

AI POLICY

AI Policy

Contents

1. Introduction
2. Core principles
3. Guidance for Staff
4. Guidelines for Students
5. Risk management
6. Future Skills Development
7. Feedback, evaluation and continuous improvement
8. AI governance
9. Conclusion

Annex A

1. Introduction
2. Principles
3. Things to remember
4. Essential steps when you use generative AI to assist in producing your work
5. How to acknowledge AI in your work

AI POLICY

1.1 Introduction

1.1 At Manor Green School (MGS), we recognise the potential for Artificial Intelligence (AI), particularly generative AI (e.g., ChatGPT), to transform how our schools are managed and how students learn. This policy outlines our approach to integrating AI responsibly into how we run our schools and how we deliver learning, enabling everyone to benefit from new technologies, educating them about safe, responsible and ethical AI use.

1.2 We recognise the guidance set out in the [Department for Education's Statement on Generative Artificial Intelligence in Education](#). This policy has been informed by that guidance.

1.3 All users of generative AI will comply with relevant laws, regulations, policies and guidelines governing [Keeping Children Safe in Education](#), intellectual property, copyright, data protection and other relevant areas. We will prioritise the safeguarding of our students and their online safety and will not knowingly use any AI technology that puts them at greater risk. Staff will not provide intellectual property, including students' work, to be used to train generative AI models without appropriate consents or exemptions in place.

2. Core principles

2.1 When we invest in, implement and use AI in our schools we follow these key principles:

- **Equity and inclusion:** We commit to deploying AI technologies in a way that is equitable and promotes inclusion, addressing biases and ensuring fair access to educational opportunities for all students.
- **Privacy:** We apply strict data protection standards, including safeguarding student and staff data used in AI applications. Our full data protection policy can be found here [9.8 UK GDPR Policy](#)
- **Accountability:** We hold ourselves accountable for the ethical design, development, and implementation of AI systems, regularly reviewing their impact and efficacy. Rachel Goymer – Assistant Head Teacher/Teacher Governor.
- **Educational value:** We consider how AI applications align with the curriculum scope and objectives and serve to improve teaching and learning experiences and outcomes for students.

2.2 We use AI as an administrative and educational tool, and actively develop staff and students' AI literacy and skills. We use AI to help teachers manage their workload rather than add to it, and to improve and streamline school operations to maximise time and resource available for teaching and learning.

3. Guidelines for staff

3.1 Staff must not share personal or private information with AI tools without permission from the ICT Manager.

3.2 Before using new systems or software, ICT Department should be consulted. Staff are permitted to explore and use AI-based tools and technologies to support their work where no proprietary or personal information is shared with the AI tool. Examples may include use of licensed AI tools for lesson planning, production of curriculum materials, and administration. Staff must be transparent with their manager about their use of generative AI.

3.3 To manage the risk that sensitive, personal or proprietary information is shared to third parties without proper permissions, we have blocked use of all AI content and have asked staff to contact the ICT team for permissions.

3.4 Staff must ensure that any potential new use of AI tools is assessed to consider if a Data Protection Impact Assessment is required.

3.5 AI tools will be used responsibly, ensuring they complement expertise but do not create a substitute for professional judgement. Staff remain professionally responsible and accountable for the quality and content of any output they have generated using AI.

- **Understanding generative AI:** Staff receive training on the capabilities and limitations of generative AI tools like ChatGPT, including an awareness of bias, accuracy and currency. They learn to quality-assure and fact-check the results and use AI-generated content responsibly in their teaching materials.
- **Professional judgement:** Staff exercise professional judgement in checking AI-generated content for accuracy, relevance, and appropriateness before use in educational settings. They are expected to provide context, and supplement AI-generated materials with their expertise.
- **Personalisation and learning:** Staff must promote equity in education by considering use of AI to address learning gaps and provide personalised support, preparing all students for a future in which AI technology will be an integral part, being mindful of disparities in opportunities for different students.
- **Data protection and Intellectual Property:** Staff are trained to protect personal and sensitive data, ensuring compliance with data protection legislation and other school policies, recognising the risks posed by AI. Staff also need to respect students' intellectual property rights, ensuring that original work (including homework) is not used to train AI models without appropriate consent or exemption to copyright. Parents/Carers have a right to opt out of having their child's data processed using AI.

3.6. Teaching staff will emphasise to students the importance of critical thinking, creativity, and originality in their work. Clear guidelines and expectations will be communicated to

students regarding the appropriate use of generative AI tools for homework and during assessments, ensuring that their work reflects their own efforts and understanding. See Annex A for further guidance on referencing AI in work produced by students and staff.

3.7. All staff, including school leaders, are responsible for reading and understanding this policy before using any AI technology. Staff must report any suspected breaches of this policy to Nicola Camano, Data Manager.

4.Guidelines for Students

4.1. Students must be clear and transparent where work has been generated with the help of AI.

- **Understanding generative AI:** Students are educated on the capabilities and limitations where appropriate. Generative AI tools, empowering them to critically evaluate AI-generated content. They learn to discern between reliable and unreliable information and use AI tools responsibly.
- **Responsible use:** Students are allowed to use AI tools, where appropriate as aids to supplement their understanding rather than relying on AI-generated content. They are taught to quality-assure and fact-check information and get help from teachers and support staff when needed. Students are taught not to enter personal details or sensitive information into generative AI tools. They are given appropriate guidance on how to reference in AI when required to provide clear referencing of sources (see Annex A).
- **Digital citizenship:** Students are trained in digital citizenship and online safety, including understanding the implications of sharing personal data and intellectual property online. They learn to protect their privacy and respect the intellectual property rights of others in digital environments.

5. Risk management

5.1. **Bias and discrimination:** We are committed to fairness and equality; we will reduce the risk of unfair outcomes by upskilling our staff to understand the potential for bias in AI-generated content and to monitor AI outputs to ensure fairness and equality.

5.2 **Data security:** Cybersecurity measures are implemented to prevent data breaches and unauthorised access to sensitive information, including AI-generated content

[MGS Cyber Security Risk Assessment 2025](#)

[MGS Cyber Response Plan 2025.pdf](#)

5.3. **Educational integrity:** Measures are taken to prevent misuse of AI in assessments and safeguard the integrity of qualifications.

Online safety: Guidance is provided to protect against harmful or inappropriate content online, including content generated by AI. [9.4 Online Safety Policy reviewed June 24.docx](#)

6. Future skills development

6.1. Knowledge-rich curriculum: Students are equipped with foundational knowledge and critical thinking skills to effectively use emerging technologies like generative AI.

7. Feedback, evaluation and continuous improvement

7.1. We gather feedback from staff and other stakeholders and engage in ongoing research to refine our use of generative AI, address concerns, and adapt to evolving educational needs.

8. AI governance

8.1. Key staff at Manor Green School and APT Partnership who are responsible for this policy's content and implementation:

- Craig Williams, ICT Manager is the lead at Manor Green School for use of generative AI technology. He monitors compliance and work with the wider school community to communicate, promote and regulate AI use, including providing or arranging training where needed.
- Our Data Protection Officer responsible for advising the trust about our data protection obligations in relation to AI use is dataservices@judicium.com
- Our ICT team at Manor Green School provides technical support and guidance on the use of AI.
- Rachel Goymer - MGS Teacher/Governor will be responsible for the Governance of AI and hold the school/trust to account for adopting this policy and adhering to it.
- Nicola Camano, Data Manager has the role of AI champion at Manor Green School

9. Conclusion

9.1. At Manor Green School (MGS), we are committed to harnessing AI technologies responsibly where they can improve teaching and learning outcomes. By applying ethical principles, promoting transparency, and implementing measures to safeguard students, we aim to use AI effectively for the benefit of our school community.

9.1. AI systems will be reviewed in-line with the Review Date of the AI policy to ensure they are fair and equitable.

9.3. This policy was created in May 2025 and will be reviewed in May 2026 or when there are relevant changes to statutory guidance, whichever happens soonest.

Annex A:

Using and referencing AI in your work: guidance for students and staff

1. Introduction

1.1. Generative AI, like ChatGPT, is evolving quickly, and guidelines on how to reference it are still being developed. This guide is designed to help **students** navigate its use in assignments and research where source referencing is required.

1.2. **Staff** at Manor Green School (MGS) are expected to apply the same *principles* when generating and sharing formal work or original materials. Teaching staff should also encourage all groups, or students undertaking work where citations or source referencing are not required, to understand and follow the principles.

2. Principles

- **Check permissions:** Make sure AI use is allowed for your assignment or research.
- **Understand the risks:** Know the limitations and potential issues with AI, including the risk of inaccuracy, 'hallucination' or bias.
- **Maintain originality:** Your work should remain your own, with AI used to assist only.
- **Be transparent:** Acknowledge where and how you have used generative AI.

3. Things to remember

3.1. AI can provide background info, but it might be inaccurate, biased, or outdated.

3.2. AI is not an original source. It pulls information from various places and may create fake quotes or citations.

4. Essential steps when you use generative AI to assist in producing your work

- **Critically evaluate the output.** You are responsible for checking the accuracy of AI output, using original, reliable sources.
- **Verify quotes and citations** it generates.
- **Document your AI use** so that you acknowledge it to the standard expected.

5. How to acknowledge AI in your work

5.1 If you use generative AI, you should acknowledge it in the 'Acknowledgements' section of any assignment or formal document. Include:

- **Name and version** of the AI tool used (e.g., ChatGPT-4o)
- **Publisher** (e.g., OpenAI)
- **URL** of the AI tool
- **Brief description** of how you used it

5.2. A department, member of the teaching staff or your manager *may* ask for additional details, such as:

- Prompts used to get AI responses
- Date of generated output
- A link to the AI chat or an appendix of all outputs
- Explanation of how you used or modified the AI output

5.3. In assignments, these details should not count towards a word limit, unless specified.

5.4. AI tools should not be cited as authors in reference lists because they cannot take responsibility for their work or generate original ideas, and a reader cannot easily refer back to an original source from AI-generated content.

5.5. Treat AI output as a piece work with no author, unless instructed otherwise.

5.6. If you are using a specific referencing style, follow the correct rules for citing AI, along with acknowledging the AI use as above. This may involve in-text citations and including AI in your reference list.

AI hallucinations refer to instances when an artificial intelligence system (especially language models like ChatGPT) generates information that is false, misleading, or entirely fabricated, while presenting it as if it were accurate or factual.

This can include:

- **Invented facts:** e.g. making up statistics, names, or historical events.
- **Incorrect citations:** e.g. referencing fake books, articles, or authors.
- **Logical inconsistencies:** e.g. contradictory statements within the same response.
- **False reasoning:** e.g. drawing conclusions that don't follow from the premises.

Hallucinations typically happen because language models are trained to predict the most likely next word based on patterns in data, not to verify truth — so they may confidently generate plausible-sounding but untrue content.

Review of Procedure

This procedure shall be subject to a yearly review and the procedure may be changed from time to time.

Management of policy

The governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

The Governing Body approved this policy on date: 9 October 2025. This policy will be reviewed annually and will be due October 2026 2026

Signed: Colin Hayfield Chair of Governors

Signed: Helen Hannam Headteacher