate AI-generated content, understand its limitations and potential biases and consider the ethical implications of its use.

Students will also cover:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

This approach not only supports academic development but also prepares students for a future in which AI will play an increasingly significant role in society and the workplace.

8. Use of AI by students

We recognise that AI has many uses to help students learn.

Students may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example art homework about AI-generated images
- All AI-generated content must be properly attributed and appropriate for the students' age and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, students may not use AI tools:

- During assessments, including internal and external assessments, and coursework

- To write their homework or class assignments, where AI-generated text is presented as their own work
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

This list of AI misuse is not exhaustive.

Where AI tools have been used as a source of information, students should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

At ArtsEd we consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures.

Students must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

9. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on AI use in assessments.

10. Staff training

All staff at ArtsEd Day School and Sixth Form receive ongoing training to ensure they understand how to use AI tools safely, ethically and effectively. This includes engaging with the Department for Education's (DfE) AI training modules, which provide structured guidance on topics such as understanding what AI is, how it works and how it can be used to enhance teaching and reduce workload. The training also covers the safe use of generative AI, potential risks and biases and how to embed AI into classroom practice while maintaining professional judgement.

These modules, developed in collaboration with the Chartered College of Teaching and the Chiltern Learning Trust, include presentations, videos, reflective activities and assessments that lead to certification. Staff are encouraged to complete these modules as part of their continuing professional development (CPD) and the AI lead is responsible for ensuring that training is up to date and aligned with emerging best practices and national guidance.

11. Breach of this policy

11.1. By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct.

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location
- Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:
- The generative AI application in question (whether or not it is one authorised by the School)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to the Headteacher immediately.

11.2. By Trustees

Trustees are expected to abide by the AI policy when using AI for ArtsEd matters.

11.3. By students

Any breach of this policy by a student will be dealt with in line with our behaviour, rewards and sanctions policy.

12. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by the AI lead whenever there is a significant change to either AI use by the School or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full Board of Trustees at least annually.

All teaching staff are expected to read and follow this policy. Chris Bkucley-Reynolds, Deputy Headteacher (Operations) is responsible for ensuring that the policy is followed.

The AI lead and Headteacher will monitor the effectiveness of AI usage across the School.

We will ensure we keep members of the School community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from students, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

13. Links with other policies

This AI policy is linked to our:

- Data protection policy
- Assessment policy
- Exams policy
- Homework policy
- Behaviour, Rewards and Sanctions Policy
- Staff code of conduct
- Marking and feedback policy
- ICT acceptable use policy
- Online safety policy
- Equality policy