



ST ALBANS GIRLS' SCHOOL

Use of Generative AI Policy

GB sub-committee: Curriculum, Assessment & Standards Committee

Co-ordinator: Miss R Cardani, Mr J Hughes

Last Reviewed: New Autumn 2024

Next Review: Autumn 2026

Signed by:
Margaret Chapman
Head Teacher

Signed by:
Claire Barnard
Chair of Governors

1. RATIONALE

- 1.1** This policy outlines the principles and guidelines for the use of Generative Artificial Intelligence (AI) at St Albans Girls' School. Generative AI refers to technology that can create new content based on large volumes of data from various sources. This policy aligns with the school's digital strategy and relevant government guidance.
- 1.2** Generative AI tools like ChatGPT and Google Bard are built on large language models (LLMs) and can significantly reduce workload, increase efficiency, and enhance the quality of written communications.

2. AIMS

- 2.1** To integrate Generative AI into the school's digital strategy, ensuring its use complements other policies such as Blended Learning, Acceptable Use of ICT, Online Safety, and Remote Learning
- 2.2** To ensure the use of Generative AI adheres to Joint Council for Qualifications (JCQ) regulations and exam policies
- 2.3** To promote transparency and clarity about the school's approach to AI
- 2.4** To provide guidelines for responsible and ethical use of Generative AI by staff and students.

3. PROCEDURES

- 3.1** **Staff Usage:** Staff may use Generative AI tools to create written text or resources for internal or external publications. All text and resources produced must be checked for factual accuracy, quality, utility, language appropriateness, readability, and coherence by the staff member responsible. It is not required for staff to declare every use of AI when it forms a part of their day-to-day work. Staff should also be mindful of potential biases that can come with the use of Generative AI and ensure content is unbiased and inclusive.
- 3.2** **Modelling Responsible Use:** Teachers are expected to model responsible and ethical use of Generative AI, integrating it into lessons to enhance teaching and learning without compromising academic integrity.
- 3.3** **Data Protection:** Adherence to GDPR is mandatory. Staff must ensure no identifiable student characteristics are entered into AI tools without explicit approval per the school's Data Protection and Online Protection Policy.

3.4	Student Usage: Teachers and curriculum areas must outline clear expectations for students regarding the appropriate use of Generative AI, inspiring creativity and original thinking rather than direct content creation. Misuse by students constitutes plagiarism and will be addressed according to the school's consequences ladder.
3.5	Assessment Guidance: When completing any work to be submitted for external assessment, use of AI is subject to JCQ regulations and exams policies must be adhered to at all times
3.6	Curriculum Integration: As part of the Computing curriculum at Key Stage 3, students will learn about Generative AI, including ethical and safety concerns.
4. MONITORING	
4.1	The Senior Leadership Team is responsible for implementing and overseeing this policy, ensuring alignment with educational objectives, legal obligations, and ethical standards.
4.2	The Senior Leadership Team is also responsible for promoting an organisational culture that values responsible AI usage, maintaining a balance between innovation and ethical considerations. They will work collaboratively with teachers, pupils, and experts, ensuring that all AI processes adhere to the laid down policy. The team will also be responsible for addressing any concerns related to the use of generative AI brought to their attention by any member of the school community.
4.3	Regular reviews will be conducted to adapt to the evolving nature of AI technology.
4.4	The school will maintain transparency regarding its use of AI technologies via the school website.
4.5	St Albans Girls' School monitors and reviews its policies and procedures on a regular basis to ensure that there is compliance.



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Equality Impact Analysis

When reviewing all schools' policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

Title of Policy: Use of Generative AI

Date: Autumn 2024

EIA Carried Out By: Miss R Cardani & Mr J Hughes

GB sub-committee: Curriculum, Assessment & Standards Committee

1. Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented

- **Policy contains information about:**
- Overall aims and objectives?
- What is the proposed change?
- Who is intended to benefit from the proposal and in what way?
- Outcomes of the policy?
- How will it be put into practice and who is responsible for this?

The policy aims at clarifying the ways in which Generative AI could be used within the school to the benefit of students personal development and educational outcomes as well as supporting positive teacher workload

2. Assessment of Impact? *To include impact of policy, any plans needed to mitigate any negative impact, equality issues to be addressed*

Characteristic	Group	Effect/Impact
Age	The policy is designed to be inclusive of all age groups within the school community, including students, staff, and visitors. It ensures that students at Key Stage 3 receive education about AI, which promotes digital literacy from a young age.	
Disability	The policy adheres to GDPR, ensuring that no identifiable student characteristics, including disabilities, are entered into AI tools without explicit approval. This protects students with disabilities from potential misuse of their data. Teachers are encouraged to model the use of AI responsibly, which can include creating accessible content for students with disabilities.	

Gender Reassignment	The policy does not specifically address gender reassignment. However, it promotes a respectful and inclusive environment by ensuring that all AI-generated content is checked for appropriateness and inclusivity.
Marriage/Civil Partnership	None
Pregnancy/Maternity	The policy does not specifically address pregnancy and maternity. However, it ensures that staff and students' needs are considered, and AI tools can be used to support flexible working and learning arrangements.
Race	The policy ensures that all AI-generated content is checked for language appropriateness and coherence, reducing the risk of biased or culturally insensitive material being used. It also promotes diversity by ensuring AI tools are used ethically and responsibly.
Religion or Belief	The policy ensures that all AI-generated content respects religious beliefs and practices by mandating checks for appropriateness.
Sex	None
Sexual Orientation	The policy promotes inclusivity and ensures that AI-generated content is respectful of all sexual orientations.

3. Consultation	
<ul style="list-style-type: none"> ● New policy contains information about: ● Policy audience, expected actions and outcomes ● Consultation and communication process ● Accessibility for all ● Fair access to the consultation process ● Lessons learnt from previous consultation, if appropriate 	The policy aims to ensure an informed approach to the use of generative AI throughout the school community. It will be shared with staff through CPD and briefings and to students via curriculum areas and pastoral teams.
4. Decision	
<ul style="list-style-type: none"> ● Should the new proposal/policy be agreed and any impacts identified following consultations? ● What reasonable adjustments are required? 	
5. Action Planning	
<ul style="list-style-type: none"> ● Any actions identified to address inequality for different groups? ● Any actions identified to promote equality and diversity? 	Regular training will be provided to staff on ethical AI use and its implications for equality and diversity.

<ul style="list-style-type: none"> Where are these actions recorded and who is responsible for them? 	Regular reviews of the policy will be conducted to identify and address any unintended negative impacts on protected characteristics.
6. Monitoring and Review	
<ul style="list-style-type: none"> When will the impact assessment be reviewed? Who is responsible? 	<p>Date: Autumn 2026</p> <p>Name: Miss R Cardani & Mr J Hughes</p>
7. Publication of the results of the impact assessment	
<ul style="list-style-type: none"> Results of EIA are published – where and when? The results are kept as a public record of the EIA – where and when? 	With Policy