Medina College

Artificial Intelligence (AI) Policy

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Medina College Artificial Intelligence (AI) Policy

1. Introduction

Artificial intelligence is increasingly part of education, employment and everyday life. Used appropriately, it can support teaching, learning, creativity, accessibility and staff workload. Used poorly, it can create risks relating to safeguarding, assessment, accuracy, bias, privacy, intellectual property, cyber security and students' development as independent learners.

Our approach reflects our values of Ambition, Courage, Confidence and Kindness:

- Ambition – using technology purposefully to enhance learning and opportunity while maintaining high expectations.
- Courage – exploring new technology thoughtfully, questioning its outputs and challenging unsafe or inappropriate use.
- Confidence – developing the knowledge and judgement to use AI critically and responsibly rather than becoming dependent upon it.
- Kindness – respecting others, protecting privacy and intellectual property, and avoiding harm, discrimination or deception.

This policy does not seek to prohibit AI or encourage its use simply because it is available. AI should be used where it has a clear educational or operational purpose while protecting expert teaching, human relationships, independent thinking and professional judgement.

AI should support human expertise, creativity and decision-making, not replace them.

2. Purpose and Scope

This policy establishes expectations for the safe, ethical and responsible use of AI by students and staff, including its use in teaching, learning, assessment, administration and school systems.

It applies to:

- students and staff;
- governors, volunteers and contractors where relevant;
- school-owned devices and systems;
- approved AI tools and AI features within existing software; and
- school-related use of publicly available AI services.

Existing Acceptable Use and Cyber Security requirements continue to apply.

This policy should be read alongside the school's Safeguarding, Online Safety, Acceptable Use, Behaviour, Assessment, Examinations, Data Protection and Cyber Security policies.

3. Principles for AI Use

AI use within the school will follow six principles:

Purpose

AI should be used where it adds clear educational or operational value.

Human responsibility

The person using AI remains responsible for the final outcome. AI-generated material must be checked for accuracy, appropriateness, bias and suitability.

Learning

AI should develop thinking rather than replace it. Students should not use AI to avoid the knowledge, practice or thinking that a task is intended to develop.

Safety

Safeguarding, privacy, security and wellbeing take priority over convenience.

Transparency

Staff and students should be open about significant AI use where this affects work, assessment, decisions or communication.

Equity

AI should improve access without creating unfair advantage, discrimination or unnecessary dependency.

Human relationships remain central. AI is not a replacement for teachers, pastoral staff, safeguarding staff or other trusted adults.

4. Approved AI Tools

The school will maintain an Approved AI Tools Register as part of its wider arrangements for approved software and digital services.

Before introducing a tool, the school will consider its:

- educational purpose;
- age requirements;
- safeguarding and filtering arrangements;
- privacy and data processing;
- cyber security and access controls;

- intellectual-property arrangements;
- accessibility and equality implications;
- potential impact on learning and cognitive development;
- emotional, social and mental-health risks;
- reporting arrangements; and
- contractual, DPIA and withdrawal requirements.

Staff must use approved systems where school, staff or student information is being processed.

A service being popular or freely available does not mean that it is approved for school use.

Google Gemini is an approved AI tool when accessed through the school's Google Workspace for Education account. Google provides enterprise-grade data protection for education users; prompts, uploaded files and responses are not used to improve generative AI models or reviewed by human reviewers.

Microsoft Copilot is also an approved AI tool when accessed through the school's Microsoft 365 work or school account and where enterprise data protection is active. Prompts, responses and organisational data are protected within the Microsoft 365 service environment and are not used to train the underlying foundation models.

Staff must therefore use school-approved AI platforms through their school accounts when working with school information.

Other AI tools, personal accounts or publicly available AI services must not be used to enter, upload or process confidential, sensitive or personal information unless the service has been formally approved by the school. Doing so may result in information being processed outside the school's agreed data-protection arrangements and could create a risk of a personal data breach.

Regardless of the platform being used, staff should only share personal or confidential information with an AI system where this is necessary, proportionate and permitted under the school's data-protection policies and procedures.

5. Staff Use of AI

AI may support appropriate professional activity including:

- planning and resource development;
- generating questions, examples and explanations;
- adapting resources;
- administrative drafting;
- summarising non-confidential information;
- first drafts of communications;

- translations;
- coding or technical support; and
- reducing repetitive administrative tasks.

Staff remain professionally responsible for anything they use or communicate.

AI-generated material must therefore be checked for:

- factual and subject accuracy;
- age appropriateness;
- safeguarding implications;
- bias or stereotypes;
- fabricated references or quotations;
- copyright;
- accessibility; and
- whether it genuinely supports the intended purpose.

Professional judgement

AI must not make the final decision in significant matters concerning an individual, including:

- safeguarding;
- SEND provision;
- behaviour sanctions;
- suspension or exclusion;
- grading;
- admissions;
- recruitment; or
- staff performance or disciplinary matters.

Communications

AI may assist with drafting correspondence, but the member of staff remains responsible for the final communication.

Identifiable or confidential information must not be entered into an unapproved AI tool. Final communications must be sent through the school's approved communication systems.

6. Student Use of AI

We want students to become AI-literate rather than AI-dependent.

Students should learn when AI can support their learning, when it may hinder it and when it should not be used.

Students may use AI for school work only where:

- the teacher or task permits it;
- the tool is appropriate for their age;
- safeguarding arrangements are suitable; and
- use complies with this policy.

Students remain responsible for the work they submit.

6.1 SEND, accessibility and reasonable adjustments

AI can provide valuable support for some students with SEND and other additional needs. Appropriate uses may include:

- presenting information in a different format;
- simplifying or clarifying language;
- text-to-speech or speech-to-text support;
- vocabulary support;
- breaking a task into manageable steps;
- providing alternative explanations;
- supporting planning and organisation; or
- other accessibility functions.

AI should be used to remove barriers to learning, not remove the learning itself.

Where AI forms part of a reasonable adjustment or established support strategy, staff should make clear what use is permitted. Students should not be disadvantaged because they appropriately use technology to access learning.

For formal examinations and assessed work, any use must comply with JCQ access-arrangement and assessment requirements. AI cannot be used as an unauthorised substitute for the student's own knowledge, understanding or assessed skill.

AI must not make decisions about a student's SEND provision, need, diagnosis or support. These remain matters for appropriately qualified staff working with the student and family.

7. AI and Student Work

Teachers should make expectations clear when setting significant independent work.

GREEN – AI may be used

AI may form part of the learning activity, for example:

- brainstorming;
- asking questions;

- testing understanding;
- receiving hints;
- comparing approaches;
- practising conversation;
- exploring explanations; or
- generating material to critique.

Students must still think critically about the output.

AMBER – Limited AI support

AI may help with specific aspects of the task but must not produce the final work.

For example:

- planning questions;
- identifying areas for research;
- explaining a concept;
- feedback on a student's own draft; or
- identifying possible errors.

Teachers should state what is permitted.

RED – No AI

AI must not be used where the purpose is to assess the student's independent knowledge or skill.

This is likely to include:

- tests;
- examinations;
- controlled assessments;
- specified coursework or NEA;
- work used to establish unaided ability; or
- any task explicitly designated as no-AI.

If students are unsure, they should ask before using AI.

8. Independent Learning and Homework

Homework should enable students to develop and demonstrate their own knowledge and thinking.

Teachers may use approaches such as:

- staged drafting;
- checking planning or intermediate work;
- discussion or verbal explanation;
- supervised elements;
- retrieval practice without AI; and
- asking students to evaluate AI-generated information.

Students should be able to explain the work they submit.

If you could not explain it yourself, you should not present it as your own.

9. Examinations, Coursework and NEA

The school will comply with current **JCQ and awarding-organisation requirements**.

Students must not:

- submit AI-generated work as their own;
- use AI to perform thinking or analysis they are required to demonstrate themselves;
- conceal or misrepresent AI use;
- use fabricated AI references; or
- use AI where assessment rules prohibit it.

Where AI use is permitted and must be acknowledged, students should retain:

- the tool used;
- date of use;
- prompt or question;
- relevant response; and
- explanation of how it contributed to the work.

Teachers should authenticate work using professional knowledge of the student, drafts, discussions and other available evidence.

AI-detection software must not be treated as definitive proof of misuse.

AI must not be the sole marker of work contributing to a qualification. Professional responsibility remains with the teacher or assessor.

10. Safeguarding and Online Safety

AI use forms part of the school's wider safeguarding and online-safety arrangements.

Risks may include:

- inappropriate or harmful content;

- misinformation;
- bullying and harassment;
- manipulated sexual or abusive imagery;
- impersonation and deepfakes;
- grooming or coercion;
- harmful instructions;
- fraud or scams;
- self-harm or suicide-related content;
- unhealthy emotional dependence on AI;
- extremist content; and
- disclosure of personal information.

AI must never be presented as a confidential replacement for a trusted adult.

Students should understand that an AI system does not have human understanding, professional responsibility or a duty of care.

AI education will form part of the school's wider safeguarding and online safety curriculum. Students will be taught, in an age-appropriate and progressive way, how AI works, the limitations of AI-generated content and the risks associated with its use, including misinformation, deepfakes, harmful or inappropriate content, grooming or coercive interactions, scams, privacy breaches and unhealthy emotional dependence on AI systems. This teaching will reinforce that AI does not have human understanding, professional responsibility or a duty of care, and should never be treated as a replacement for a trusted adult. Students will also learn how to protect personal information, question and verify AI-generated content, recognise unsafe or manipulative interactions and report concerns. Delivery will be reinforced through relevant curriculum areas, personal development and online safety education so that students develop the knowledge and confidence to use AI safely and responsibly.

Filtering and monitoring arrangements will take account of AI tools and AI-generated content, including emerging risks associated with dynamic text, image, audio and video content.

Safeguarding concerns must be reported through the school's normal safeguarding procedures.

11. Data Protection, Privacy and Copyright

AI use must comply with the school's Data Protection Policy and privacy notices.

Personal, confidential or special-category information must not be entered into an unapproved AI service. This includes:

- names and contact details;

- health, SEND or safeguarding information;
- behaviour or assessment records;
- photographs and recordings;
- passwords;
- confidential school information; and
- commercially sensitive information.

Where an approved AI system processes personal data, the school will establish the appropriate lawful basis, security, contractual arrangements, retention arrangements, privacy information and DPIA requirements.

Staff and students must also respect copyright and intellectual-property rights. School resources, examination material, published resources and student work must not be uploaded where this would unlawfully allow it to be retained, reused or used for model training.

12. Cyber Security

AI may increase both defensive capability and cyber-security risk.

Users must not:

- enter passwords, authentication information or API keys into public AI tools;
- disclose confidential network information;
- use AI to bypass security controls;
- install unauthorised AI software, extensions or applications; or
- deploy AI-generated scripts or code on school systems without appropriate technical review.

AI-related security incidents must be reported through established IT and cyber-security procedures.

13. Equality, Bias and Inclusion

AI outputs can contain inaccuracies, stereotypes and bias.

Staff and students should critically evaluate outputs, particularly where they concern protected characteristics, culture, religion, disability, SEND, gender or socioeconomic background.

AI must not be assumed to be neutral simply because it was produced by technology.

The school will consider accessibility, equality and the Public Sector Equality Duty when approving and using AI systems.

14. Misuse

AI must not be used to:

- cheat or misrepresent work;
- impersonate another person;
- bully, intimidate or harass;
- create harmful manipulated images, audio or video;
- generate discriminatory or abusive material;
- bypass filtering or security;
- generate malicious software;
- gain unauthorised system access; or
- disclose another person's private information.

Responses will depend on the nature of the concern and may involve learning conversations, re-completion of work, behaviour procedures, safeguarding procedures, examination malpractice procedures or referral to external agencies.

The aim is both accountability and education.

15. Reporting Concerns

Concerns involving AI should be reported through the school's existing procedures:

- **Safeguarding concern:** report immediately through safeguarding procedures to the DSL.
- **Personal-data concern or suspected breach:** report in accordance with the Data Protection Policy and inform the DPO.
- **Cyber-security or technical concern:** report to IT through the established reporting route.
- **Assessment or examination concern:** refer through the school's examination and malpractice procedures.
- **Student behaviour concern:** follow the Behaviour Policy.

Staff should not attempt to investigate serious safeguarding, data-protection or cyber-security incidents themselves unless this forms part of their designated responsibilities.

16. AI Education and Staff Training

Students will progressively develop understanding of:

- how AI works;
- misinformation and hallucinations;
- verifying information;

- bias;
- deepfakes;
- privacy;
- copyright;
- academic integrity;
- cyber security;
- responsible use; and
- when not to use AI.

Staff training will cover these areas together with safeguarding, data protection, approved tools, assessment requirements and professional responsibilities.

The aim is to develop confident users who can question, evaluate and use AI intelligently rather than accept its output uncritically.

17. Roles and Responsibilities

Governing Body / Trust / IEB

Provides strategic oversight and seeks assurance that appropriate safeguarding, data, security and educational controls are in place.

Executive Headteacher and Co-Heads of School

Are accountable for the school's overall implementation of this policy.

DSL

Oversees AI-related safeguarding risks and appropriate filtering and monitoring arrangements.

DPO

Advises on lawful processing, privacy, DPIAs and data breaches.

IT

Provides technical security, access controls, filtering, monitoring and incident support.

Exams Officer / Head of Centre

Ensures compliance with current JCQ and awarding-body requirements.

All staff and students

Must comply with this policy, protect information, use AI responsibly and report concerns appropriately.

18. Monitoring and Review

The school will review this policy at least annually and earlier where required because of:

- new DfE, KCSIE, Ofqual or JCQ guidance;
- significant developments in AI;
- introduction of a new AI system; or
- safeguarding, data-protection, cyber-security or educational concerns.

The school will monitor the impact of AI use on teaching, learning, safeguarding, equality and workload and adapt its approach as technology and guidance develop.