

The Ursuline Academy Ilford

Artificial Intelligence (AI) Policy 2025

The Ursuline Academy Ilford

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Glossary:

Artificial Intelligence (AI)

The ability of a computer system to perform tasks that normally require human intelligence, such as problem-solving, pattern recognition, and decision-making.

Generative AI

AI systems that create new content (text, images, audio, video) based on patterns learned from training data. Examples include ChatGPT, DALL·E, and Stable Diffusion.

Large Language Model (LLM)

A type of AI model trained on vast amounts of text data that can generate human-like language.

Algorithm

A step-by-step set of instructions a computer follows to perform a task.

Closed System AI

An AI that operates within fixed boundaries, using a limited set of data and rules. It cannot adapt outside those constraints. Closed system AI's are safer to use as they do not share your data with third parties.

Open System AI

An AI that interacts with a wider environment, can adapt to new information, and update itself with external data. Open system AI's can share data with third parties. However, there are ways to stop sharing your data with the AI in data sharing/privacy settings.

Bias

When AI produces unfair or inaccurate outcomes because the training data or algorithms reflect human prejudice or limited perspectives.

Prompt

The input (such as a question or instruction) a user gives to an AI system to generate a response.

Hallucination

When an AI generates false or misleading information that sounds correct but is not based on fact.

1. Introduction

Artificial Intelligence (AI) is an evolving technology that offers many opportunities and benefits for teaching and learning. AI can support teachers with resources creation, improve learner outcomes, personalise instruction, streamline administrative tasks, and foster collaboration and innovation. However, AI also poses some challenges and risks, such as ethical, legal, social, and technical issues, that need to be carefully considered and addressed. Therefore, it is essential that school staff and students use AI tools and applications in a responsible, ethical, and lawful manner, respecting the rights and dignity of all stakeholders.

AI 1.2 UAI Values

We will harness the power of AI to enhance education, support students and teachers and create inclusive learning environments in line with the school's ethos.

- **Transparency:** We will be transparent and accountable in our use and restriction of AI tools.
- **Understanding AI:** We will commit to understanding both the workings of and proper use of AI tools.
- **AI accuracy and bias:** We will be mindful about identifying biases reflected or created by AI.
- **AI limitations:** While recognising the power of AI, we will be mindful of its limitations.
- **Mental Health:** We will be alert to the potential of AI to impact mental health positively and negatively.

1.3 Policy Aims

This policy aims to:

- 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 pupils 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 pupils

- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

1.4 Guiding Principles

The use of AI tools to support the curriculum comes from our commitment to enhance learners' learning experiences and foster skill development.

- The teacher use of AI is a supplemental tool to support and expand upon classroom instruction, facilitating personalised learning opportunities and increasing accessibility.
- AI provides learners with access to a broad range of potential learning experiences. Through its use, we can promote independent research, curiosity, critical thinking, and problem-solving skills.
- Teachers will ensure their pedagogical, behavioural, and pastoral knowledge is complemented and not undermined by AI tools.
- AI will not replace direct instruction or teacher interaction but will serve as an additional resource to enrich the educational experience.

2. Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

- 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)
- AI-Use-in-Assessments Apr25 FINAL.pdf, published by the JCQ

This policy also meets the requirements of the:

- 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)

3. Roles and Responsibilities

The following roles and responsibilities are assigned for the implementation and enforcement of this policy:

3.1 AI lead

Our generative AI lead is Helen Colder.

They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

3.2 Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation in line with the school's AI strategy
- Ensure the headteacher is appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Adhere to the guidelines below to protect data when using generative AI tools:
 - Use only approved AI tools (see section 5)
 - Seek advice from the data protection officer, IT, AI lead, as appropriate
 - Ensure there is no identifiable information, such as student or staff members names or personal details included in what they put into open generative AI tools
 - Fact-check results to make sure the information is accurate

3.3 Headteacher

The headteacher will:

- Take responsibility for the day-to-day leadership and management of AI use in the school
- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- Ensure that the guidance set out in this policy is followed by all staff
- Review and update this AI policy as appropriate, and at least annually
- Ensure staff are appropriately trained in the effective use and potential risks of AI

- Make sure pupils are taught about the effective use and potential risks of AI
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO, AI lead and data protection impact assessments

3.4 Data protection officer (DPO)

The data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is Mariano Scotti and is contactable via mscotti@uai.org.uk.

3.5 Safeguarding lead

The safeguarding lead is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE)

3.6 All staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- Seek advice from the data protection officer / IT / AI lead, as appropriate
- Check whether they are using an open or closed generative AI tool. Where possible, staff should try to use closed AI tools as this is a more secure system.
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work where necessary
- Fact-check results to make sure the information is accurate

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

3.7 Pupils

Pupils must follow the guidelines set out in section 8 of this policy ('Use of AI by pupils').

4. Use of AI by Staff

Our school recognises the importance of human agency and oversight in the use of AI. We believe that AI should be used to support, not replace, human decision-making.

- Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. Examples of such tasks may include resource creation e.g. model answers or resources for SEND/EAL pupils, lesson planning, professional development and support with formalising parent letters.
- AI can provide valuable support while still incorporating professional judgement and expertise.
- AI tools will be used responsibly, ensuring they complement staff professional judgement and expertise, without replacing them.
- Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used.
- Staff will receive appropriate training and support to effectively integrate AI into their work including professional development focused on AI tools and their effective integration into school administrative and teaching practices.
- Staff have a responsibility to identify any training and development needs to ensure they adhere to this policy and should discuss these with their line manager.
- Teaching staff will review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgement, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.
- Teaching staff can also support learners to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow learners to receive instant personalised and valuable feedback and improvement strategies on their work, helping to identify misconceptions and gaps in knowledge, as well helping them develop more structured or creative writing. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.

5. Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots. If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Ursuline Academy Ilford will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. [Data Protection Policy \(GDPR\) 2025.pdf](#)

6. Raising concerns and Bias.

We are aware that AI tools can perpetuate existing biases, particularly towards special characteristics including sex, race and disability. This means that critical thought must be applied to all outputs of AI applications. This means fact and sense-checking the output before relying on it.

We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about the proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

7. Educating pupils about AI

Here at The Ursuline Academy Ilford, we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

AI will be introduced to students in their PSHE lessons, which are delivered by their form tutor. These lessons will be in the PSHE curriculum at KS3/KS4/KS5.

They will include:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
 - Online safety to protect against harmful or misleading content
 - Learners will be taught not to enter personal, sensitive or confidential data into Generative AI tools (including their email addresses).
 - Awareness of JCQ guidelines and AI malpractice in their exams and coursework

8. Use of AI by pupils

We recognise that AI has many uses to help pupils learn.

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images
- As stated, by JCQ guidelines, in some subject's students may use AI to support them with their coursework. However, it must be clearly **cited and referenced on their candidate record form**. The student must be able to explain how they have used AI and have saved records of their conversations.

All AI-generated content must be properly attributed and appropriate for the pupils' age (see section 9) and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- During assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)
- Pupils should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.
- Pupils should check and verify ideas and answers against reputable source materials as AI tends to make up incorrect facts and fake citations.
- Pupils will be responsible for any content they submit, regardless of whether it originally comes from them or an AI tool.
- Pupils must indicate which part of the assignment was written or created by AI and which was written or created by them.
- Pupils may not submit any work generated by an AI program as their own.
- The submission of AI-generated answers constitutes plagiarism.
- Pupils will be made aware where AI usage is suspected but not indicated as being used, teachers will request replication, evidence of further testing into the content of the work produced. For example, if teachers suspect students have submitted work produced by AI, teachers may question students on the content of the work and if they deem it to be AI will make a record of this and issue the appropriate sanction.

8.1 AI Misconduct Policy and use in formal assessment

Our school abides by the JCQ AI Misuse Policy for examinations summarised below. 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.

Examples of AI misuse include, but are not limited to, the following:

- Students are prohibited from using AI to create and/or distribute content that is discriminatory, harmful, offensive, or intentionally biased.
- Students who do not use AI tools responsibly may be subject to sanctions, either at an internal school level or externally, if work is submitted for broader assessment.
- 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.
- **We reserve the right to use AI plagiarism detectors or our academic judgment to identify inappropriate uses of AI.**
- **As in line with the JCQ guidelines any suspected misuse of AI in coursework or NEA's will need to be reported to the relevant awarding body**

[AI Use in Assessments: Your role in protecting the integrity of qualifications - JCQ Joint Council for Qualifications](#)

9. Age Restrictions for commonly used AI tools:

Parents and students should be aware of the following age restrictions, which apply to commonly-used AI tools (updated May 2025):

- ChatGPT - 18+ or 13+ with parent/guardian permission
- Claude - 18+
- Google Gemini - 18+
- Microsoft CoPilot - 18+ or 13+ with parent/guardian permission

The changes in AI are rapid and new software becomes available regularly. The School will endeavour to update these lists periodically but reserves the right to be flexible in its approach.

10. Monitoring and Transparency

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by Helen Colder whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full governing board at least annually.

All teaching staff are expected to read and follow this policy.

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes.