Boroughbridge High School and King James's School

POLICY STATEMENT

AI Federation Policy

Policy last reviewed (date)	
Ratified by Governors (date)	September 2026
Next policy review due (date)	September 2027
Due for review by Governors (date)	September 2027
Staff Lead	Business Manager

MISSION STATEMENT:

Our school is committed to using Artificial Intelligence (AI) responsibly, ethically, and effectively to enhance teaching, learning, creativity, and administrative efficiency. We aim to equip students and staff with the knowledge and skills needed to use AI safely, critically, and with integrity, while maintaining high standards of academic honesty, data privacy, inclusion, and human judgment.

AI will be used as a tool to support learning and innovation, not to replace the essential role of educators, student effort, and meaningful human interaction.

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1. Purpose

Artificial intelligence (AI) is increasingly used in education, employment and wider society. When used appropriately, AI can support teaching, learning, accessibility, creativity, administration and professional development.

However, AI can also create significant risks, including inaccurate or fabricated information, bias, inappropriate content, breaches of privacy, safeguarding concerns, over-reliance on technology, plagiarism and loss of pupils' opportunities to develop their own knowledge and skills.

This policy establishes clear expectations for the safe, ethical and educationally appropriate use of AI at Boroughbridge High School and King James's School.

The school will seek to ensure that AI:

- supports, rather than replaces, high-quality teaching and learning;
- strengthens pupils' knowledge, understanding, independence and critical thinking;
- is used safely, lawfully and ethically;
- does not undermine assessment or academic integrity;
- protects pupils, staff and other individuals from inappropriate use;
- respects privacy, confidentiality and intellectual property;
- promotes equality of opportunity and accessibility.

2. Scope

This policy applies to:

- generative AI tools, including text, image, audio, video and code generators;
- AI-powered search engines, chatbots and educational platforms;
- AI features embedded within software and online services;
- AI used on school devices, networks or accounts;
- AI used on personal devices when it relates to schoolwork, school activities or members of the school community.

Examples include, but are not limited to, AI systems capable of generating text, images, presentations, computer code, audio or video.

The school recognises that AI technology changes rapidly. This policy therefore applies to new AI tools even where a particular product is not explicitly named.

3. Core principles

The school adopts the following principles:

3.1 Human Responsibility

AI must support human decision-making rather than replace appropriate professional judgement.

A person remains responsible for material or decisions produced with AI assistance.

3.2 Educational Purpose

AI should be used where it makes a genuine educational or professional contribution. It should not be used simply because it is available.

3.3 Transparency

Where AI has materially contributed to a pupil's work or a staff member's professional output, this should be acknowledged where required by the relevant teacher, assessment specification or school procedure.

3.4 Verification

AI-generated information must not automatically be treated as accurate. Users must check important factual claims, references, calculations and other outputs.

3.5 Privacy and Confidentiality

Users must not enter confidential, sensitive or personally identifiable information into an AI service unless the service has been formally approved for that purpose and appropriate safeguards are in place.

3.6 Safeguarding

AI must never be used to create, request, distribute or manipulate material that could place children or adults at risk.

3.7 Equality and Inclusion

The school will consider the potential for AI systems to reproduce bias or disadvantage particular groups and will seek to ensure that AI use does not create unfair barriers to participation.

4. AI and Pupils

4.1 General Expectation

Pupils may use AI only where it is permitted by the school or their teacher.

Teachers will make clear, where appropriate, whether AI use for a particular task is:

- **Not permitted**;
- **Permitted for limited assistance**; or
- **Encouraged for specified purposes**.

If instructions are unclear, pupils should ask their teacher before using AI.

4.2 Appropriate Uses

Depending on the task, permitted uses may include:

- generating ideas or possible questions;
- explaining a difficult concept in alternative ways;
- producing practice questions;
- obtaining feedback on a pupil's own work;
- helping identify spelling, grammar or structural errors;
- supporting revision;
- exploring different perspectives on a topic;
- translating or simplifying material where appropriate;
- supporting accessibility and additional learning needs;
- generating code as part of an appropriately supervised computing task.

The teacher may impose additional restrictions for particular subjects, assignments or assessments.

4.3 Inappropriate Uses

Unless explicitly authorised, pupils must not use AI to:

- generate work and submit it as entirely their own;
- complete homework, coursework or assessed work on their behalf;
- fabricate sources, quotations, references, data or experimental results;
- impersonate another person;
- create misleading or deceptive material;
- generate abusive, discriminatory, threatening or sexually explicit content;
- create or manipulate images, audio or video of another person without appropriate permission;
- circumvent school safeguarding, filtering, monitoring or security measures;
- upload another person's personal information or private material;
- assist with cheating in examinations or other controlled assessments.

4.4 Disclosure of AI Use

Where required by the teacher, examination board or assessment rules, pupils must state:

- which AI tool was used;
- how it was used;
- which parts of the work were materially influenced by AI.

Teachers may require pupils to retain prompts, outputs, drafts or other evidence of their working process.

4.5 Ownership of Learning

Pupils remain responsible for understanding and being able to explain work submitted in their name.

AI-generated answers may contain errors, bias or fabricated information. Pupils should therefore evaluate AI outputs rather than accept them uncritically.

5. Academic Integrity and Assessment

The school considers presenting AI-generated work as a pupil's own work, where AI use has not been authorised, to be a form of academic dishonesty.

The school will follow relevant awarding-body and examination regulations for examinations, coursework and other externally assessed work.

AI detectors will not be treated as definitive proof that a pupil has used AI. Such tools can produce inaccurate results. Where concerns arise, staff should consider the wider evidence, including drafts, working processes, discussion with the pupil and the requirements of the relevant assessment.

Consequences for inappropriate AI use will be proportionate and consistent with the school's behaviour and academic-integrity procedures and in line with exam board regulations.

6. AI and Teaching

Teachers may use approved AI tools to support professional activities, including:

- generating lesson ideas;
- creating differentiated resources;
- drafting explanations or examples;
- producing quiz questions;
- adapting resources for accessibility;
- supporting planning;
- generating first drafts of administrative material.

Teachers remain professionally responsible for checking AI-generated material before using it.

AI output must be checked for:

- factual accuracy;
- age appropriateness;
- bias or stereotyping;
- accessibility;
- curriculum alignment;
- safeguarding concerns;
- copyright and intellectual-property issues.

AI must not be used as a substitute for professional judgement.

7. AI and Safeguarding

AI can create particular safeguarding risks for children and young people.

Users must not use AI to create or distribute:

- sexualised content involving children or young people;
- abusive or threatening material;
- content intended to bully, humiliate or harass another person;
- realistic manipulated images or videos intended to deceive or harm;
- material designed to encourage self-harm, violence or other dangerous behaviour.

Any concern involving a pupil's safety, exploitation, abuse, harassment or inappropriate AI-generated content must be reported through the school's safeguarding procedures.

The Designated Safeguarding Lead should be consulted where AI use creates or contributes to a safeguarding concern.

8. Privacy and Data Protection

The school will comply with applicable UK data-protection legislation and its own data-protection policies.

Users must not enter personal or confidential information into unapproved AI services.

Examples of information that must not normally be entered into public AI systems include:

- pupil names linked to sensitive information;
- safeguarding information;
- medical information;
- special educational needs information;
- staff personnel information;
- passwords or authentication information;
- confidential correspondence;
- unpublished examination or assessment material;
- commercially or legally sensitive information.

Where an AI system processes personal data on behalf of the school, appropriate due diligence, contractual arrangements and data-protection measures must be in place e.g Data Protection Impact Assessment (DPIA). If a DPIA is required please liaise with the IT Manager and / or Business Manager.

The school will maintain an appropriate record of approved AI services where required.

9. Approved AI services

The school will maintain a list of AI services approved for use.

Approval will consider, where relevant:

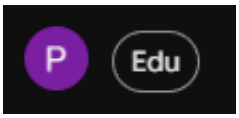
- age restrictions;
- data protection and privacy;
- safeguarding;
- security;
- terms of service;
- data retention and training practices;
- accessibility;
- educational value;
- reliability;
- cost;
- intellectual-property considerations.

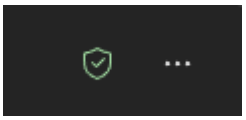
Staff and pupils should not assume that an AI service is approved merely because it is freely available online.

The current approved AI services for each school are:

- Boroughbridge High School – Google Gemini as part of Google Workspace
- King James's School – Microsoft Copilot as part of Microsoft 365

Each service must be accessed via school provided email logon credentials in order to activate the relevant privacy safeguards. Use of the personal versions of these services is not approved. You can check if you are using the correct version by looking for the Edu logo at the bottom left of Gemini or the Shield logo at the top right of Copilot





10. Age Restrictions and Accounts

Users must comply with the minimum age requirements and terms of service of AI products.

Pupils must not falsely state their age to access an AI service.

Where an AI service requires an account, the school will determine whether pupils should use:

- school-managed accounts;
- supervised access;
- individual accounts;
- or no access.

Pupils must never share passwords or account credentials.

11. Copyright and Intellectual Property

AI does not remove users' responsibilities regarding copyright, intellectual property or attribution.

Staff and pupils should:

- respect copyright and licensing requirements;
- avoid presenting another person's work as their own;
- acknowledge sources where appropriate;
- check whether AI-generated material can lawfully be reused for the intended purpose.

The school recognises that the legal status of AI-generated material may vary according to circumstances and jurisdiction. Users should seek advice where ownership or licensing is uncertain.

12. AI-generated Misinformation and Critical Thinking

AI systems can produce plausible but incorrect information.

Pupils should be taught to question AI outputs by considering:

- Who produced the information?
- What evidence supports it?
- Can the claim be independently verified?
- Is the source reliable?
- Could the output be biased?
- Has the AI invented a citation or quotation?
- Does the information make sense in context?

AI literacy will form part of the school's wider digital literacy and critical-thinking education.

13. Equality, Accessibility and SEND

AI may provide valuable support for pupils with additional needs, including assistance with language, organisation, reading, communication and access to curriculum material.

The school will consider reasonable and appropriate uses of AI and related assistive technologies as part of its wider approach to inclusion.

However, use of AI must not result in pupils being denied opportunities to develop the underlying skills they are expected to learn.

Any adjustment to normal AI rules for accessibility purposes should be agreed with the relevant teacher or appropriate member of staff.

14. AI in School Communications

AI may be used to assist with drafting communications, but staff remain responsible for their accuracy, tone and appropriateness.

AI must not independently make significant decisions about individual pupils, families or staff.

Sensitive communications, particularly those involving safeguarding, disciplinary action, complaints, legal matters or personal circumstances, require appropriate human review before being issued.

15. Automated Decision-Making

The school will not rely solely on AI to make significant decisions about pupils or staff.

Examples include decisions relating to:

- safeguarding;
- exclusions or disciplinary action;
- admissions;
- special educational provision;
- welfare;
- staff employment;
- significant educational opportunities.

Where AI-assisted analysis is used, an appropriately authorised human must retain meaningful oversight and responsibility.

16. Monitoring and Online Safety

Use of AI on school systems may be subject to the school's existing acceptable-use, filtering and monitoring arrangements.

Monitoring will be undertaken in accordance with applicable law and school policies. Attempts to bypass school security, filtering or monitoring systems are prohibited.

17. Staff Training

The school will provide appropriate guidance and training to staff on:

- responsible AI use;
- safeguarding;
- data protection;
- academic integrity;
- bias and misinformation;
- copyright;
- effective prompting and verification;
- approved AI tools.

Staff should report significant AI-related risks, incidents or emerging concerns to the appropriate senior leader.

18. Reporting Concerns

Anyone who becomes aware of inappropriate or harmful AI use should report it promptly.

Depending on the nature of the concern, this may include:

- a class teacher or tutor;
- Head of Department;
- Head of Year;
- Designated Safeguarding Lead;
- Data Protection Officer;
- IT/Network Manager;
- Headteacher or designated senior leader.

Safeguarding concerns must be dealt with under the school's safeguarding procedures.

19. Responding to Misuse

AI misuse will be dealt with under the school's existing policies and procedures, including where appropriate:

- Behaviour Policy;
- Academic Integrity Policy;
- Acceptable Use Policy;
- Safeguarding and Child Protection Policy;
- Data Protection Policy;
- Examination and Assessment procedures.

Responses will take account of the seriousness and context of the incident, the pupil's age and understanding, whether harm was caused, and whether the behaviour was deliberate.

20. Parents and Carers

The school will provide appropriate information to parents and carers about:

- the educational uses of AI;
- the risks associated with AI;
- the school's expectations;
- online safety;
- privacy;
- academic integrity.

Parents and carers are encouraged to discuss responsible AI use with their children and to help them develop healthy critical-thinking and digital-literacy habits.

21. Curriculum and AI Literacy

The school will seek to ensure that pupils develop age-appropriate understanding of:

- what AI is and how it works at a basic level;
- strengths and limitations of AI;
- misinformation and hallucinations;
- bias;
- privacy and personal data;
- copyright and intellectual property;
- responsible prompting;
- academic integrity;
- online safety;
- the social and ethical implications of AI.

The aim is not simply to teach pupils how to use AI, but how to **use it thoughtfully, critically and responsibly**.

22. Environmental Considerations

Where appropriate, the school will consider the environmental and resource implications of AI use.

AI should be used purposefully rather than excessively, particularly where a simpler non-AI approach would achieve the same educational objective.

23. Review of this Policy

AI technology and its associated risks are developing rapidly. This policy will therefore be reviewed at least annually, and sooner where significant technological, regulatory or safeguarding developments occur.

The school may issue interim guidance where a new AI risk or opportunity requires a response before the formal policy review.