AI Policy
Full School incl. EYFS

2025 / 2026

Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Guidance on the Use of AI at Ibstock Place School

Full School including EYFS

Scope

This guidance applies to all pupils, teachers, staff, administrators and third parties who develop, implement or interact with AI technologies used in our education system. It covers all AI systems used for education, administration and operations including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity and pupil support.

Roles and Responsibilities

The Governing Body delegates responsibility to the Head for developing and enacting required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Head of AI who ensures the consistent application and implementation of this policy across the School. Staff and pupils should follow the expectations set out in the policy.

1. Rationale

This document guides our pupils, staff and School communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

2. Key Terms

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as Bard, Bing Chat, ChatGPT, Mid-Journey, and Dall-E, that can produce new content, such as text, images or music, based on patterns they have learned from their training data. This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task.

3. Guiding Principles for AI Use at Ibstock Place School

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and pupil agency, academic integrity and security. Ibstock is an AI-positive school and, as such, we shall endeavour to utilise AI to boost the academic outcome of our pupils, and to educate them about AI to prepare them for the future workplace.

a) **Using AI to help all of our pupils achieve their educational goals**
We shall use AI to help us reach our community's goals, including improving pupil outcomes, teacher effectiveness and school operations. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide among pupils and staff.

b) **Educating our staff and pupils about AI**
Promoting AI literacy among pupils and staff is central to addressing the risks of AI use and teaches critical skills for pupils' futures. Pupils and staff will be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We shall support teachers in adapting instruction in a context where some or all pupils have access to generative AI tools. To align with the ISI's inspection framework focus on delivering a broad and balanced curriculum, we recognise the importance of integrating AI literacy into both core academic subjects and co-curricular activities. By embedding AI literacy throughout the curriculum, we shall ensure that pupils develop the technical skills, ethical awareness, and adaptability required to thrive in an evolving digital world. This commitment underpins our broader goal of nurturing well-rounded individuals who are prepared for both academic success and personal growth.

c) **Exploring the opportunities of AI and addressing the risks**
In continuing to guide our community, we shall work to realise the benefits of AI in education, to address risks associated with using AI and to evaluate if and when to use AI tools, paying special attention to misinformation and bias. We shall adhere to existing policies and regulation to protect pupil privacy and accessibility. We shall not share personally identifiable information with consumer-based AI systems. We shall thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.

d) **Maintaining academic integrity and pupil and teacher agency**
Honesty, trust, fairness, respect and responsibility continue to be expectations for both pupils and teachers. Pupils should be truthful in giving credit to sources and tools, and honest in presenting work that is genuinely their own for evaluation and feedback. AI tools can provide recommendations or enhance decision-making, but

staff and pupils will serve as 'critical consumers' of AI. People will be responsible and accountable for any outputs generated to ensure they remain academic and unbiased.

e) **Our commitment to auditing, monitoring, and evaluating our School's use of AI**
Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures and practices.

3. Responsible Use of AI Tools

Our School system recognises that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when and how AI tools will be used, while the School system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity.

Below are specific examples of responsible use to which all staff and pupils must adhere:

4. Teachers

Accuracy and bias: While generative AI tools show great promise and often make useful suggestions, they are known to hallucinate, creating content that appears to be correct but is not. As a result, their output can be inaccurate, misleading, or incomplete. AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations. Staff will be taught to understand the origin and implications of societal bias in AI. They must review all AI-generated outputs before use to ensure equity among pupils and to prevent their opinions from being inadvertently shaped by bias within AI models.

Data protection: Staff are prohibited from entering confidential or personally identifiable information into AI tools. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to. In instances where confidential or personally identifiable information has been entered into an AI tool, refer to the Data Protection policy and follow the appropriate steps for a data breach.

Intellectual property: Staff should not input pupil-created work or Ibstock created resources into AI tools if those tools use such inputs to further train their models as this would breach copyright. Microsoft Copilot is already compliant and does not use prompts to train its model, however, when using ChatGPT staff must adjust their account settings to prevent it from using their prompts for model tuning. This requirement may also apply to other AI tools. It is staff members' responsibility to ensure that any material they upload is not being used to train the model.

Age-appropriate use: Teachers must verify the age requirements of any AI tools before using or recommending them to pupils. For example, ChatGPT is suitable for ages 13 and above, with parental consent required up to age 18. This makes it inappropriate for use with Senior 7 and 8 pupils. All parents will be informed of the School's intention and justification for educating pupils on the safe, ethical, and appropriate use of AI tools. They will also be given the opportunity to withdraw parental consent for pupils in Senior 9 and above. A list of pupils whose parental consent has been withdrawn will be circulated to all staff, and these pupils will be provided with alternative tasks or provisions in lessons where AI tools requiring parental consent are used.

Equal access: If an assignment permits the use of AI tools, the tools will be made available to all pupils, considering that some may already have access to such resources outside of School.

Academic integrity: Teachers must be aware that pupils may have access to AI tools that can be used to aid or even complete assignments. Pupils in NEA cohorts must be told that their work will be checked for AI and plagiarism. Teachers are responsible for clarifying appropriate or prohibited uses of AI tools. Teachers might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.

For NEA, subject leads should produce a plagiarism report before submission. We discourage complete reliance on these systems to determine responsibility in cases where plagiarism is suspected. Look to see if pupils' use of language or formatting is inconsistent with their previous work. Work used to assess pupil attainment should be done in class where possible to avoid this risk.

Diminishing pupil and teacher agency and accountability: While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing pupils. The core practices of teaching, mentoring, assessing and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and reflect critically on all AI-generated content before use, thereby keeping 'humans in the loop'. Assignments will be designed to go beyond mere information gathering, requiring pupils to develop critical thinking and creative skills. This approach will help to ensure that pupils engage deeply with the material and avoid over-reliance on AI tools

Continuous Professional Development (CPD) and staff engagement: Staff will be provided with continuous professional development (CPD) on AI to ensure that they are well-equipped to engage with these technologies. Staff are required to participate in CPD sessions and integrate the knowledge gained into their teaching practices. Regular audits will be conducted to gauge staff use and confidence in AI tools. Additionally, pupil voice will be utilised to assess whether pupils are benefiting from the use of AI in their education. This

approach will help to ensure that both staff and pupils are effective in integrating AI into their teaching and learning practices.

5. Pupils

Plagiarism and cheating: Pupils should not copy from any source, including generative AI, without prior approval and adequate documentation. Pupils should not submit AI-generated work as their original work. Pupils will be taught how to properly cite or acknowledge the use of AI where applicable. Pupils may choose to cite their use of an AI system using one of the following resources:

- MLA Style - Generative AI
- APA Style - ChatGPT
- Chicago Style - Generative AI

Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism, by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied. If pupils are unsure, they should speak to their teacher for clarification before using an AI tool for an assignment.

Bullying/harassment: Using AI tools to manipulate media to impersonate others for bullying, harassment or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity and academic integrity at all times. Pupils will be educated on the appropriate use of AI tools and what constitutes acceptable use and bullying. Additionally, SENSO software will be used to monitor pupil use of AI tools in School to ensure compliance with these guidelines. In instances of this nature, refer to the Anti-bullying and Anti-cyberbullying policy.

Data protection: Pupils are prohibited from entering confidential or personally identifiable information into AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to. This includes information of their own, of their peers or of staff. For breaches of privacy please refer to the Data Protection policy.

Age-appropriate use: Pupils must not use AI tools that are not age-appropriate. Tools like ChatGPT have a 13+ age rating and require parental consent up to age 18. Pupils should not use tools unless they meet the age requirements and have parental consent if required. Parents and pupils should be aware of the following age restrictions, which apply to commonly used AI tools:

· ChatGPT – 18+ or 13+ with parent/guardian permission
· Claude – 18+
· Google Gemini – 18+

· Microsoft CoPilot – 18+ or 13+ with parent/guardian permission

6. School Management and Operations

Communications: AI tools can help draft and refine communications within the School community, deploy chatbots for routine inquiries and provide instant language translation. However, outputs of these tools must be evaluated for accuracy and bias.

Operational efficiency: Staff can use AI tools to support School operations and streamline administrative processes. These include scheduling courses, automating inventory management, increasing energy savings and generating performance reports.

Learning Management Systems (LMS): AI can analyse pupil performance data to provide insights to educators, helping them tailor instruction or interventions. However, staff should avoid overreliance on these tools and use personal judgment and agency where appropriate to override outputs. Any outputs of such tools must also be assessed for bias.

Compromising privacy: The education system will not use AI in ways that compromise teacher or pupil privacy or lead to unauthorised data collection, as this violates privacy laws and our system's ethical principles.

Noncompliance with existing policies: We shall evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will be required to detail if/how personal information is used to ensure that personal data remains confidential and is not misused.

Ensuring ethical AI use by SMT: The Senior Management Team (SMT) will ensure the ethical use of AI by maintaining clear audit trails for all AI-driven decisions. This will involve documenting the rationale behind each decision, the data used and the AI tools employed. Regular audits will be conducted to review these decisions and ensure compliance with ethical guidelines. Additionally, the SMT will provide ongoing training and support to staff to ensure that they understand and adhere to these ethical standards.

Queries

Queries about this policy should be directed to the Head of AI.

Review

This guidance will be reviewed annually, or sooner, by the Head of AI to ensure that it continues to meet the School's needs and that it complies with changes in laws, regulations and technology in the rapidly changing landscape around AI.

We welcome feedback on this policy and its effectiveness as AI usage evolves.