



Shireland Collegiate Academy Trust Guidance

Use of Artificial Intelligence (AI)

Next Review Date	Spring 2027
Officer Responsible	Chief Operating Officer

The Trust, all Academies within the Trust and Shireland Learning Limited must comply with this Guidance

Introduction

The aim of this policy is to establish guidelines for the ethical and effective use of AI within Shireland Collegiate Academy Trust. It covers any generative Artificial Intelligence tool (i.e. the specific type of AI that is capable of creating new data/content similar to that which humans can produce), whether stand-alone products e.g. ChatGPT, or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace. This policy relates to all data/content creation, including text, artwork, graphics, video and audio. This policy outlines our commitment to enhancing educational experiences and fostering skill development through AI integration while ensuring the safeguarding and protection of our students.

This policy will be reviewed at least once each academic year and updated to reflect advancements in technology and best practice.

Statement of Intent

We will harness the power of AI to enhance education, support young people and staff, and create inclusive learning environments in accordance with the following underlying principles:

- **Legal compliance:** Importantly, our AI use at all levels will be in accordance with our legal obligations, including (but not limited to) adherence to data protection law, intellectual property and confidentiality obligations.
- **Transparency:** We will be transparent and accountable in our AI decision-making processes.
- **Ethical Use of AI:** We believe that these technologies can greatly enhance teaching and learning, but they must be used in a manner that respects individual rights, promotes fairness, and prevents discrimination. When using AI, we will be mindful that AI can be inaccurate and biased, and may amplify existing biases and discriminatory viewpoints which are already prevalent online. We will be vigilant about identifying biases that derive from the data/content AI has been trained on or the ethical overlay that humans may have added.
- **Academic rigour and integrity:** While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations and seek to combine the best of what AI can do with the creativity, intuition and understanding that only human beings are capable of.
- **Equality and inclusivity:** We will consider using AI to broaden our communities, bridge the digital divide, and create a supportive and inclusive AI culture.
- **Mental Health:** We will be mindful of the potential of AI to impact both positively and negatively on mental health and will teach students to use it responsibly.
- **Student Empowerment:** AI should encourage active engagement, independent learning, and the development of skills and dispositions for life. The capacity of AI to stifle independent thinking and creativity and to 'steal the struggle' from students is acknowledged and should be avoided.

- **Creative Collaboration:** We should embrace AI's opportunities to work together to be independent creators, not just content reproducers.
- **Responsible Innovation:** We will use AI responsibly and thoughtfully, considering the potential benefits and trade-offs associated with AI, such as its impact on our brain development and learning.
- **Shared Learning:** We will share the burden of ongoing research, development, and creating ethical guidelines around new tools with our staff and students. We will create safe spaces to ideate and discuss the risks and opportunities around AI.

Roles and Responsibilities

Executive Leadership Team (ELT)

The ELT holds the ultimate responsibility for the implementation and oversight of this policy. The body ensures that the Trust's use of generative AI aligns with its educational objectives, legal obligations, and ethical standards. It will also guarantee that reasonable human and financial resources are allocated to facilitate safe and effective AI usage, where reasonable to do so.

The ELT is also responsible for promoting an organisational culture that values responsible AI usage, maintaining a balance between innovation and ethical considerations. They will work collaboratively with teachers, students, and experts, ensuring that all AI processes adhere to the laid down policy. The team will also be responsible for addressing any concerns related to the use of generative AI brought to their attention by any member of the Trust community.

Central EdTech Team

The Central EdTech Team are responsible for ensuring that the various AI tools are regularly reviewed, approved for educational use and fit within the ecosystem of the Trust. They should also be the first port of call for raising any issues or support in using AI.

Staff

Staff play a pivotal role in the successful implementation of generative AI technology. They should use the AI tools provided for enhancing pedagogical techniques and improving student engagement, guiding students in using these tools responsibly.

Staff are expected to model responsible and ethical use of generative AI technologies. This includes the appropriate integration of these technologies into their work.

Within lessons, Teachers should use it in a manner that enhances teaching and learning, without compromising academic integrity and inspire creativity and original thinking among students. Teacher's discretion is key in ensuring that the use of generative AI aligns with the Trust's objectives and ethical standards.

Use by Teacher	Considerations
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Drafting ideas for lesson plans and other activities	The output may be factually incorrect or lack sound pedagogical foundations. Nonetheless, tmay be a useful starting point
Help with design of quiz questions or other exercises.	Generative AI can quickly generate multiple choice quizzes and assessment ideas, but they should be reviewed carefully as above
Customising materials (simplifying language, adjusting to different reading levels, creating tailored activities for different interests)	Generally, when asked to customise material, generative AI won't introduce new concepts, and so is less likely to introduce factually incorrect information
Providing custom feedback to students.	Generative AI should not be used to mark student work.
Writing reports.	Our parental body expect reports to be written by their teachers and not by generative AI. Teachers must not use it for this purpose.
Detecting whether work is written by AI	ChatGPT might claim it can detect whether it wrote text, but it can't.
Anything involving personal information	You should never put personal information into any system where we do not have a proper contract in place and have made a full assessment if it's data privacy policies etc. Generative AI services like ChatGPT are no exception

Source: Generative AI – A Primer (JISC) V1.1 May 2023

Students

Students are central stakeholders in this policy, with their intellectual curiosity, creativity, and learning experiences shaping the need for generative AI in our Trust. They are expected to use AI-generated resources responsibly and abide by the ethical use guidelines outlined in this policy. They are encouraged to embrace the concept of originality while using generative AI and to report any misuse or concerns to the relevant authorities in the Trust.

Use by Student	Considerations
To formulate ideas, for example, creating essay structures	Generative AI tools are generally effective in producing outlines as a starting point for an assignment

To provide feedback on writing	Generative AI will proofread and correct text for Students, in a similar way to grammar tools. It will also provide feedback on style and content. Students will need clear advice on when this should be declared
As a research tool	A good understanding of the tool and its limitations is crucial here, particularly the tendency for generative AI to give misinformation
Generating images to include in assignments.	The best image-generation tools come at a cost, and Students need to be aware of copyright concerns

Source: Generative AI – A Primer (JISC) V1.1 May 2023

Integrity and Avoidance of Plagiarism

Plagiarism is a serious offence in our academic community. While generative AI technologies can provide beneficial insights, it is important that the work students produce is reflective of their understanding and knowledge. Students must not represent AI-generated content as their own original work. Instead, it should serve as a tool to stimulate their ideas and enrich their assignments while upholding the values of honesty and integrity. Any breach of these rules will be dealt with in line with our behavioural policies.

Embracing Originality

Generative AI is an incredibly powerful tool for aiding learning but should not overshadow the importance of original thought. Students may use AI to help generate ideas and structure assignments, but the critical analysis, reasoning and argumentation should be demonstrably their own. If using generative AI, students should aim to enhance their original contributions, not replace them.

These provisions ensure that all members of the Trust community, including teachers, support staff and students, use generative AI technologies ethically and responsibly. As we navigate the digital age, we reaffirm our commitment to uphold our core values and promote a culture that respects academic integrity and champions original thinking.

In general, students must understand the following principles:

- AI tools used in academic work must not be used for cheating, plagiarism, or any other unethical behaviour.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful, or offensive.
- Use of AI tools and data/content created using such tools must comply with the Behaviour Policy and Acceptable Use Agreement.

- AI-generated content should not be considered a substitute for student effort or original work.
- Students must not submit or otherwise publicise Trust materials using AI tools. Such materials include (but are not limited to): past papers, textbooks, worksheets, curriculum materials, pastoral information, and other Trust materials.
- It is the responsibility of students to verify the accuracy of information received from any AI sources (including search engines) used.
- Students must always clearly credit/acknowledge the use of known AI technology in their work when they have actively engaged with it, the use of the particular AI model, as well as the prompts used.
- Students must maintain confidentiality in their interactions with AI tools and must not disclose any confidential or personal information about themselves or any other people to the AI model since then the information may be in the public domain and accessible to others. Additionally, students should not use AI tools for advice on emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns).
- Students who breach this policy may face disciplinary action by the Trust.

Data Privacy, Security and Compliance

Data Protection Measures

The implementation of generative AI technologies necessitates the collection and processing of a variety of data. Our Trust is committed to protecting this data with robust security measures including encryption, secure network infrastructures, controlled access permissions, and regular security audits. To ensure seamless GDPR compliance, regular training will be conducted for staff, particularly those who interact directly with generative AI technologies.

Compliance with Privacy Regulations

The Trust ensures that all data is processed within the rights of data subjects, including the right to access, correct, or erase personal data.

Data is collected for legitimate purposes, such as enhancing learning experiences and improving administrative efficiency, and is retained only as long as necessary for these purposes. Data collected for AI processes will be limited to what is necessary for the stated educational or administrative purpose.

Data used or generated by generative AI tools will be anonymised where possible and stored securely. Retention periods will be kept to an absolute minimum, with data deleted once it has served its purpose and is no longer required. Individuals have the right to access their personal data processed by these technologies, as well as the right to correct inaccurate or incomplete information.

Accessibility, Inclusivity and Personalised Learning

Support for Students with Learning Differences

Generative AI technologies present new opportunities for supporting students with learning difficulties. Personalised content and interactive features can cater to varied learning styles and pace, thus facilitating a more inclusive learning environment. Our Trust is committed to leveraging these technologies to support diverse learning needs and ensure equal access to educational resources.

Authorised Generative AI Tools

Our Trust acknowledges the need for specific, authorised tools that align with our educational goals and uphold our commitment to data privacy and ethical usage. The following list details the generative AI tools currently approved for use within our Trust community [Click here](#). It's important to note that this list is subject to change as we regularly review and evaluate the suitability of these tools in light of advancements in generative AI technologies, amendments to data privacy regulations, and the evolving needs of our diverse student and staff body.

Before any engagement with third-party vendors for generative AI tools, thorough due diligence will be performed to ensure their compliance with GDPR and other relevant legislation. See Appendix 4 for our approval process for new AI Tech.

Appendix 2: Definitions

AI: Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).

LLM: Large language models such as ChatGPT/Bard/Claude which have Generative capabilities.

NLP: Natural language processing such as Alexa / Siri - differs from the above and has fewer opportunities for bias and hallucination.

Image generation from LLM - images can be created via text prompts which can be inappropriate or subject to bias.

Stakeholders: Teachers, students, parents, administrative staff, and external partners.

Appendix 3: When using AI staff should follow these guidelines:

Respect for Intellectual Property

- **What to Do:** Ensure all AI technologies used are properly licensed and respect intellectual property laws.
- **How to Do It:** Before using any AI tool, consult the central record maintained by the central IT team to ensure it's approved for educational use.
- **How to Check:** Refer to the central record, kept on the IT SharePoint site, accessible through all staff portals, for a list of approved and licensed AI tools.

Transparency and Disclosure

- **What to Do:** Clearly indicate where and when AI is being used in educational settings.
- **How to Do It:** Label AI-generated content and inform students and parents when an AI tool is being used for educational purposes.
- **How to Check:** Periodic checks by Local Senior Management Teams to ensure transparency measures are consistently applied.

Avoiding Bias and Discrimination

- **What to Do:** Implement measures to ensure AI algorithms are free from biases.
- **How to Do It:** Use AI tools that have been vetted and approved by the IT support team for potential biases related to race, gender, or other factors.
- **How to Check:** Conduct periodic reviews and seek feedback from students and staff to identify any issues of bias.
- **Who to Speak To:** If concerns arise, consult with the central IT team for further evaluation.

Respect for Personal Data and Privacy

- **What to Do:** Comply with data protection laws, including age restrictions and parental consent, and ensure individual privacy when using AI.
- **How to Do It:** Use AI tools that are compliant with GDPR or other relevant data protection laws, as verified by the Data Protection Officer (DPO) (such as not sharing any personal student data on any platform unless previously agreed by the DPO).
- **How to Check:** Regularly review updates from the DPO on data storage and handling procedures to ensure compliance.
- **Who to Speak To:** If concerns arise, consult with the DPO for further evaluation.

Appendix 4: New AI Tech Approval Process

1. Curriculum Leader Approval: The responsibility for initial approval lies with the relevant Middle Leader, Head of Department, or Faculty. Check for use against the central record. If required complete the 'New technology request worksheet' [Click here to access the request form](#)
 - a. The curriculum leader should define the tools used in their curriculum area and the assessment methods for their curriculum area. Curriculum leads should reflect on what tools and approaches best fit their curriculum, being mindful of AI and how it can (and may) be used by both students and staff alike.
2. SLT Approval: The Senior Trust IT Team must give final approval for any AI initiatives.
 - a. Responsible Person: Aled Ballard / Darren Gowing / Mike Oakes
3. Technical/Data Protection Approval: Hasnain Panjwani / Darren Gowing / Haleema Yousaf
 - a. Responsible Person: Aled Ballard / Mike Oakes