

International School of Creative Arts

Safe Use of Artificial Intelligence (AI) Policy

Need a large print copy?

Please ask in the School Office.

Control Page

Document Title	Safe Use of Artificial Intelligence (AI) Policy	
Document Reference	ISCA 48	
Version	6.0	31/07/2024
Author	Executive Director	
Location	J:\9. POLICIES AND PROCEDURES\Approved	
Controller	Head of School	
Approved by	Senior Management Team	
Date of Last Review	September 2025	
Date of next Review	September 2026	

Contents:

Statement of intent.....1

1. Legal framework.....2

2. Roles and responsibilities.....2

3. Data protection and cyber-security4

4. Using AI tools4

5. Misusing AI tools6

6. Exams and assessments8

7. Safeguarding.....9

8. Teaching pupils about the safe use of AI.....9

9. Monitoring and review9

Appendix 1: Common AI tools and tasks

Appendix 2: Artificial Intelligence Factsheet

Statement of intent

At International School of Creative Arts (ISCA), we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI algorithms that generate new outputs based on the data they have been trained on.
- **Misuse of AI** – Any use of AI which means that pupils have not independently demonstrated their own attainment.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Generative artificial intelligence in education'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- JCQ (2023) 'Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications'
- JCQ (2023) 'Suspected Malpractice Policies and Procedures'

This policy operates in conjunction with the following school policies:

- E-Safety Policy
- Data Protection Policy
- Child Protection Policy
- Acceptable Use Agreement
- Assessment Policy
- Examination Policy
- Non-examination Assessment Policy

2. Roles and responsibilities

The **Governing Board** will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of the use of AI tools in the school is up-to-date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.

The **Head of School** will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.
- Working with the governing board to review and update this policy on an annual basis.
- Ensuring that AI practices are evaluated on a regular basis.

ICT technicians will be responsible for:

- Providing technical support in the development and implementation of the school's AI practices, policies and procedures.
- Implementing appropriate security measures.
- Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The **DPO** will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the school.
- Understanding and maintaining awareness of what the use of AI means for data protection in the school.
- Advising the school on how to integrate the use of AI while complying with data protection regulations.

The **DSL** will be responsible for:

- Taking the lead responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.
- Reporting to the governing board about the use of AI tools at least annually and how it links to safeguarding.

All **staff members** will be responsible for:

- Adhering to the E-Safety policy and all other relevant policies.
- Taking responsibility for the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.

- Familiarising themselves with any AI tools used by the school and the risks they pose.

3. Data protection and cyber-security

The school is aware of the data privacy and cyber-security implications that come with using generative AI tools, and will ensure that all AI tools are used in line with the school's Data Protection Policy and E-safety Policy. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

The school will not enter data that is classed as personal and sensitive into AI tools under any circumstances. Any data entered will not be identifiable, and will be considered released to the internet.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's [cyber standards](#) are followed at all times.

The school will:

- Protect personal and special category data in accordance with data protection legislation.
- Not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.
- Review and strengthen cyber security by referring to the DfE's cyber standards.
- Be mindful that generative AI could increase the sophistication and credibility of cyber attacks.
- Ensure that pupils are not accessing or creating harmful or inappropriate content online, including through AI tools.
- Refer to the DfE's [Filtering and monitoring standards for schools and colleges](#) to ensure that the appropriate systems are in place.
- Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with data protection legislation.

If it is necessary to use personal and special category data in AI tools, the school will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data.

The school will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

4. Using AI tools

The school will ensure that AI tools are used appropriately to achieve the following aims:

- To reduce workload
- To free up teachers' time

- To assist with the production of high-quality and compliant administrative plans, policies and documents
- To support the teaching of a knowledge-rich computing curriculum
- To teach pupils:
 - How to use emerging technologies safely and appropriately.
 - About the limitations, reliability and potential bias of AI tools.
 - How information on the internet is organised and ranked.
 - How online safety practices can protect against harmful and misleading content.
 - To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.

Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:

- Inaccurate.
- Inappropriate.
- Biased.
- Taken out of context and without permission.
- Out of date or unreliable.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work, especially if the work is for an assessment, in order to allow teachers and assessors to review how AI has been used and whether it was appropriate. Pupils' references to AI sources will show the name of the AI source and the date that the content was generated.

Pupils will retain a copy of the questions and AI generated content for reference and authentication purposes in a non-editable format, e.g. a screenshot. Pupils will also provide a brief explanation of how AI tools have been used.

When using AI tools, staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum, and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work.

Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought from students over 18; however, for pupils under 18, consent will be sought via their parents.

5. Misusing AI tools

Preventing misuse

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

- Restricting access to online AI tools on school devices and networks, especially on devices used for exams and assessments
- Setting reasonable deadlines for submission of work and providing pupils with regular reminders
- Allocating time for sufficient portions of pupils' work to be completed in class under direct supervision, where appropriate
- Examining intermediate stages in the production of pupils' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material
- Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
- Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
- Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use

Identifying misuse

Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own when attempting to identify a misuse of AI tools.

When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.

- Complexity and coherency.
- General understanding and working level.
- The mode of production, i.e. whether the work was handwritten or word-processed.

Staff members will be aware of and look out for potential indicators of AI use, which include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not be appropriate to the working or qualification level.
- A lack of direct quotations and/or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.
- The submission of pupil work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Where necessary, the school will make use of the programmes and services that are able to analyse content and determine the likelihood that it was produced by AI such as, for example:

- Turnitin AI writing detection (<https://www.turnitin.com/solutions/topics/aiwriting/ai-detector/>)
- Copyleaks (<https://copyleaks.com/ai-content-detector>)
- GPTZero (<https://gptzero.me/>)
- Sapling (<https://sapling.ai/ai-content-detector>)
- New AI Classifier (<https://openai.com/index/new-ai-classifier-for-indicating-ai-written-text/>)
- The Giant Language Model Test Room – GLTR (<http://demo.gltr.io/client/index.html>)

6. Exams and assessments

The school will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding exams and assessments. The school will follow the Examination Policy and the Non-examination Assessment Policy at all times, and ensure that these policies address the appropriate and inappropriate use of AI tools.

Pupils will be made aware of the appropriate and inappropriate uses of AI tools, and the consequences of its misuse. Pupils will be made aware that it is not acceptable to submit work that has been produced with an AI tool, and of the school's approach to plagiarism and malpractice. Pupils will also be made aware of the risks of using AI tools to complete exams and assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/or harmful answers.
- Submitting work that contains fake references.

The school will ensure that pupils are issued with, and fully understand, the JCQ [Information for Candidates](#).

Teachers, assessors and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing pupils' use of AI tools in the school.

Pupils will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the pupil is able to demonstrate that the final submission is the product of their own independent work and thinking.

Pupils will be made to understand what AI misuse is, and that it unacceptable. Pupils will be made aware of the consequences of submitting a false declaration, and any AI misuse that is detected after a declaration has been signed will be reported to the relevant awarding organisation. The misuse of AI constitutes malpractice, as defined in the JCQ '[Suspected Malpractice: Policies and Procedures](#)'. Pupils will be made aware that possible sanctions for committing malpractice through the misuse of AI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. Misuse of AI tools includes, but is not limited to, the following:

- Copying or paraphrasing sections, or whole responses, of AI generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations
- Failing to acknowledge the 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 and/or bibliographies

The school will not, under any circumstances, accept work which is not the pupils' own.

7. Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the procedures set out in the Child Protection Policy and the E-Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's [filtering and monitoring standards](#).

8. Teaching pupils about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils will gain foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

The school will:

- Teach pupils how to use AI tools safely and appropriately, referencing work and avoiding plagiarism.
- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.

Pupils will be supported to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

9. Monitoring and review

The governing board and Head of School will review this policy in full on an annual basis, and following any incidents that occur due to the use of AI tools, e.g. data protection or cyber-security.

Common AI tools and tasks

AI chatbots are AI tools which generate text in response to user prompts and questions.

Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

Answering questions

- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com/auth/login>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Google Bard (<https://bard.google.com/>)
- Claude (<https://claude.ai/>)

There are also AI tools which can be used to generate images, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI)(<https://openai.com/dall-e-2/>)

There are also AI tools which can be used to generate music. These include:

- Soundraw (<https://soundraw.io/>)
- wavtool (<https://wavtool.com/>)
- Musicfy (<https://create.musicfy.lol/>)

A word of warning

AI tools are evolving quickly but there are still limitations to their use, such as producing inaccurate or inappropriate content.

- AI chatbots have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon.
- AI chatbots often produce answers which may seem convincing but contain incorrect or biased information.
- Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.

Artificial intelligence (AI)

AI isn't new

Artificial intelligence (AI) is the use of computer systems to solve problems and make decisions. It's already a part of everyday life – you've probably already used it in the form of personalised suggestions on social media, shopping sites or route-planning apps.

However, the technology is developing rapidly and throwing up many new applications and challenges for schools.

What's generative AI?

Generative AI takes a written prompt and runs it through an algorithm to generate new, 'natural'-seeming content. Tools include:

- Chatbots such as ChatGPT, Google Bard and Grammarly Go, which generate text
 - Text-to-image programs like DALL-E and Midjourney, which create images
-

We have reviewed our policies

- **Exams/assessment/coursework/plagiarism** policy: The [Joint Council for Qualifications](#) classifies AI misuse – where a pupil submits AI-written work as their own – as malpractice. In our policies and in the Student Handbook, ISCA has updated our its definitions of plagiarism to make this clear.
-

Explain our rules on AI use to pupils

Make sure your pupils know that using AI without crediting it is not allowed in exams, coursework or any work that's internally assessed to count towards a qualification. They must learn to reference AI use correctly and appropriately (see [JCQ Guidelines](#) for details on how to do this). Remind pupils of this when they have exams and coursework coming up.

Have an open dialogue with pupils about how and when AI tools can be used to support learning, and when it shouldn't be used.

Pupils need to know that **AI responses always need to be challenged** and checked against other sources (and their own knowledge) because:

- AI is actually pretty dumb! Chatbots have been developed to produce responses on the statistical likelihood of the language selected being an appropriate response. AI tends to go for the simplest answers possible, meaning responses cannot be relied upon.
-

- Answers can seem convincing but may contain errors or biased information. Some chatbots have been known to produce dangerous/harmful answers (i.e. significant bias) or produce fake references to books/articles by real or even fake people.
- Chatbots generally base their answers on a set of data available up to 2021. Anything after that will not have been captured, so responses that need to be fully up-to-date (for example, current affairs) will not be entirely accurate.

To prevent AI misuse on course work and non-exam assessments, tell pupils that the school will:

- Ensure that access to online AI tools is restricted on devices used for exams.
- Set reasonable deadlines for work submissions.
- Allocate time for sufficient portions of work to be done in class under supervision.
- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that submissions represent a natural continuation of earlier stages of work.
- Introduce classroom activities that use the level of knowledge and understanding achieved during the course so that the teacher can be confident that pupils understand the material.
- Consider whether it's appropriate and helpful to engage pupils in discussions about their work to ascertain that they understand it and that it reflects their own work.
- Not accept, without investigation, work which staff suspect has been taken from AI tools.
- Issue tasks which are topical, current and specific and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Where possible, support pupils to find age-suitable tools and resources and use them appropriately, without relying on them too much. For example:

- Use the Year Group Tutorials to teach pupils how and when to use an appropriate tool
- Discuss the issue if a pupil brings it up in class or submits AI-generated work

Never enter sensitive information into an AI tool

Continue to follow our data protection principles and rules and be aware that any text entered into an AI tool is potentially being made public. If you're using AI for any reason, don't enter any personal or sensitive data.

Our school may also be targeted by fraudulent emails, such as 'phishing attacks', which are AI-generated and very convincing. Look out for the following signs:

- Email addresses that don't match the contact details you have on file
- Poor spelling and grammar, including American spellings, or an overly formal tone
- Messages demanding urgent, time-sensitive action
- Suspicious links, for example containing strings of numbers
- Generic introductions (e.g. Dear Sir or Madam)

Report any suspicious emails to our data protection officer, **Iuliana Ancuta**.

AI could save you time ...

You can use AI to cut down on some of your workload. For example, it could help you:

- Create a comment bank to use when writing reports
 - Write quiz questions to check pupils' knowledge
 - Create revision cards
 - Summarising points and condensing long texts into bullet points (for use in presentations, for example)
-

... but it's not always reliable ...

AI tools are only as accurate as the information they are trained on. They may generate responses that are incorrect, biased, or inappropriate.

Many tools are based on a defined set of information, so won't be able to accurately give you answers about information that has changed after their data was inputted – for example, statutory policy requirements or current events.

... so it's important to check all AI-generated results carefully

You can use AI tools as a starting point, but you should always check and adapt the results so they are:

- Taking the best interests of staff, pupils and the school into account
 - In line with ISCA policies, procedures and guidelines that cover generative AI:
 - Safe Use of Artificial Intelligence (AI) policy
 - Non-examination Assessment policy
 - Examination policy
 - E-Safety policy
 - Student Handbook
-