Ringwood School

ARTIFICIAL INTELLIGENCE – Staff & Students

(AI) POLICY

Policy name	AI Policy – staff and students
Author/policy owner	Deputy Headteacher
Ratified by / date	15 December 2025
Target audience	Staff, Students & Parents
Effective date	1 January 2026
Review frequency	At least annually to keep in line with technological advances
Review date	1 September 2026
Version control	1.0

Read in conjunction with:

Child Protection Policy
Safeguarding Policy
Data Protection Policy
IT Security Policy
IT Acceptable Usage – Student
IT Disaster Recovery
Teaching and Learning
Student Behaviour Principles

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1. Introduction

1.1 This policy covers any generative Artificial Intelligence (AI) tool (i.e. the specific type of AI that can create new data/content like that which humans can produce), whether stand-alone products e.g. ChatGPT, or integrated into productivity suites, e.g., Microsoft 365. This policy relates to all data/content creation, including text, artwork, graphics, video and audio.

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

2. AI Values

2.1 We will harness the power of AI to enhance education, support students, 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

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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.

3. Scope & Responsibilities

3.1 This policy applies to the use and configuration of all AI tools that have either been provided by Ringwood School as part of general IT tools available (Microsoft 365 Copilot) and tools procured by Ringwood School for a specific use. These are configured to comply with organisational security and oversight requirements, reducing the risk of data breaches and a Data Protection Impact Assessment will have been carried out. These are referred to throughout as **'authorised AI'.**

3.2 This Policy applies to all staff (supply, trainees, temporary), consultants, governors, volunteers and contractors, and anyone else working on our behalf, described as **"staff"** within this policy. It is also applicable to students, but this group will require support and guidance from staff as part of their learning.

3.3 All staff are responsible for reading and understanding this policy and the summary guidelines (Appendix 1) before using any AI technology.

3.4 All leaders are responsible for ensuring their staff team read and understand this policy before using AI technology and that they follow this policy, including reporting any suspected breaches of it. The breach will be dealt with in line with the school's IT Acceptable Use Policy.

3.5 There are a number of staff in the school who are key contributors to AI policy and development:

- The school leadership team will monitor the compliance of this policy for our school regarding the use of AI technology, and works with other staff to communicate, promote and regulate AI use, providing or arranging for training to be given where necessary.
- Our Data Protection Officer is responsible for advising us about our data protection obligations in relation to AI use.
- Our IT lead provides technical support and guidance on the operation of AI.
- Our Student Welfare Committee will be responsible for the Governance of AI.

3.6 Training will emphasise how authorised AI can augment staff roles, providing them with more time and resources to focus on tasks such as personalised instruction, student engagement, and critical thinking.

3.7 By combining the benefits of AI technology with professionals' expertise, experience, and professional judgment, we can create a collaborative and effective educational environment that maximises the benefits of both human and AI capabilities.

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3.8 This policy also links to other school policies, including Child Protection, Safeguarding, Data Protection, IT Security, IT Acceptable Usage, IT Disaster Recovery, Teaching and Learning and Student Behaviour and will be read in conjunction with them.

4. Student use of AI

4.1 As part of child protection and safeguarding policies and processes, the school will ensure that it's students will continue to be protected from harmful content online, including that which may be produced by AI technology and that any AI tools authorised are assessed for appropriateness for individual students' age and educational needs. We will ensure that staff are aware of the risks of AI which may be used to generate harmful content including deepfake and impersonation materials.

4.2 Unless specifically told not to, students can use AI tools to generate data/content (text, video, audio, images) subject to the principles set out below and specifically relevant to the curriculum content being covered. There are situations and contexts within the school where they will be asked to use AI tools to enhance their learning and to explore and understand how these tools can be used.

4.3 A culture of responsible AI use will be fostered through engaging students in conversations about data protection, privacy, bias, safeguarding, and the social impact of AI applications.

4.4 AI education will be incorporated into the IT and PSHE curriculum to provide students with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources (Co-Pilot in this instance) and evaluating the credibility and accuracy of AI-generated information.

4.5 Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed in a way that prohibits/avoids using AI tools, such as working offline or under supervised conditions.

4.6 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 following policies: Behaviour Policy and Acceptable Use of ICT Agreement.

- AI-generated content should not be considered a substitute for student effort or original work. Students are required to put in their own effort to understand the material and produce unique content.

- Students must not submit or otherwise publicise school materials using AI tools unless specifically granted permission to do so by a member of staff. Such materials include

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(but are not limited to): past papers, textbooks, worksheets, curriculum materials, pastoral information, and other school materials.

- If students choose to use AI tools to complete their work, it is their responsibility to verify the accuracy of the information provided.

- 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. (eg: Co-Pilot "How does Shakespeare present Romeo in Romeo and Juliet?" Date accessed)

- Aside from internal schoolwork and assessments, students must also be made aware that non- attribution of AI help/content in their work submitted that may count towards an external qualification (e.g. coursework) is malpractice and will be reported to the exam board, leading potentially to disqualification from that unit, that qualification or all qualifications with that exam board (see JCQ regulations in Section 5).

- Students must not disclose any confidential or personal information about themselves or any other people to the AI model so that the information is not provided to 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). Student should seek advice through the school worrybox or through the Kooth app, or trusted adults in school.

- Students who breach this policy may face disciplinary action by the school. (See IT Acceptable Use Policy)

- Students must understand that the mis-use of AI (including using it where it is not allowed, or using it and failing to acknowledge this in their work) would be treated as malpractice and communicated to the relevant exam board, in according with Ringwood School's Exams Malpractice Policy.

5. Staff use of AI

5.1 In some situations, staff may find it helpful to use AI but the following principles must be complied with:

- All uses must be transparent and honest – staff must not pass off AI-generated work as their own but acknowledge to colleagues and students alike the extent of AI assistance, and where possible give the sources that the AI model used, just as students are asked to do. (eg: Co-Pilot "How does Shakespeare present Romeo in Romeo and Juliet?" Date accessed)

- 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.

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- Use of AI tools and data/content created using such tools must comply with the following policies: Staff Code of Conduct, Staff IT Acceptable Use Policy and the Data Protection Policy.

- AI must not be used to mark or help assess work without being transparent about this both to the student(s) concerned and to the Subject Leader (or line manager if a SL).

- Staff must not give an AI model (with the exception of Co-pilot with caution – see appendix 1) any personal or professional information about themselves, the school, other staff members, students or their families. Additionally, staff must not use generative AI tools to attempt to resolve emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns) in a school context.

- No information about school events or trips using specific locations, or information that makes the school or any individual identifiable, for example to help write risk assessments, may be put into a search engine or AI tool (with the exception of Co-pilot).

- Staff must not input any proprietary and/or confidential information belonging to the school, other members of staff, or students on AI tools. Aside from personal information (which is discussed above), such information includes, but is not limited to: financial materials, images of the school/school materials, academic materials, other intellectual property, or commercial information.

- Staff must be aware of the potential biases and inaccuracies of generative AI tools and actively inform students about these risks.

- Staff should familiarise themselves with the guidelines about AI use and the potential of AI tools, since even if an individual does not use it, our students will be.

- Teachers have a responsibility to ensure, if AI is used, sensible and appropriate use, and to have read the JCQ guidelines as summarised below.

- AI notetakers will never be used in a meeting without making all participants aware before the meeting starts. The only AI notetaker that the school will use is Microsoft Teams. If a participant objects to the use of an AI notetaking app, the meeting organiser will take into account the nature of their objection and if their concerns cannot be overcome, the organiser will consider whether it is proportionate to continue the meeting without the use of AI. Although it is difficult to control the actions of external attendees at meetings organised by Ringwood School, our staff will let attendees know upfront that they should not use AI notetakers and as the meeting organiser our staff will take responsibility for the taking and distribution of notes.

5.2 **If in doubt about whether use of AI is advisable or allowable, consult your line manager.**

5.3 The approved AI tool for in school use is Co-pilot and this has the necessary security in place to protect data. Other AI tools may be more suitable for certain tasks, for example Arbor AI,

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but the above principles must be applied.

6. JCQ (UK exam board) guidance on use of AI in assessments

6.1 These are extremely strict and staff working in subjects with non-exam assessments (NEA) at any level should read the whole policy and familiarise themselves with the contents (as may be amended from time to time): JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf

6.2 The document's executive summary outlines the salient points which staff must bear in mind: "*While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds assessors of best practice in this area, applying it in the context of AI use*".

6.3 The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (https://www.jcq.org.uk/examsoffice/general-regulations), all work submitted for qualification assessments must be the candidates' own;

- Candidates who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;

- Candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;

- Candidates must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidate and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section of the full policy);

- Assessors must only accept work for assessment which they consider to be the candidates' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and

- Where teachers have doubts about the authenticity of candidates work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

- AI tools cannot be used in an exam or in any other assessment where exam rules apply.

6.4 The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating student malpractice, including the misuse of AI.

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6.5   The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate. The Examinations Officer will alert staff to any updated guidance as and when necessary.

7.   Potential misuse of AI

7.1   Students will receive education on responsible and ethical AI use, including the potential risks and consequences of relying solely on AI tools to complete assignments, coursework, or homework. Students will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.

7.2   Teaching staff will emphasise the importance of critical thinking, creativity, and originality in student work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to students regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.

7.3   Teaching staff will employ various assessment methods to evaluate student understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilising diverse assessment strategies, teaching staff can verify students' comprehension beyond what AI tools can assess, promoting deep learning and authentic student engagement.

8.   Ethical use of AI

7.4   The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Whether staff are using AI for teaching or Ringwood School administrative purposes, or with students who will make use of this technology, they will be mindful of, and instruct students about, the following considerations:

- Bias - data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.

- Accuracy – information may be inaccurate when generated so any content will be fact-checked. Tools may provide highly plausible and coherent results but may still contain errors (Hallucination).

- Human oversight – a lack of human intervention may result in AI outputs going unchecked. Humans will ensure that outputs align with ethical standards and educational values, and staff will be aware that Generative AI lacks flexibility, human understanding and compassion.

- Currency – some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

- Environmental issues – AI requires energy to run. Therefore, it will only be used when

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relevant, appropriate and proportionate, where it is the most suitable and sustainable option.

- Inferring Emotion - The European Union's Artificial Intelligence Act (AI Act) imposes strict regulations on the use of emotion recognition systems (ERS) within workplaces and educational institutions. These systems, defined as AI tools designed to identify or infer emotions or intentions of individuals based on their biometric data, are generally prohibited in these settings. Although the Act does not apply in the UK, this type of AI will not be used in Ringwood School.

9. Data protection implications of using AI

9.1 Staff and students should be aware that any information entered into a Generative AI model is no longer private or secure. AI systems often learn and evolve based on the data provided, raising potential data protection concerns. Staff and students must not enter any personal information (personal data, intellectual property or private information) including commercially sensitive information, such as contracts, into any Generative AI model especially those that generate content based on provided information. Staff should make themselves aware of and inform students about the data collection, storage, and usage practices associated with AI technologies, particularly Generative AI. The school will provide staff and students with Co-Pilot as a more secure AI.

9.2 When signing up to use certain Generative AI models, names and email addresses may be required; this data sharing may require a Data Protection Impact Assessment to be carried out.

9.3 Any DPIA or assessment of the data protection aspects of the use of AI will include:

- The nature, scope, context and purposes of any processing of personal data and whether individuals are likely to expect such processing activities.

- What alternatives (both AI and non-AI) are there to the planned processing and what justification is there in choosing this method and how it is fair.

- A clear indication where AI processing and automated decisions may produce effects on individuals.

- How the use of the AI tool is proportionate and fair by assessing the benefits against the risks to the rights and freedoms to individuals and/or whether it is possible to put safeguards in place.

- An analysis of any bias or inaccuracy of algorithms which may result in detriment to individuals.

- If the use of AI replaces human intervention, a comparison of the human and algorithmic accuracy in order to justify the use of the AI tool in the DPIA.

- If automated decisions are made, how individuals will be informed about this and how

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they can challenge those decisions.

- Relevant variation or margins of error in the performance of the system, which may affect the fairness of the processing (including statistical accuracy) and describe if/when there is human involvement in the decision-making process.

- The potential impact of any security threats.

- A summary of completed or planned consultations with stakeholders. These are recommended unless there is a good reason not to undertake them. It may be appropriate to consult with individuals whose data you process as they are important stakeholders.

- Whether processing is intentionally or inadvertently processing special category data- there are many contexts in which non-special category data is processed, but infers special category data (for example, where a postcode infers a particular race).

- A consideration of the rights and freedoms of individuals generally, not just in a data protection context, such as rights under the Equality Act 2010.

10. Cyber Security

10.1 Our school will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies, including:

- Implementing rigorous cybersecurity protocols and access controls through measures such as encryption, security patches and updates, access controls and secure storage.

- Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity. Ensuring that any suspected or confirmed security incidents are reported to the headteacher or a member of SLT and the Data Protection Officer.

10.2 Carrying out an evaluation of the security of any AI tool before using it. This includes reviewing the tool's security features, terms of service and data protection policies. This work will form part of the DPIA process.

10.3 Maintaining vigilance against material that may be a deepfake (a synthetic media which can be used to create realistic and convincing videos or audio of people saying or doing things they haven't. These can be used to spread misinformation or impersonate someone to commit cyber fraud).

10.4 Training staff and students to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cyber-crime.

11. AI tools

11.1 Ringwood School has chosen to provide CoPilot for AI usage under your new Microsoft 365 A3 education licensing. Microsoft 365 CoPilot is designed for enterprise and education environments, and offers GDPR-compliant, enterprise-grade security that is tightly integrated with your Microsoft

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365 environment (tenant). This ensures the following:

- Data Residency & Isolation: CoPilot runs on Microsoft Azure servers located in the same geographic region as your Microsoft tenant, ensuring data residency compliance

- No Model Training on Your Data: Unlike ChatGPT, CoPilot does not use your prompts, responses, or organisational data to train its models. All interactions remain within your tenant and are governed by Microsoft's enterprise privacy commitments

- Permission-Based Access: CoPilot only accesses data that the user is authorised to view, respecting Microsoft 365's permission structures, sensitivity labels, and retention policies

- Encryption: All data is encrypted at rest and in transit, and isolated between tenants

11.2 Guidance for Staff: What Not to Upload to CoPilot

To stay compliant with data protection laws and school policies, staff should avoid uploading or referencing the following types of student data in CoPilot prompts:

Do Not Upload:

- Personally identifiable information (PII) such as full names, addresses, dates of birth, or student IDs.

- Safeguarding or medical records from systems like Arbor, MyConcern, or SharePoint.

- Photos or videos of students, especially if stored on personal devices or outside school-managed systems.

- Sensitive behavioural or academic data unless anonymised and approved for use.

11.3 Authorised AI tools must only be used by staff for the following business purposes:
- Drafting internal guidance, training and presentations
- Lesson planning
- Conducting research
- Developing code
- Providing summaries
- Idea generation
- Reviewing & developing policies

11.4 All other purposes must be authorised in advance by SLT. Before using any AI tools, staff will be provided training to ensure human reviewers (those who conduct monitoring of these applications) have a correct understanding and do not add any bias into the AI systems/functions.

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- **Algorithm** is a rule given to an AI machine to perform a task.
- **Artificial Intelligence (AI**) is an umbrella term for a range of algorithm-based technologies and approaches that often attempt to mimic human thought to solve complex tasks, these may include, visual perception, speech recognition, decision making, and translation between languages.
- **Centre of Excellence** is a group with a shared area of focus and subject matter expertise that they use to support others, usually by providing tips, insights, training and research.
- **ChatGPT** is owned by OpenAI LP, an artificial intelligence research lab. GPT stands for 'Generative Pre-trained Transformer'. It means that the model has the ability to generate text or other forms of output.
- **Generative AI** is a form of AI, which produces new content, such as images, text or computer code. It works by using large quantities of data, often harvested from the internet, to train a model in the underlying patterns and structures of that data. After many rounds of training the model is capable of generating new content. When a user provides a prompt or input, the AI evaluates the likelihood of various possible responses based on what it has learned from its training data. It then selects and presents the response that has the highest probability of being the right fit for the given prompt. That prompt and response then may be fed back into the model to provide further training.
- **Guardrails** are restrictions and rules placed on AI systems to ensure they handle data properly and ethically.
- **Hallucination** is when AI presents information as fact when it is not actual fact.
- **Large Language Model (LLM)** is a huge database of language knowledge that can write articles, answer questions or create realistic dialogue and is pre-trained on large amounts of data.
- **Natural Language Processing (NLP)** understands written and spoken language e.g. translations.

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Appendix 1 - AING Summary guidance for staff

✅ What You Can Do
- Use AI to support your work (e.g. lesson planning, resource creation) – but be transparent about its use.
- Acknowledge AI assistance in any shared work, including the tool used and relevant prompts.
  eg: (Co-Pilot "How does Shakespeare present Romeo in Romeo and Juliet?" Date accessed)
- Use Co-pilot as the approved AI tool in school – it meets our data protection standards.
- Encourage students to think critically about AI and use it ethically.
- Stay informed – AI is evolving, and so is our guidance. Ask if unsure!

❌ What You Must Avoid
- Do not input personal, confidential, or school-sensitive data into AI tools
- Do not use AI to write official student/parent communications without SLT approval
- Do not use AI to make decisions about students e.g. assessments
- Do not use AI to mark work unless approved by your HoD and disclosed to students
- Do not use AI for sensitive issues e.g. wellbeing, safeguarding, medical advice
- Do not use AI bots to minute meetings. The only approved AI notetaker that can be used in meetings is Teams and all participants must be aware of the use of AI before the meeting starts.

⚠️ Key Reminders
- Check for bias, be mindful of ethical considerations and inaccuracies in AI-generated content before using it.
- Respect copyright and third-party rights – avoid using logos, branded content, or others' academic work.
- Follow school policies: AI Policy, Staff Code of Conduct, Acceptable Use of ICT, and Data Protection Policy.
- Consult your line manager if you're unsure whether AI use is appropriate.

🔐 Data Protection & Security
- Treat anything entered into AI tools as public.
- Never share identifiable information about staff, students, or the school.
- Review the tool's security features before use and inform the Data Protection Team (Sam Coombes) to request a Data Protection Impact Assessment (DPIA) and safety check.
- Report any security concerns to SLT or the Data Protection Officer (Sam Coombes).

Understanding the difference between Chat GPT and CoPilot
The difference between CoPilot and Chat GPT is that the data entered in CoPilot isn't used to train the AI model due to our paid Microsoft Academic licenses, whereas entering data into other platforms is like posting publicly and will be used to train their AI services.

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However, if any personal data is entered into CoPilot this information is then within the school's Microsoft environment.

When using CoPilot, whatever is searched for will also draw from any data on the network that staff have access to internally, whether on SharePoint, Teams, Emails or OneDrive. Exercise caution that if a document is shared, the default sharing option is for everyone in Ringwood School to be have read access to the document. Therefore, the document could then be read by CoPilot searches for everyone internally, whether they have the link to the document or not.

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