



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

The HHGS Way Use of Artificial Intelligence (AI) Policy

Document Information

Role of person completing review:	AHT Teaching and Learning
Approved by:	FGB
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Additional notes:	

Introduction

Aims and Scope

Here at Hodge Hill Girls School, 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, governors and pupils on school devices. This includes generative chatbots such as ChatGPT and SLT AI (please note, this list is not exhaustive).

This policy aims to:

- Support the use of AI to enhance teaching and learning, improving outcomes for our pupils
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part, fostering a culture of AI literacy
- 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, governors and pupils including in compliance with intellectual property law
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

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

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

- Generative artificial intelligence (AI) in education, published by the Department for Education (DfE)
- Generative (AI): product safety standards, published by (DfE)
- How Ofsted looks at AI during inspection and regulation, published by Ofsted.
- AI use in assessments, published by Joint Council for Qualifications

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)

AI Lead

Our generative AI lead is Arfan Mahmood, AHT: Teaching and Learning. They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation
- Ensure the headteacher and AI lead are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Governors will adhere to the guidelines below to protect data when using generative AI tools themselves:
 - Use only approved AI tools (see school register)
 - Seek advice from the data protection officer / IT / AI lead and the designated safeguarding lead, as appropriate
 - Ensure there is no identifiable information included in what they put into open generative AI tools (unless strictly necessary and they have been approved to do so – Check with DPO where appropriate)
 - Acknowledge or reference the use of generative AI in their work
 - Fact-check results to make sure the information is accurate

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
- Liaise with the DSL to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy
- 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 pupils 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

Data protection officer (DPO)

The data protection officer is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is Rumanna Khalid and is contactable via r.khalid@hodgehgs.bham.sch.uk

Designated safeguarding lead (DSL)

The DSL 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) and the school's child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices

The school's DSL is Sanam Nawaz and is contactable via s.nawaz@hodgehgs.bham.sch.uk

Exams Officer/ICT Operations Manager

The Examinations Officer (Amina Qaiser) and/or ICT Operations Manager (Phil Hall) hold overall responsibility for maintaining the integrity of qualifications in relation to the use of Artificial Intelligence (AI). This includes ensuring that AI technologies are used only in accordance with current JCQ regulations, awarding body requirements, and centre policies, and that effective measures are in place to identify, manage, and mitigate any risks arising from the use or misuse of AI in examination and assessment processes.

All staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, 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 school approved AI tools
- Seek advice from the data protection officer / ICT / / DSL / AI lead, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- 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 (unless it is strictly necessary and they are approved to do so – they should check with the DPO/AI lead where appropriate)
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate
- Protect integrity of qualifications by adhering to JCQ guidance

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

Pupils

Pupils must:

Follow the guidelines set out in "Use of AI by pupils" of this policy.

Process of approving AI use

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO and AI lead.

Any use of generative AI by staff and pupils will be risk assessed, which will include plans for mitigating against unauthorised use cases. The intended use case will be specified and have clear benefits that outweigh the risks.

As part of this process, we will seek assurances from suppliers of AI tools about how their products meet the DfE's AI product safety standards.

If it is strictly necessary to use an AI tool to process personal data, we will carry out a data protection impact assessment (DPIA) in addition to the risk assessment. The DPO will advise on this. If the use case is approved, we will also update our privacy notices accordingly.

In the case of AI tools intended for use by pupils, the risk assessment process must consider:

- Age restrictions set by AI tools
- Statutory requirements of KCSIE and our child protection and safeguarding policy
- Filtering and monitoring standards to make sure we have the appropriate systems in place to protect pupils from harm
- The DfE's AI product safety standards

Approved use of AI

We are committed to helping staff and governors 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. Technology, including generative AI, should not replace the valuable relationship between teachers and pupils.

Any content produced using AI requires critical judgement to check for appropriateness and accuracy.

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 governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or governors 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.

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.

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. They should contact the headteacher to discuss any ideas they may have with regards to using AI, so they – in consultation with other, as appropriate – can assess whether they deem it to be a satisfactory new method of working.

Data protection and privacy

This policy operates in conjunction with the Hodge Hill Girls' School Main Data Protection Policy and the statutory UK GDPR framework. To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised open or closed generative AI tools or chatbots.

Personal and sensitive data includes (not limited to) names, dates of birth, pupil identifiable data, assessment data, SEND information, safeguarding notes, contact details, images or audio that identify an individual. Where processing is strictly necessary and approved, staff must use closed/contracted tools only, ensure appropriate contractual safeguards (data processing agreement), and document lawful basis in a data protection impact assessment (DPIA). Where possible use pseudonymised or synthetic data for testing.

If personal and/or sensitive data is entered into an unauthorised open or closed generative AI tool, Hodge Hill Girls School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

Intellectual property

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

Pupils 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.

In addition, materials created by teachers may be copyright material. Examples of what may be deemed original creative work include:

- Essays, homework or any other materials written or drawn by a pupil aside from multiple-choice questions responses
- Lesson plans created by a teacher
- Prompts entered into generative AI tools

We will not permit pupil or staff work to be used to train third-party AI models without explicit, recorded consent. Consent for the use of pupil work in AI training must be obtained from parents/carers (for under-16s) via the school's standard consent form and recorded on the school's central consent log. Where consent is refused, pupils' work will not be submitted to third-party AI services.

We are aware that secondary infringement could happen if AI products are trained on unlicensed material and outputs and then used in schools or published more widely, such as on the school's website. This may include:

- Publishing a policy that has been created by an AI tool that used input taken from another school's policy without that school's permission
- Using an image on a website that has been created by an AI tool using input taken from the copyright holder without their permission

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

Bias

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

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 pupils 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.

Raising concerns

We encourage staff and governors to speak to the headteacher 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.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's child protection and safeguarding policy.

Assessment and examination concerns

Any concerns regarding the use of artificial intelligence in coursework, controlled assessments, non-examination assessments (NEAs), examinations, or the awarding of grades must be reported promptly to the subject lead, examinations officer or Senior leader for assessment (appendix 1 for contacts). This includes suspected malpractice, plagiarism, unauthorised use of AI tools, inaccurate AI-generated feedback or marking, or any potential breach of awarding body or regulatory requirements.

All concerns will be investigated and managed in accordance with the school's assessment and malpractice procedures, JCQ regulations, awarding body requirements, and relevant school policies relating to examinations and academic integrity.

Ethical and responsible use

We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our school's equality policy when using generative AI tools
- 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 governors 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
- Use to bypass lawful systems

Educating Pupils about AI

Here at HHGS we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI. Pupils cover across the curriculum:

- E-Safety
- Digital literacy
- AI deep fakes

Use of AI by Pupils

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

Pupils may use AI tools:

- That have been approved for their use in school
- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in computing lessons or art homework about AI-generated images

All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils 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 pupils use AI as a source, they must include an AI citation: [Tool name], [Date accessed], brief description of use. Unattributed AI use is plagiarism and will be dealt with under the school behaviour/exams misconduct processes. For assessed work, pupils must declare any AI use on the cover sheet; teachers will record suspected breaches and follow JCQ guidance for external assessments.

At HHGS, we consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in homework and exams policies.

Pupils 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 or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils and staff
- Input offensive, discriminatory or inappropriate content as a prompt
- Use to bypass lawful systems

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](#).

Where pupils use AI as a source, they must include an AI citation: [Tool name], [Date accessed], brief description of use. Unattributed AI use is plagiarism and will be dealt with under the school behaviour/exams misconduct processes. For assessed work, pupils must declare any AI use on the cover sheet; teachers will record suspected breaches and follow JCQ guidance for external assessments.

At HHGS, we consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in homework and exams policies.

Referral to our child protection and safeguarding policy

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion
- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the school's child protection and safeguarding policy and child protection referral process

Breach of this policy

By staff

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

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

- During or outside of working hours on a school device or accessing school systems

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 pertaining to school systems

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

By governors

Governors found in breach of this policy will be dealt with in line with our governors code of conduct.

Governors 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 pertaining to school systems

By pupils

Any breach of this policy by a pupil will be dealt with in line with our behaviour policy and exam policy and/or JCQ guidance

Pupils 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

Monitoring and Transparency

AI technology, and the benefits, risks and harms related to it, evolve and changes rapidly.

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

- Assessment, Feedback and Presentation policy
- Behaviour policy
- Complaints Procedure policy
- Data Protection policy
- Equality and Diversity policy
- Exams policy
- Governors code of conduct
- Homework policy
- ICT acceptable use policy
- Online and remote learning policy
- Online Safety policy
- Safeguarding & Child Protection policy
- Staff code of conduct