



# Responsible AI Usage Policy

Reviewed: By the Full Governing Board

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Policies linked to:

Acceptable Use	Literacy	eSafety
Assessment and Feedback	Homework	GDPR and data Protection
LHS Exams	Curriculum	

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## Purpose and Scope

This policy outlines the responsible and ethical use of AI at Lutterworth High School, supporting the educational experience while aligning with DFE and JCQ guidelines on academic malpractice.

At Lutterworth High School, we are dedicated to empowering students and staff through the responsible and innovative use of AI. We envision a learning environment where AI enhances creativity, fuels curiosity, and supports personalised education. By integrating AI thoughtfully, we prepare our students with the skills, ethical understanding, and adaptability needed to thrive in a dynamic world, fostering a future-ready community that values critical thinking, collaboration, and lifelong learning.

This policy draws upon current UK guidance that includes:

[Generative artificial intelligence \(AI\) in education - GOV.UK](#)

[The Key – AI in schools](#)

[JCQ – AI in assessments](#)

This policy should be viewed in conjunction the following LHS policies:

- Acceptable use policy
- Assessment and Feedback Policy
- LHS Exam policies
- Literacy Policy
- Homework Policy
- Curriculum Policy
- eSafety Policy
- GDPR and Data Protection Policy

## Responsible AI Use at Lutterworth High School:

- School leadership: responsible for providing resources, guidance, and support for the implementation of the policy.
- Teachers: responsible for implementing the policy in their classrooms, including providing instruction on the ethical and responsible use of AI technologies.
- Administrative staff: responsible for ensuring that AI technologies are used in compliance with the policy, including data privacy and security policies.
- Students: responsible for using AI technologies in an ethical and responsible manner, as outlined in this policy.
- Parents/Guardians: responsible for supporting their children's appropriate and ethical use of AI technologies in compliance with this policy.

## Good Practice

1. **Lesson Planning:** Staff may use AI tools to generate lesson ideas, discussion prompts, or scaffolded materials. Teachers should ensure all outputs are reviewed for accuracy and appropriateness. Tools used within school are, but not limited to:

- ChatGPT
- Apple AI
- Bing image tool
- Diffit
- Study block.AI

2. **Supporting Learning:** Teachers may introduce AI-driven resources to illustrate complex concepts, particularly in subjects like computer science, creative writing, and history. All resources should supplement rather than replace quality first teaching.

3. **Student Research and AI Use:** Teachers may encourage students to use AI as a research tool to gather background information or explore topic summaries. They should emphasise cross-referencing AI-sourced content with reliable sources and practising critical analysis.

4. **Writing Assistance:** AI tools, if used, should serve to refine writing through grammar suggestions and structuring tips. Drafting, research, and analytical work must remain the student's own, supporting JCQ requirements against malpractice in assessments.

5. **Collaborative Exercises:** AI can assist in collaborative exercises, like generating discussion questions, helping students develop critical thinking and teamwork skills.

6. **Reducing workload:** When used appropriately, AI has the potential to transform the education sector by reducing workload and streamlining administrative tasks. This can free up valuable time for school leaders, enabling them to focus on being more visible, supportive, and effective in their roles. For teachers, AI can alleviate time-consuming tasks, allowing them to devote more attention to delivering high-quality teaching.

## Alignment with JCQ Requirements and Malpractice Prevention

To comply with the JCQ guidance on AI use in assessments, we will:

1. **Educate and Inform:** Ensure students and staff understand AI's limitations and risks, such as the potential for bias and misinformation.
2. **Integrity and Fairness:** Set clear rules on AI use, especially prohibiting it where it could affect assessment validity.
3. **Monitor Usage:** Establish methods to monitor and verify AI usage in assignments.
4. **Policy and Transparency:** Clearly communicate AI policies to students and integrate these into academic honesty policies.

For full details, refer to the JCQ document [\[here\]](https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf)([https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments\\_Feb24\\_v6.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf)).

## Procedure for Suspected Misuse of AI

If a teacher suspects a student has used AI dishonestly, the following steps should be taken:

1. *Gather Evidence:* Review the student's work for indications of AI-generated content, such as inconsistent writing style, unusual phrasing, or inaccuracies. Talk to the student about any concerns you may have. This is an opportunity to teach good practice to the student.
2. *Consult with the Student/ Parent:* Contact child, parents or carers explaining your concerns with the work produced, how they can support their child in producing suitable work and if required, due to repeat incidents, meet with them and the child.
3. *Assess Originality:* If necessary, use plagiarism-detection software or other verification processes that may highlight unusual phrasing or patterns typical of AI output. An example of when this may be necessary is for an NEA assignment.
4. *Report to Senior Leadership:* If concerns persist, document findings, and consult with the curriculum leader or senior leadership. Share the evidence, including any notes from discussions and originality checks.
5. *Follow JCQ Guidelines:* Senior staff should refer to JCQ guidelines on malpractice for consistent action. If AI use is confirmed as dishonest, apply school examination policies on academic integrity, ensuring students understand the implications and consequences of misuse or potential malpractice.
6. *Educational Follow-up:* Where necessary, provide feedback to students on responsible AI use, referencing this in future coursework to ensure clarity on academic integrity.

## Data Protection and Privacy

Sensitive information should not be entered into AI tools. Consent will be secured for using any student data in AI resources, ensuring compliance with data protection standards. All use of data must be consistent with the procedures documented under the GDPR policy.

## Digital Literacy and Online Safety

Students will receive AI literacy training, covering responsible use, critical analysis, and understanding the ethical dimensions of AI. Online safety training will be incorporated, focusing on evaluating AI-generated information. Students will learn about this in Computing lessons and PSHE.

## Ethical Considerations

- LHS acknowledges the potential advantages of integrating artificial intelligence (AI) technologies into the educational setting. This policy provides a framework of principles and guidelines to ensure the responsible use of AI within our school community, aligning with the standards established by the Joint Council for Qualifications (JCQ) and the Department for Education (DfE).
- The school will clearly communicate the ways in which AI technologies are being implemented, including information about their purpose, functionality, and effects on students and staff. Defined lines of accountability will guide the use of AI within the school to ensure appropriate oversight and responsible decision-making.
- Human oversight and control will always be maintained over AI systems, especially in decision-making processes that could influence students' educational experiences. Staff and students will receive necessary training to understand and interpret AI outputs, including awareness of the technology's limitations and potential biases. We will conduct regular assessments of AI systems to identify and mitigate any biases that could lead to unfair treatment, particularly with respect to gender, ethnicity, or socio-economic status.

## Review and Monitoring

The policy will be reviewed regularly to keep pace with AI advancements, maintain alignment with JCQ and regulatory standards, and ensure continued support for effective and ethical AI use in education.

This policy serves as a framework for using AI to enrich the learning environment while adhering to JCQ guidelines on academic integrity and malpractice prevention.