# Great Walstead Artificial Intelligence Policy

**This policy applies to:**

Great Walstead School

**Monitored by:**

Deputy Head Academic (Great Walstead School)

Senior Management Team at Great Walstead

Director of Digital Strategy and Data Ardingly College

**Person responsible for this policy:**

Deputy Head Academic (Great Walstead School)

**Review dates:**

Last Review – January 2026

Next Review – September 2027

**Contents**


**Policy Objective**


To provide clear guidance on the responsible, ethical, and effective use of Artificial Intelligence (AI) by staff and students at Great Walstead School, in line with our values and Great Walstead's Online safety policy.


**Policy Aims**

- To promote the positive use of AI as a support for learning and teaching.
- To define acceptable and unacceptable uses of AI within GWS community.
- To ensure all AI usage supports academic integrity, privacy, and intellectual honesty and sustainability.
- Protect staff, student, and institutional data when using AI platforms.
- Prepare students to be responsible and informed users of AI in a rapidly evolving digital world.

Refer to the Online Safety policy and the staff handbook for acceptable Use of ICT Mobile Phones and other Electronic Devices policies for further guidance.

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**What is AI and Why Does it Matter?**

Artificial Intelligence (AI) refers to computer systems that simulate aspects of human intelligence. Generative AI models—such as Microsoft Copilot , ChatGPT, and others—are designed to analyse vast datasets and generate human-like responses, content, or visuals based on prompts.

AI tools can:

- Answer questions and provide explanations
- Create text, images, code, simulations, and audio
- Translate and summarise documents
- Act as tutors, mentors, or writing assistants
- Offer feedback or suggestions for improvement

Used responsibly, AI offers opportunities to:

- Improve personalised learning and differentiation
- Enhance creativity and critical thinking
- Streamline administrative tasks for teachers
- Support language development and access to learning

However, AI also raises significant challenges related to academic honesty, data privacy, and student dependency. This policy seeks to help our community make informed, ethical, and constructive use of these powerful tools.

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**Practice**

**Part 1: Staff Guidance**

**1.1 Introduction**

Staff are encouraged to explore the educational potential of AI tools, using only those that can be found on the school approved AI Toolkit, while maintaining high standards of professional integrity, academic rigour, and data protection. AI should assist, not replace, pedagogical expertise.

The general principle in terms of 'appropriate use' is to ask 'would I normally do this for my students?' Teachers should not encourage students to use AI in any way that would go beyond what they would reasonably do for a student. Thus, AI should be effective in helping students learn and not replace thinking and creativity.

Great Walstead should be transparent with parents about the way that staff use AI.

**1.2 AI Toolkit**

The AI Toolkit lists all AI tools that have been approved by the IT and Academic Management Teams for use by Great Walstead staff.

Given the potential risks that AI tools can pose and the considerations outlined below in points 1.5 to 1.8, it is important to ensure that AI tools are properly assessed before being used by staff. Having an approved list is designed not only to ensure the safe and responsible use of AI at Great Walstead, but also to assist staff in choosing appropriate AI tools.

New, useful AI tools will be added to the AI Toolkit periodically by AMT (Ardingly) and OMT (Ardingly), as and when they learn about them through the course of their work, including attendance at conferences and CPD. Should a member of staff wish to add an AI tool to the Toolkit, they can complete a form you can get from IT, providing details of the AI tool and their reasons for wanting to use it. This request will be considered by the IT and the Data Protection Team in the first instance and, if approved, will be considered by the Academic Management Team at Ardingly.

Whilst the AI Toolkit ensures that the process of vetting AI tools is not the responsibility of individual staff members, it is nevertheless important that staff understand the issues and considerations surrounding the use of AI, as detailed in this section, and that they use even approved AI tools safely and responsibly. Appropriate training will be given to staff to facilitate this.

**1.3 Acceptable Uses of AI for Staff**

As CoPilot is within our Microsoft ecosystem, this should be the default and most secure tool to use for work-related tasks as far as possible.

Examples of appropriate AI usage include:

Teaching and Learning

- Generating lesson content, starter activities, revision and quiz questions.
- Improving lesson plans and resources to help them meet different needs, such as those students with learning support needs
- Supporting planning through summarising academic articles or reports.
- To enhance feedback to students. However, it should not replace teachers' own judgement or understanding that they need to monitor progress and plan appropriate lessons. Staff should

check the marking criteria being used by AI and the outcomes or feedback before anything is shared with students.
- Assist in drafting communications (must be reviewed and edited by staff).
- Supporting EAL learners through simplified explanations or vocabulary support.
- Sparking creativity in a range of subject areas.
- For Year 8 summer term only - Detecting unauthorised use of AI by students using the AI detection system built in house.
- Teachers should ensure that students remain ultimately responsible for their own work and are mindful that the school's AI detection software is not infallible.

Productivity

- Assisting administrative tasks (e.g. scheduling, proofreading and reducing duplication of work).
- Assisting with fluency and quality of reports using CoPilot. Staff remain responsible for the output.
- Undertaking analysis of data using CoPilot.
- Assisting with the planning and organisation of trips and events.

All AI-generated content must be checked for accuracy, clarity, and appropriateness.

**1.4 Unacceptable Uses of AI**

Staff must not:

- Use AI to make judgments about student performance without human moderation.
- Share any personal, safeguarding, medical, or sensitive data with AI platforms other than CoPilot unless fully anonymised.
- Upload confidential documents, internal strategy, or commercially sensitive data to AI platforms other than CoPilot.
- Allow AI to complete marking or feedback without oversight.

**1.5 Safeguarding**

Decisions about which AI tools to approve for the AI Toolkit are informed by the DfE's guidance document, "Generative AI: Product Safety Expectations". This includes ensuring that the tools either have effective safety and filtering and monitoring features or can be effectively monitored using the school's other software.

Generative AI: product safety standards - GOV.UK

**1.6 Intellectual Property**

Staff must respect student ownership of original work and avoid using student outputs to train AI systems unless explicit permission is granted by the student and their parent/guardian.

### 1.7 Ethical Considerations

Staff should understand that AI tools have a potential for biases in their output which might lead to ethical concerns. For this reason, staff must review and approve any AI-output, especially any AI-assisted decision-making.

### 1.8 Sustainability and Environmental Impact

The AI Tool Kit will assess whether the tools are optimised for energy efficiency. Staff should promote awareness of "green AI" practices, such as being judicious in use of AI.
The AI Tool Kit makes a preference to more efficient AI models that achieve similar results with less computational power. Due to the environmental impact, staff should be mindful of using AI only when necessary.

**Part 2: Student Guidance – it is acknowledged that most AI systems are 13+. For this reason, AI use for pupils will be limited to the Year 8 Leavers' Programme only which has been approved by SMT.**

### 2.1 Introduction

The Year 8 Leavers' programme runs at the end of the summer term and is an opportunity for our older pupils to go "off timetable" as we prepare them for their transition to their Senior School.

### 2.2 Education

To help students understand the permissible uses of AI, as well as to help them appreciate the advantages and disadvantages of the technology more broadly (including issues related to ethics, sustainability and safeguarding), all Year 8 students will receive appropriate training.

### Monitoring and Review

This policy will be monitored by the Deputy Head Academic (Great Walstead School) and the Director of Digital Strategy and Data (Ardingly College) and reviewed annually. Training and updates will be provided as AI capabilities and regulations evolve.

For further guidance, refer to:

- The staff handbook
- Online safety Policy
- Data Protection Policy
- Department for Education Policy Paper 'Generative artificial intelligence (AI) in education'
- Department for Education Guidance 'Generative AI: product safety expectations