

Rutlish School



Artificial Intelligence (AI) Policy

Committee ownership for this policy: F&P, Curr, Incl, Prem, RR6, FGB	n/a
Must be approved by FGB: Y / N	n/a
Required by:	School
Frequency of review:	Every 3 Years (first review 2026)
Date last reviewed:	Autumn 2025
Date of next review:	Autumn 2028
Display on website: Y / N	Y
Responsible	Assistant Headteacher
This policy will be subject to ongoing review and may be amended prior to the scheduled date of next review in order to reflect changes in legislation, where appropriate.	

Contents

Introduction	3
Scope.....	3
Ethical Considerations, Transparency and Accountability	3
Data Privacy and Security.....	3
Access and Equity	3
Acceptable uses of AI	3
Academic Integrity	4
Assessment Processes.....	4
Citation and Referencing.....	5
Accuracy and Credibility.....	5
Professional Development.....	5
Responsibilities.....	5
Reviewing and Updating the policy.....	5
Legislation and guidance	6

Introduction

The policy aims to establish guidelines for the ethical, secure and responsible use of Artificial Intelligence (AI) technologies in our school community. It is designed to provide a framework for the appropriate use of AI technologies while ensuring that students' privacy, security and ethical consideration are taken into account.

Scope

The policy applies to all members of our school community, including students, staff and other stakeholders who may use AI technologies in the school environment. It particularly covers, although is not limited to, generative AI technologies, such as large language models (LLMs).

Aims:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors 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, governors and students
- Protect the privacy and personal data of staff, governors and students in compliance with the UK GDPR

Ethical Considerations, Transparency and Accountability

Rutlish School recognises the potential benefits of integrating artificial intelligence (AI) technologies into the educational environment. This policy outlines the principles and guidelines for the responsible use of AI within the school community, in accordance with the standards set forth by the Joint Council for Qualifications (JCQ) and the Department for Education (DfE).

The school will communicate how AI technologies are being used, providing information about the purpose, functionality, and potential impact on students and staff. As outlined above there are clear lines of accountability for the use of AI technologies within the school to ensure proper oversight and decision-making.

There will always be human oversight and control over any AI systems, particularly in decision-making processes that may impact students' education. We will ensure that staff and students are adequately trained to understand and interpret the outputs of AI technologies including its limitations and potential biases. We will regularly assess any AI systems for biases that may result in unfair treatment of certain individuals or groups, especially with regard to protected characteristics or socio-economic status.

Data Privacy and Security

The school will adhere to data protection laws as outlined in our data protection policy to ensure the privacy and security of student and staff data. Any data collected through AI technologies will only be used for legitimate educational purposes.

Prior to the use of AI technologies involving data collection, informed consent will be obtained from students, parents, or legal guardians. The purpose, scope and implications of data usage will be clearly communicated.

Access and Equity

AI technologies implemented in school will be designed and used in a manner that promotes equity and inclusion.

Efforts will be made to ensure that AI technologies are accessible to all students, regardless of abilities or disabilities. The school will work towards removing barriers to access and providing necessary accommodations.

The deployment of AI technologies will be done in a manner that ensures equitable access to educational resources and opportunities for all students.

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.

Acceptable uses of AI

The school recognises the fundamental importance of student wellbeing and the safe use of the internet. Students should only use AI in a safe and responsible manner. Staff should educate students on the safe use of AI and the internet. The

school's safeguarding and e-safety policies must be followed to ensure the safety and wellbeing of students.

Clear guidelines will be communicated for the acceptable use of AI technologies within the school. Users will be educated on responsible and ethical use. The school prohibits the use of AI technologies for any activities that violate laws, regulations, or ethical standards. This includes but is not limited to cheating, plagiarism, and any form of academic dishonesty.

Academic Integrity

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

AI can be used as an aid for academic purposes, such as research, homework, and assignments, where permitted by the teacher. However, it is essential to note that students should not solely rely on AI to complete their work. The use of AI must be in line with academic integrity guidelines as outlined in this policy and underpinned by the JCQ guidance (see link at 10.3). AI must not be used in exams or non-examined assessments (coursework), as this constitutes malpractice. Students must not use AI to answer exam or non-examined assessments (coursework) questions or seek assistance during the exam or non-examined assessments (coursework). Staff should ensure that students are aware of this policy and the consequences of violating it.

The school is committed to upholding academic integrity. Students are prohibited from using AI technologies to engage in cheating or plagiarism. Clear consequences will be outlined for academic misconduct related to AI use. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or misleading acknowledgment of AI tools.
- Submitting work with intentionally incomplete or misleading references of bibliographies.

Suspected breaches of academic integrity related to the use of AI technologies will be treated in line with our behaviour policy and / or examinations and non-examinations policies as appropriate. Any breaches of the policy will result in disciplinary action.

Students will be taught about AI across the curriculum (such as KS3 Computing, assemblies, PSHE and tutor time) including the potential benefits of using AI tools to aid their learning. Teaching students about the safe and appropriate use of AI will ensure students benefit from a knowledge rich curriculum. Students will gain a strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools. They will cover topics such as:

- Using an AI tool to assist with research.
- Teaching students how to use emerging technologies, including AI tools safely and appropriately
- Creating and using digital content safely and responsibly
- Raise awareness of the limitations, reliability and potential bias of generative AI
- Online safety to protect against harmful or misleading content, misinformation and disinformation
- Raise awareness and understanding of protecting intellectual property rights

Assessment Processes

As has always been the case, students must submit work for any type of assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking. The school aligns with the JCQ guidelines *AI Use in Assessments: Protecting the Integrity of Qualifications*. The AI policy should be read in conjunction with this. [AI-Use-in-Assessments_Apr25_FINAL.pdf](#)

Citation and Referencing

It is essential that students reference the sources they have used when producing assessed work. Where students use AI for assessed work, they must acknowledge its use and show clearly how they have used it. Students and staff should be clear that AI-generated content is not subject to the same academic scrutiny as other published sources and therefore they must exercise caution.

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source and should show the date the content was generated. Further guidance regarding citation and referencing can be found in the JCQ guidelines highlighted above.

Accuracy and Credibility

AI-generated information needs to be scrutinised for accuracy and credibility before it is used for educational purposes. Teachers will guide students in critically evaluating AI-generated information and understanding its limitations.

Teachers and students should be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate, misleading or inappropriate content.

AI-generated content should be fact-checked using these specifics: the author of the source material, the website's or author's credentials, what the original source says and in what context, the reason why the information was shared, if there are biases present, how recent the information or study was published, and who else is citing the source.

Professional Development

Staff will receive training on the use of AI technologies in education. Professional development opportunities will emphasise the ethical use of AI technologies, ensuring that educators are proficient in guiding students towards responsible AI usage.

We are committed to looking for opportunities to use AI which will bring about benefits for teachers and students. For example teachers may want to make use of AI to create and support lesson resources. We will explore ways to use AI to reduce workload.

Responsibilities

The responsibility for the AI policy will sit with an Assistant Headteacher. This person will liaise with the IT network manager, School Business Manager and Designated Safeguarding Lead. This SLT member will sign off on approved uses of AI, AI tools taking into account any advice from the Merton Data Protection Officer (DPO). The policy will be overseen and reported to the Quality of Education committee of the Governing Body. IN addition:

- Headteacher or School Business Manager: will seek advice from and report to the DPO as appropriate. The Headteacher will ensure staff adhere to the guidance.
- Staff: responsible for implementing the policy during lessons and beyond, including providing student guidance on the ethical and responsible use of AI technologies.
- Staff are also responsible for ensuring that AI technologies are used in compliance with the policy, including data privacy and security policies.
- Staff will check whether they are using open or closed generative AI tools and ensure there is no identifiable information put into open generative AI tools. The school advise staff to use approved closed AI tools.
- Staff will report any safeguarding concerns in line with the school safeguarding and child protection policy.
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate.
- Students: responsible for using AI technologies in an ethical and responsible manner, as outlined in this policy.
- Parents and carers: responsible for supporting their children's appropriate and ethical use of AI technologies in compliance with this policy.

Reviewing and Updating the policy

- This AI policy is developed in compliance with the guidelines provided by the Joint Council for Qualifications (JCQ) and the Department for Education (DfE).
- The school is committed to regularly reviewing and updating this AI policy to align with emerging best practices, technological advancements, and changes in regulations.
- The school will regularly assess the ethical implications of AI technologies and be prepared to make adjustments or discontinue the use of certain technologies if ethical concerns arise.

Legislation and guidance

- [AI regulation white paper](#), 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)
- 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 \(DPA 2018\)](#)
- [Generative artificial intelligence \(AI\) in education - GOV.UK](#)
- [Generative AI: product safety expectations - GOV.UK](#)
- [Keeping children safe in education 2025](#)



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly

As artificial intelligence (AI) technology is rapidly evolving, it's essential you understand how it can be used and misused within assessments. This summary provides key points to consider, to make sure assessment is fair for all.



1

Know your school or college's approach to managing AI in assessments



- Know what AI is and how it can be used
- Familiarise yourself with the JCQ *AI Use in Assessments* guidance
- Know what the risks are and how your school or college is managing them
- Understand how the approach applies to your subject



REMEMBER

Your malpractice policy **MUST** include the use of AI

What AI is
The risks of using AI

How AI misuse will be treated as malpractice

What AI misuse is

When AI may be used

How AI should be acknowledged

You're responsible for confirming the authenticity of students' work!

2

Plan how to prevent AI misuse in assessments

- If possible, find time for students to complete work under exam-like conditions/in class to help you understand the standard they are currently working at
- Talk to students about their work to check their understanding on an ongoing basis – before you start marking



3



Communicate the approach to students and parents/carers

- Be clear about when and if students can use AI tools
- If the qualification rules allow the use of AI tools, make sure students know how to reference clearly
- Remind students that any content produced using AI must be referenced and cannot be given marks – and a failure to reference use of AI is malpractice
- Make sure students and parents know that misusing AI is **cheating** and a form of malpractice. The consequences are severe – they could lose the marks for the assessment or even be disqualified from the subject
- Stress the importance of the candidate declaration (which references AI use) when they submit their work for assessment

If you suspect AI misuse...

4

Only accept work for assessment you consider to be the student's own!

- Compare with previous work for differences in quality, formatting, spelling, punctuation, grammar, vocabulary and tone
- Look out for AI indicators, for example, language style, lack of local knowledge, confidently wrong statements
- Consider the use of AI detection tools and discussing the work with the student as part of a holistic approach

IF YOU FIND AI MISUSE

If the student hasn't signed the declaration form, follow your school or college's malpractice policy

If the declaration form has already been signed, report to the awarding body

For more details, see the JCQ booklet – *AI Use in Assessments: Protecting the Integrity of Qualifications*





Microsoft Copilot Risk Assessment for AI Use in Education – Rutlish School

Purpose: This risk assessment outlines the safe and ethical use of Microsoft Copilot at Rutlish, ensuring compliance with UK GDPR, safeguarding responsibilities under Keeping Children Safe in Education (KCSIE), and the Online Safety Act 2023.

Microsoft Copilot Usage and Data Protection Protocols: We use Microsoft Copilot as our permitted AI tool. Microsoft Copilot processes data by grounding user prompts in the school's Microsoft 365 data and then sending the processed prompt to a large language model (LLM) for response generation. While prompts and responses are stored in a history and may be used to improve the service, they are not used to train foundation LLMs or shared with other customers. The data remains encrypted and protected by Microsoft's existing security and privacy policies. Staff must not input special category data (e.g. health, ethnicity, religion, personal identifiable information) into any AI tools. This data is protected under Article 9 of UK GDPR and requires explicit consent and strict controls.

LGFL blocks all sites that are detected as Generative Artificial Intelligence Technologies. Activity on Copilot is monitored using Securus; any captures are sent to the DSL and Safeguarding team for review. All AI use must align with safeguarding duties under KCSIE.

Use Case Staff	Risk Rating	Use Descriptions	Risks Associated	Mitigations
1. Creating curriculum resources or activities	Low	Using AI to generate lesson activities, lesson plans, presentations and other educational material.	Inaccuracy of generated content, lack of personalisation for student group, potential bias in resources, pedagogical rigour.	<p>Staff must always validate and review AI generated content.</p> <p>Staff must ensure resources do not include discriminatory or biased content. This supports the Equality Act 2010 and inclusive education principles. Staff must customise and adapt resources to suit specific classroom needs.</p> <p>Staff training: Training in prompt engineering Train staff to cross-reference AI-generated content with exam board specifications and school curriculum maps. Promote peer review of AI-generated resources within departments to ensure quality and rigour.</p>

<p>2.</p> <p>Parent communication (email) Report writing</p>	<p>Low/Medium</p>	<p>Using AI to help draft parent emails or complete student reports.</p>	<p>Over reliance on AI leading to loss of personal touch and potential data privacy issues.</p>	<p>Review and personalise all AI generated reports and emails to parents. Ensure parent/student data privacy is maintained by anonymising data. When uploading any data to Copilot, do not include any personal identifiable information about students, staff or parents. Staff must not include personal identifiable data (e.g. names, addresses, medical info) in prompts. Use Microsoft Copilot within the school's secure Microsoft 365 environment to ensure data remains encrypted and within UK data boundaries.</p> <p>Staff training: Train staff to use AI as a drafting tool, but always personalise messages to reflect the student's individual progress, personality, and context. Provide clear guidance on what constitutes personal data and why it must not be entered into AI prompts. Train staff to use anonymised or generic placeholders when drafting prompts.</p>
<p>3. Data analysis</p>	<p>Medium</p>	<p>Uploading / attaching personal or performance data using AI.</p>	<p>Misinterpretation of data Potential bias in analysis Data privacy concerns Poor decision making based on lack of understanding and analysis and results.</p>	<p>When uploading any data to Copilot, do not include any personal identifiable information about students, staff or parents. Should such a breach occur - using Microsoft 365 Copilot, the information contained within prompts, the data they retrieve, and the generated responses remain within the Microsoft 365 service boundary, in keeping with Microsoft's current privacy, security, and compliance commitments. Copilot does not train models on data. Do not use special category data. This data is subject to strict controls (GDPR). Report any data breaches to the DPO.</p>

4. Assessment	Medium/High	Using AI to mark assessments and give feedback.	Potential bias in assessment, inaccuracy of feedback, data privacy concerns, consent and intellectual property risks, transparency and acceptance of using AI in the process of assessment, loss of teacher agency and value in the process.	Review AI designed assessments for bias and accuracy Ensure student privacy is maintained by anonymising names and other personal details within the prompt and/or when uploading student work to Copilot. Any student work submitted to AI tools remains the intellectual property of the student. Be clear and transparent with parents and students around use of AI for marking and feedback. AI must not be used for high stakes assessment (e.g. exams). Be clear about the purpose of your use of AI for marking and feedback and what you will lose in the process as well as what you will gain. AI-generated feedback must be reviewed for fairness and accuracy. Retain professional judgement and ensure feedback is meaningful and personalised.
Use Case Students over 13	Risk Rating	Use Descriptions	Risks Associated	Mitigations
Research and homework support, project work.	Medium	Students using AI chatbots to help with homework or revision.	Over-reliance on AI Plagiarism Misinformation Lack of critical thinking	Teach students to use AI as a support tool, not a replacement. Embed digital literacy and critical thinking in the curriculum.
AI image generation	High	Students using AI to create images for projects or social media.	Generation of inappropriate or harmful content Copyright infringement Misuse for bullying or manipulation	Block access to public image generators. Use school-approved tools with filters. Educate students on ethical use and digital footprint.
AI coding or technical tools	Medium	Students using AI to write code.	Misunderstanding of code Over-reliance Bypassing learning objectives	Encourage use for debugging and learning. Teachers to review and assess understanding. Integrate AI literacy into computing curriculum.

Coursework and NEA completion	High	Students using AI tools to assist with coursework or non-exam assessments (NEAs).	Malpractice: Submitting AI-generated work as their own Loss of marks or disqualification Lack of skill demonstration Failure to meet assessment criteria	Follow JCQ guidance: students must only submit work that is demonstrably their own. Any use of AI must be clearly acknowledged (tool name, date, purpose). AI-generated content cannot be rewarded unless students show independent understanding. Teachers must investigate suspected AI misuse and report concerns. AI Use in Assessments Embed AI literacy and ethical use into KS4/KS5 PSHE curriculum
-------------------------------	------	-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[Microsoft Copilot age limits and parental controls - Microsoft Support](#)



Microsoft Copilot Data Protection Impact Assessment for AI Use in Education – Rutlish School

Data Protection Impact Assessment

You should start to fill out the template at the start of any major project involving the use of personal data, or if you are making a significant change to an existing process. The final outcomes should be integrated back into your project plan.

Name of controller:	Rutlish School	Subject/title of DPIA:	Microsoft Copilot
Name of DPO:	Louise Quin		

		Yes	No
Step 1: Identify the need for a DPIA	Will the project involve the collection of new information about individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Will the project compel individuals to provide information about themselves?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Will information about individuals be disclosed to organisations or people who have not previously had routine access to the information?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Are you using information about individuals for a purpose it is not currently used for, or in a way it is not currently used?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Does the project involve you using new technology that <i>might</i> be perceived as being intrusive to an individual's privacy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Will the project result in you making decisions or taking action against individuals in ways that can have a significant impact on them? (eg. cre	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Is the information about individuals of a kind particularly likely to raise privacy concerns or expectations? For example, health records, criminal records or other information that people would consider to be private? See What is Sensitive Pers more examples.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Will the project require you to contact individuals in ways that they may find intrusive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you have answered no to all the above, you do not need to complete the rest of the DPIA.			

Data Protection outcomes

No personal data of any students, parents or staff will be processed by Copilot.

Rutlish School has an AI-policy which prohibits any personal data being processed by Copilot or any other AI generated software. The policy is attached.

Copilot may only be used for the purposes as set out in the AI Policy.