Artificial Intelligence Policy
Senior School

Introduction

We will harness the power of AI to enhance education, support students and teachers, and create inclusive learning environments. We will be mindful of the possible threats posed by AI and will encourage all members of our community to use AI safely, responsibly and effectively. We recognise that AI is a fast-moving technological development and that we should look to update our AI policy as needed.

- Transparency: We will be transparent and accountable in our AI decision-making processes.
- Understanding AI: AI is increasingly integrated into productivity and creativity tools, blending with human output. We aim to guide users to be aware of AI integration and make good decisions regarding use of AI.
- AI accuracy and bias: We will be mindful about identifying biases that derive from the data AI has been trained on or the ethical overlay that humans have added.
- AI limitations: While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations.
- Equity 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 pupils to use it responsibly.
- Student Empowerment: AI should encourage active engagement, independent thinking, and the development of skills and dispositions for life. The capacity of AI to 'steal the struggle' from students is acknowledged and should be avoided. Students will be taught to use AI to enhance learning, rather than to the detriment of learning.
- Creative Collaboration: We will embrace AI's opportunities to work together to be *creators,* not just content generators.

Appropriate Uses of AI in School (for Students)

This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace. This policy relates to all content creation, including text, artwork, graphics, video and audio.

Unless specifically told *not to* by your teachers, you *can* use AI tools to generate content (text, video, audio, images) that will end up in your coursework, homework, activities and responses. You must acknowledge any use of AI tools in the production of your work. There are situations and contexts within the School where you will be asked to use AI tools to enhance your learning and to explore and understand how these tools can be used.

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

- Please ask your teacher if you need clarification or have questions BEFORE using AI for any assignment.
- You may use AI programs such as ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. You should check and verify ideas and answers against reputable source materials.
- Large language models (LLMs) tend to make up incorrect facts and fake citations. Code generation models tend to produce inaccurate outputs. And image generation models can produce biased or offensive products. You will be responsible for any content you submit, regardless of whether it originally comes from you or was generated by AI.
- You must indicate what part of the assignment was written or created by AI and what was written or created by you. You may not submit any work generated by AI as your own.
- You must sign the AI contract that you understand and agree to these policies.
- The submission of AI-generated work without acknowledgement constitutes plagiarism and violates Manchester High School for Girls' student code of conduct. We reserve the right to use AI plagiarism detectors or our academic judgment to identify unacknowledged uses of AI.

AI Misuse for Examinations

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

…it is important students develop the knowledge, skills and understanding of the subjects they are studying and do not rely on AI. Students must be able to demonstrate 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:

- *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 poor acknowledgement of AI tools*
- *Submitting work with intentionally incomplete or misleading references or bibliographies*

AI Misconduct Policy

You are expected to use AI responsibly, when appropriate, to enhance your learning. If you break this trust by failing to use AI responsibly, there will be consequences for you.

- Any plagiarism or other forms of cheating will be dealt with under Manchester High School for Girls' policies.
- Your AI privileges may be curtailed, even when allowed in your coursework.
- Manchester High School for Girls' policy on plagiarism still applies to any improperly cited use of human work or submission of work by another human as your own.
- When it relates to NEA work, pupils will be required to sign authentication statements, and any suspected misuse of AI will need to be reported to the relevant awarding body.

All cases of academic misconduct will be referred to the Deputy Head (Teaching & Learning). A link to the JCQ policy is provided here. https://www.jcq.org.uk/wp-content/uploads/sites/2/2025/09/AI-Use-in-Assessments_Apr25_FINAL.pdf

Pupil Name _____

Signature _____

Date: _____

Appendix 1
AI Acceptable Use Agreement

Section 1: Introduction

1.1 Purpose of the Agreement
The purpose of this Acceptable Use Agreement for Artificial Intelligence (AI) in Schools is to ensure the ethical, safe, and effective use of AI and data technologies in our educational environment. This Agreement aims to provide clear guidelines for all users—students, teachers, leaders, governors and administrators—on the appropriate use of AI and data technologies in our school.

1.2 Scope of the Agreement
This Agreement applies to all AI and data technologies used in our school, whether they are used for teaching, learning, administration, or other school-related activities. This includes, but is not limited to, AI systems used for assessing work, personalised learning platforms, data analysis tools, and any other AI or data technologies implemented in our school.

1.3 Agreement Statement
Our school is committed to leveraging the benefits of AI and data technologies to enhance teaching and learning while upholding our ethical responsibilities. We believe in the potential of these technologies to support personalised learning, improve educational outcomes, and streamline administrative processes. However, we also recognise the importance of using these technologies in a manner that respects privacy, promotes fairness, and prevents discrimination. This Agreement provides the framework for achieving these goals.

Section 2: Definitions

To ensure a clear understanding of this Agreement, we provide definitions for key terms related to AI and data use in education. These definitions are based on the " Guidelines on the ethical use of artificial intelligence (AI) and data in teaching and learning for Educators" document published by the European Commission in November 2025.

2.1 Artificial Intelligence (AI): AI refers to systems that display intelligent behaviour by analysing their environment and taking actions to achieve specific goals. In the context of education, AI can be used in various ways, such as assessing progress, personalising learning, and analysing educational data.

2.2 Data: In the context of this Agreement, data refers to information collected about students' learning and behaviour in the educational environment. This can include grades, attendance, online activity, and other relevant information.

2.3 Ethical Use: Ethical use refers to the use of AI and data in a manner that respects individual rights, promotes fairness, and prevents discrimination. It also involves using these technologies in a way that is transparent, accountable, and respects privacy.

2.4 Privacy and Data Governance: This refers to the practices and procedures in place to protect the privacy of individuals and ensure the secure and ethical handling of data.

2.5 Technical Robustness and Safety: This refers to the reliability and safety of AI systems. It involves ensuring that these systems function correctly, are secure from cyber threats, and do not cause harm to users or the educational environment.

2.6 Human Agency and Oversight: This refers to the need for human involvement in the use of AI systems. It involves ensuring that decisions made by AI systems can be understood and overseen by humans, and that there are mechanisms in place for human intervention when necessary.

2.7 Societal and Environmental Wellbeing: This refers to the impact of AI and data use on society and the environment. It involves considering the broader implications of these technologies, including their potential effects on social interactions, wellbeing, and the environment.

Section 3: Ethical Use of AI and Data

3.1 Commitment to Ethical Use
Our school is committed to the ethical use of AI and data in all aspects of our educational environment. 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.

3.2 Ethical Considerations
When using AI and data technologies, with the agreement of staff, we consider the following ethical principles:

- Respect for individual rights: We respect the rights of all individuals in our school community. This includes the right to privacy, the right to non-discrimination, and the right to an education that respects their individual needs and abilities.
- Fairness: We strive to use AI and data technologies in a manner that is fair and does not lead to discrimination or unfair outcomes. This includes ensuring that these technologies do not reinforce existing biases or create new ones.
- Transparency: We believe in the importance of transparency in the use of AI and data technologies. This includes being open about how these technologies are used, how decisions are made, and how data is collected and used.

3.3 Key Requirements for Trustworthy AI
In line with the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document, we adhere to the following key requirements for trustworthy AI:

- Human agency and oversight: We ensure that there is always a human in the loop when using AI systems, and that these systems are used to support, not replace, human decision making.
- Technical robustness and safety: We use AI systems that are reliable, secure, and safe to use.

- Privacy and data governance: We have strong data governance practices in place to protect the privacy of our students and staff.
- Transparency: We are transparent about our use of AI and data technologies, and we provide clear explanations about how these technologies work and how decisions are made.
- Diversity, non-discrimination, and fairness: We use AI and data technologies in a manner that respects diversity, prevents discrimination, and promotes fairness.
- Societal and environmental wellbeing: We consider the broader societal and environmental implications of our use of AI and data technologies.

Section 4: AI and Data Use in Education

4.1 Explanation of AI and Data Use in the School Setting
AI and data technologies are used in various ways in our school to support teaching, learning, and administrative processes. For instance, schools typically process substantial amounts of educational data including personal information about students, parents, staff, management, and suppliers. This data is used for various purposes such as resource and course planning, predicting dropout, and guidance.

When students interact with digital devices, they generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. This type of trace data is often used for learning analytics.

4.2 Examples of AI and Data Use in Education
Here are some examples of how AI and data technologies can be used in our school:

- Intelligent Tutoring Systems: These systems provide individualised instruction or feedback to students without requiring intervention from the teacher. They follow a step-by-step sequence of tasks.
- Dialogue-based Tutoring Systems: These systems also follow a step-by-step sequence of tasks but through conversation in natural language. More advanced systems can automatically adapt to the level of engagement to keep the learner motivated and on task.
- Language Learning Applications: AI-based learning apps are used in formal and nonformal education contexts. They support learning by providing access to language courses, dictionaries, and provide real-time automated feedback on pronunciation, comprehension, and fluency.
- Managing Student Enrollment and Resource Planning: AI systems are used to predict and better organise the number of students who will attend in the coming year, assist with forward planning, resource allocation, class allocations, and budgeting.
- Using AI agents for Administrative Tasks: A chatbot virtual assistant on the school's website guides learners and parents through administrative tasks such as enrollment into the school, paying course fees, or logging technical support issues.

Section 5: User Responsibilities

5.1 Ethical and Responsible Use of AI and Data Technologies

- All users of AI and data technologies in our school, including students, teachers, administrators, are expected to use these technologies in a responsible and ethical manner. This includes

respecting the rights of others, including their privacy and intellectual property rights, avoiding any actions that could lead to discrimination or unfair outcomes, and adhering to all relevant laws, regulations, and school policies. Users must ensure that their use of AI and data technologies does not lead to discrimination or unfair outcomes. This includes being aware of any potential biases in these technologies and taking steps to mitigate them.

5.2 Monitoring and Data Use Responsibilities

- Users are responsible for monitoring the results produced by AI systems. This includes regularly reviewing these results to ensure they are accurate and fair, and reporting any concerns or issues to the appropriate person or department. When using data technologies, users are expected to adhere to the school's data use policies and guidelines, ensuring the privacy and security of data at all times.

Section 6: Privacy and Data Governance

6.1 Commitment to Privacy and Data Governance

Our school is committed to protecting the privacy of our students, staff, and community. We understand the importance of data governance in ensuring the ethical use of AI and data technologies. We adhere to all relevant laws and regulations regarding data protection and privacy, including the General Data Protection Regulation (GDPR).

6.2 Data Collection, Storage, and Use

We collect, store, and use data in a manner that respects individual privacy and is necessary for our educational purposes. This includes:

- Ensuring that sensitive data is kept anonymous and access to the data is limited only to those who need it.
- Protecting and storing learner data in a secure location and using it only for the purposes for which the data was collected.
- Having mechanisms in place to allow teachers and school leaders to flag issues related to privacy or data protection.
- Informing learners and teachers about what happens with their data, how it is used, and for what purposes.
- Providing the possibility to customise privacy and data settings.
- Not using school data to train AI models.

6.3 Data Protection

We have implemented measures to protect data from unauthorised access, use, disclosure, alteration, or destruction. This includes technical measures such as encryption and access controls, as well as organisational measures such as staff training and policies.

6.4 Data Access and Control

We respect the rights of individuals to access and control their data. This includes the right to access their data, the right to correct inaccurate data, the right to object to the processing of their data, and the right to have their data deleted in certain circumstances.

6.5 Data Sharing
We only share data with third parties when necessary for our educational purposes and in compliance with all relevant laws and regulations. We ensure that any third parties with whom we share data respect the privacy of our students, staff, and community and have appropriate measures in place to protect the data.

Section 7: Technical Robustness and Safety

7.1 Commitment to Technical Robustness and Safety
Our school is committed to using AI and data technologies that are technically robust and safe. We understand that the reliability and safety of these technologies are crucial for their effective and ethical use in our educational environment.

7.2 Ensuring Technical Robustness and Safety
We have put in place several measures to ensure the technical robustness and safety of the AI systems we use:

- Security Measures: We have sufficient security in place to protect against data breaches. This includes both physical and digital security measures to protect data from unauthorised access, use, disclosure, alteration, or destruction.
- Monitoring and Testing: We have a strategy to monitor and test if any AI system is meeting the goals, purposes, and intended applications. This includes regular reviews of the performance and outcomes of AI systems, as well as audits of data collection, use, and protection practices.
- Oversight Mechanisms: We have appropriate oversight mechanisms in place for data collection, storage, processing, minimisation, and use. This includes having procedures in place to respond to any technical issues or incidents in a timely and effective manner.
- Information Availability: We make information available to assure students and parents of the system's technical robustness and safety. This includes being transparent about how these technologies are used, how decisions are made, and how data is collected and used.

Section 8: Human Agency and Oversight

8.1 Importance of Human Agency and Oversight in AI Use
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. We also believe that individuals should be able to understand and control how AI and data technologies affect them.

8.2 Maintaining Human Agency and Oversight in AI Use
We maintain human agency and oversight in the use of AI through the following guidelines:

- Human-in-the-loop: We ensure that there is always a human in the loop when using AI systems. This means that decisions made by AI systems are always subject to human review and intervention.

- Transparency: We are transparent about how AI and data technologies are used in our school. We provide clear explanations about how these technologies work, how decisions are made, and how data is collected and used.
- Training and Support: We provide training and support to all users of AI and data technologies in our school. This includes training on how to use these technologies ethically and responsibly, how to understand their outcomes, and how to respond to any issues or concerns.
- Monitoring and Oversight: We have procedures in place for the ongoing monitoring of AI and data use in our school. This includes regular reviews of the performance and outcomes of AI systems, as well as audits of data collection, use, and protection practices.

Section 9: Societal and Environmental Wellbeing

9.1 Commitment to Promoting Societal and Environmental Wellbeing
Our school is committed to using AI and data technologies in a way that promotes societal and environmental wellbeing. We understand that these technologies have the potential to impact not only our school community but also the broader society and environment.

9.2 Promoting Societal Wellbeing
We strive to use AI and data technologies in a way that benefits society. This includes:

- Ensuring that the use of these technologies does not harm individuals or society.
- Considering the social and emotional wellbeing of learners and teachers in the use of these technologies.
- Involving students and their parents in decisions about the use of these technologies.
- Using data to support teachers and school leaders in evaluating student wellbeing and monitoring this use.

9.3 Promoting Environmental Wellbeing
We are mindful of the environmental impact of AI and data technologies. We strive to use these technologies in a way that is sustainable and environmentally friendly. This includes considering the energy use of these technologies and seeking ways to minimise their environmental footprint.

Section 10: Violations

10.1: Violations of the Agreement
Violations of this Agreement will not be tolerated. Serious violations of this Agreement that involve unlawful activity, such as theft of proprietary information or misuse of personal data, will be reported to the appropriate authorities.

Section 11: Agreement Review and Updates

11.1 Review and Updates

This Agreement will be reviewed at least annually or as often as necessary to address changes in laws or practices related to AI and data use. Updates will be communicated to all users in a timely manner.

Section 12: Signatures

12.1 Acknowledgment of the Agreement

By signing below, the user acknowledges that they have read, understood, and agree to abide by this Agreement. The user understands that violations of this Agreement may result in disciplinary action.

_____

Signature

_____

Printed Name

_____

Date

Appendix 2

Use of AI to support/enhance learning

- Each department at MHSG has its own policy on use of AI by pupils.
- The departmental policies cover ways in which AI can be used to support learning in specific subjects.
- Teachers will provide suggestions for how AI can be used to support learning in their subject. Teachers may also signpost AI tools that are suitable for student use in their subject.
- When setting homework, teachers will issue instructions on the extent to which AI use is permitted for tasks.
- Pupil use of AI to avoid independent effort and/or to bypass tasks will be actively discouraged by teachers – using AI in this way undermines learning rather than supporting/enhancing it.
- Pupils are expected to be honest about their use of AI and must not attempt to pass off AI generated work as their own – any AI use by pupils must be in accordance with MHSG's Academic Honesty Policy.
- Any use of AI for the production of NEA work must be in accordance with JCQ guidelines and must be appropriately acknowledged.
- Pupils will be given guidance in school about how to use AI safely and ethically.

Appendix 2

Guidance for teachers on reducing the risk of misuse of AI by students.

1. Consider restricting access to online AI tools on centre devices and networks;
2. Ensure access to online AI tools is restricted on centre devices used for exams;
3. Set reasonable deadlines for submission of work and providing reminders;
4. Where appropriate, allocate time for sufficient portions of work to be completed in class under direct supervision to allow the teacher to authenticate all of each student's work with confidence;
5. Examine intermediate stages in the production of work in order to ensure work is underway in a planned and timely manner and work submitted represents a natural continuation of earlier stages;
6. Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident the student understands the material;
7. Consider whether it is helpful to engage students in a short verbal discussion about their work to ascertain they understand it and it reflects their own independent work;
8. Do not accept, without further investigation, work which you suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
9. Issue tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.