

RIVERSIDE SCHOOL



Safe Use of Artificial Intelligence (AI) Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

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Statement of Intent

At Riverside School, we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence e.g., visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI algorithms that generate new outputs based on the data they have been trained on.
- **Misuse of AI** – Any use of AI which means that pupils have not independently demonstrated their own attainment.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2024) 'Keeping Children Safe in Education' (KCSiE)
- DfE (2023) 'Generative artificial intelligence in education'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- JCQ (2023) 'Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications'
- JCQ (2023) 'Suspected Malpractice Policies and Procedures'

This policy operates in conjunction with the following school policies:

- Cyber Security Policy
- Online Safety Policy
- Data Protection Policy
- Data Breach Policy
- Safeguarding Policy
- Acceptable Use Agreement

The school does not currently use AI tools that process data. Should this position change, the school will review data protection implications and complete a Data

Protection Impact Assessment (DPIA) where required.

The school will introduce and maintain a register of approved tools if AI use expands in the future.

2. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of the use of AI tools in the school is up to date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.

The headteacher will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.
- Communicating with parents to ensure they are kept up-to-date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively.
- Working with the Governing Board to review and update this policy on an annual basis.
- Ensuring that AI practices are audited and evaluated on a regular basis.

Identified key staff such as members of the senior leadership team, administration and data manager (ADM), BSA for admin and data and the creative technician will be responsible for:

- Keeping themselves abreast on changes in AI technology.
- Familiarisation with the major AI technologies and platforms appropriate for the school and liaising with the ICT team to implement AI solutions and monitor their performance.
- Supports staff with their training and development on the use of AI technologies.
- Demonstrates the use of AI technologies to support teaching and learning, product/ design creation and other identified uses within the school.
- Researching to identify new AI technologies and techniques that can be applied at the school.
- Taking on delegated responsibility from the headteacher in respect to their outlined responsibilities within this policy.

ADM and ICT technicians will be responsible for:

- Providing technical support in the development and implementation of the school's AI practices, policies and procedures.
- Implementing appropriate security measures.
- Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The data protection officer (DPO) will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the school.
- Understanding and maintaining awareness of what the use of AI Means for data protection in the school.
- Advising the school on how to integrate the use of AI while complying with data protection regulations.

The designated safeguarding lead (DSL) will be responsible for:

- Taking the lead responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.
- Reporting to the Governing Board about the use of AI tools on a regular, as necessary, basis and how it links to safeguarding.

All staff members will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Taking responsibility for the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.

- Familiarising themselves with any AI tools used by the school and the risks they pose.

Whilst the pupil responsibilities are outlined above, the school will not be implementing the use of AI technologies by pupils at this time.

3. Data Protection and Cyber Security

The school is aware of the data privacy and cyber security implications that come with using generative AI tools, and will ensure that all AI tools are used in line with the school's Data Protection Policy and Cyber Security Policy. AI-generated content may be inaccurate, outdated or biased. Staff and pupils should critically evaluate its reliability by fact-checking against trusted sources, examining biases, and ensuring alignment with curriculum standards. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

The school will protect personal and special category data in line with data protection legislation. Staff will not enter sensitive information into AI tools, and all AI usage will comply with privacy regulations to safeguard data integrity. Any data entered will not be identifiable, and will be considered released to the internet.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber security risks effectively and ensure that the DfE's [cyber standards](#) are followed at all times.

The school will:

- Protect personal and special category data in accordance with data protection legislation.
- Not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.
- Review and strengthen cyber security by referring to the DfE's [cyber standards](#).
- Ensure that pupils are not accessing or creating harmful or inappropriate content online, including through AI tools.
- Refer to the DfE's [filtering and monitoring standards for schools and colleges](#) to ensure that the appropriate systems are in place.
- Be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

4. Using AI Tools

The school will ensure that AI tools are used appropriately to achieve the following aims:

- To reduce workload.

- To free up teacher's time.
- To assist with the production of high-quality and compliant administrative plans, policies and documents.
- To support with creative writing tasks such as drafting theatre-related content, generating engaging narratives and creating flyers; ensuring the material meets specific tones and styles.
- To assist with the production of logos and image creation for school projects, ensuring a professional and visionally appealing presentation.
- To support the school when "brainstorming" innovative ideas to support pupil regulation.
- To support with the development of policies and procedures specific to the school's setting.
- To support the teaching of a knowledge-rich computing curriculum.
- To teach pupils:
 - How to use emerging technologies safely and appropriately;
 - About the limitations, reliability and potential bias of AI tools;
 - How information on the internet is organised and ranked;
 - How online safety practices can protect against harmful and misleading content; and
 - To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.

Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:

- Inaccurate.
- Inappropriate.
- Biased.
- Taken out of context and without permission.
- Out of date or unreliable.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school. As good practice, where AI is used to support drafting, staff are encouraged to retain the AI-generated draft and the final human-edited version to support reflection and evidence personal judgement.

Staff should use clear, anonymised prompts. Acceptable prompts include generic scenarios, templates and non-identifiable examples. Prompts should never include names, initials, dates of birth, medical details or safeguarding information.

Pupils will be made aware of the importance of referencing AI tools correctly when using

AI tools to produce work, especially if the work is for an assignment, in order to allow teachers and assessors to review how AI has been used and whether it was appropriate. Pupils' references to AI sources will show the name of the AI source and the date that the content was generated.

Pupils/supporting staff must keep a non-editable record, such as a screenshot, of the questions they asked and the AI-generated responses received. This ensures they can reference the content later and verify that their work accurately reflects their independent understanding. When using AI tools, staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum, and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work. Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright.

5. Misusing AI tools

Preventing Misuse

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

- Restricting access to online AI tools on school devices and networks, especially on devices used for exams and assessments.
- Setting reasonable deadlines for submission of work and providing pupils with regular reminders.
- Allocating time for sufficient portions of pupils' work to be completed in class under direct supervision, where appropriate.
- Examining intermediate stages in the production of pupils' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages.
- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material.
- Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work.
- Refusing to accept work that is suspected to have been generated through misuse

of AI tools without further investigation.

- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is likely to be accessible to AI models.
- Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use.

Identifying Misuse

Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own when attempting to identify a misuse of AI tools.

When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.
- General understanding and working level.
- The mode of production i.e., whether the work was handwritten or word-processed.

Staff members will be aware of and look out for potential indicators of AI use, which include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not be appropriate to the working or qualification level.
- A lack of direct quotations and/ or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.

- The submission of pupil work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Where necessary, the school will make use of the following programmes and services that are able to analyse content and determine the likelihood that it was produced by AI:

- GPTZero
- The Giant Language Model Test Room (GLTR)

6. Exams and Assessments

The school will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding exams and assessments. The school does not currently run exams and assessments where AI can be used pupils, but should this change, the school will ensure to implement the following guidance, which will be set out in the school's Assessment Policy, which we will ensure addresses the appropriate and inappropriate use of AI tools.

Pupils will be made aware of the appropriate and inappropriate uses of AI tools, and the consequences of their misuse. Pupils will be made aware that it is not acceptable to submit work that has been produced with an AI tool, and of the school's approach to plagiarism and malpractice. Pupils will also be made aware of the risks of using AI tools to complete exams and assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/ or harmful answers.
- Submitting work that contains fake references.

The school will ensure that pupils are issued with, and fully understand, the JCQ [Information for Candidates](#). The school will also ensure that parents are issued with a letter/ email informing them of the risk of using AI tools, what constitutes misuse, and the school's approach to malpractice.

Teachers, assessors and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing pupils' use of AI tools in the school.

Pupils will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the pupil is able to demonstrate that the final submission is the product of their own independent work

and thinking.

Pupils will be required to sign a declaration to confirm that they understand what AI misuse is, and that it is unacceptable. Pupils will be made aware of the consequences of submitting a false declaration, and any AI misuse that is detected after a declaration has been signed will be reported to the relevant awarding organisation. The misuse of AI constitutes malpractice, as defined in the JCQ '[Suspected Malpractice: Policies and Procedures](#)'. Pupils will be made aware that possible sanctions for committing malpractice through the misuse of AI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. Misuse of AI tools includes, but is not limited to, the following:

- Copying or paraphrasing sections, or whole responses, of AI generated content.
- Using AI to complete parts of the assessment so that the work does not reflect pupil's own work, analysis, evaluation or calculations.
- Failing to acknowledge the use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references and/ or bibliographies.

The school will not, under any circumstances, accept work which is not the pupil's own.

7. Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful and inappropriate. The school will follow the procedures set out in the Safeguarding Policy and the Online Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will engage with parents via letter to inform them of the safeguarding risks that come with using AI tools, and how the school is protecting pupils online. The school will ensure that parents are aware of who to speak to about any concerns or issues regarding the use of AI.

The school will ensure (where practical) that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's [filtering and monitoring standards](#).

All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated.

Any AI-related safeguarding concerns, including harmful content or misuse to bully or harass will be logged and reviewed by the DSL.

8. Teaching Pupils About the Safe Use of AI

As part of the school's online safety and focus on keeping children safe online, the school will, where appropriate, incorporate the teaching of safe use of AI technologies to pupils which may include the following:

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology, and better understand its impact on society. Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

The school will:

- Prepare pupils for changing workplaces.
- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Help pupils to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Teach about the impact of technology, including disruptive and enabling technologies.
- Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.

Pupils will be supported to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

All teaching will be personalised and appropriate to the pupils being taught.

9. Monitoring and Review

The governing board and headteacher will review this policy in full on an annual basis, and following any incidents that occur due to the use of AI tools e.g., a data protection or cyber security incident.

Any changes to this policy are communicated to all members of the school community.

