

School Resource

**Responsible Use Policy**

**for Artificial Intelligence**

**in Schools**

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Schools Technology

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# Section 1: Introduction

## 1.1 Purpose of the Policy

The purpose of this Responsible Use Policy for Artificial Intelligence (AI) in Schools is to promote the ethical, safe, and effective use of Generative Artificial Intelligence (GenAI) and related technologies in our learning environment. By providing clear guidelines for all members of the community on the appropriate use of these technologies, the School Name (School Abbreviation) affirms its mission to School Mission

The purpose of a policy should be concise and clear, while also linked to the organisation's mission statement, aspirational goals, or other directives.

## 1.2 Scope of the Policy

This Policy applies to all AI and related technologies used at School Abbreviation, including but not limited to the teaching, learning, administrative, or other related activities hosted by School Abbreviation. This includes, but is not limited to, AI used in the creation of learning materials, submitted assessments, presentations, reporting comments, communications, and any other texts or images used in the context of a learning environment.

It is important to note that previous data policies may not encompass any text or images that are produced throughout the day. With the advent of generative artificial intelligence, our policies probably need to include this more explicitly.

## 1.3 Policy Statement

Our school is committed to leveraging the benefits of GenAI to enhance teaching, learning, and the community while affirming shared responsibilities. We believe in the potential of these technologies to support and advance our core mission to School Mission. Furthermore, we believe that both educational outcomes and administrative processes can be enhanced through the appropriate use of GenAI technologies, so long as it is used mostly as a consultative source. We also recognise the importance of appropriately citing or otherwise indicating the extent to which GenAI was used in the production of text or images, where appropriate, according to School Abbreviation's Academic Integrity Policy.

This is the body of text that is most key to the document. Establishing AI as a consultant or other similar vocabulary (such as "derivative source") is the highest goal for which everyone must strive to achieve when it comes to using GenAI. In addition, ensure it refers to further documentation that may spell out when and how GenAI can be appropriately cited.

# Section 2: Definitions

To ensure a clear understanding of this Policy, we provide definitions for key terms related to AI and related data technologies that may be used as a common understanding for these key concepts.

## 2.1 Generative Artificial Intelligence (GenAI)

In the context of this Policy, GenAI and related technologies refers to software platforms and services that mimic human language capabilities. It also refers to mechanised processes that can adapt to input to achieve specific goals. Examples include, but are not limited to:

1. ChatGPT
2. Bard
3. Claude

Here, enumerate examples that are in common use throughout the school at the time the policy was created. These examples can help anchor discussions that occur throughout the school.

## 2.2 Data

In the context of this Policy, data refers to informational text or images produced by machines in the context of a student's educational environment, teacher's feedback and teaching preparations, and digital communications from members of the community. This can include essays, emails, and images. For the treatment of data points such as personal or sensitive data, please refer to School Abbreviation's Data Privacy Policy.

A key difference between data policy and GenAI policy is that, here, data is understood to be outputs assisted from AI. This is different from data points about people, or information collected via forms or other user submissions.

## 2.3 Ethical Use

In the context of this Policy, ethical use refers to the use of GenAI and data in a manner that respects our stated values. It also involves using these technologies in a way that is transparent, accountable, and consistent with our mission statement.

Editing this section with specific core values, such as respect for privacy, may be included here.

## 2.5 Availability and Accessibility

This refers to the systems, platforms, and services that incorporate GenAI technologies. It involves ensuring that these are provided and accessible from physical locations as well as from any remote locations, as appropriate.

## 2.6 Human Agency and Oversight

This refers to the need for human involvement in the use of GenAI systems. It involves ensuring that decisions made by GenAI systems can be understood and overseen by humans, and that there are mechanisms in place for human intervention when necessary.

## 2.7 Societal and Environmental Wellbeing

This refers to the impact of GenAI and data use on society and the environment. It involves considering the broader implications of these technologies, including their potential effects on social interactions, wellbeing, and the environment.

# Section 3: Ethical Use of GenAI and Data

## 3.1 Commitment to Ethical Use

School Name is committed to affirming the ethical use of GenAI and handling of data in all aspects of our educational environment. We believe that with the following considerations, these technologies can greatly enhance teaching and learning and support our community in its shared values, while affirming core ethical considerations that are central to a healthy and safe environment.

## 3.2 Key Considerations for the Ethical Use of GenAI

* Human Agency and Oversight: We affirm that GenAI is best used as a consultant, or used only as a derivative or background source, to assist and support our teaching, learning and communications. If GenAI output is used directly without editing, it will require a citation, subject to our Academic Integrity policy.

It is key here that we establish a rule, that where AI is used in the background that it has different requirements for citation than if it is lifted. Essentially, establish that different policies apply depending on how AI is used.

* Availability and Accessibility: We use GenAI systems that are reliable, secure, and safe to use, which the school can affirm is acceptable for use in an educational environment, and in accordance with local laws and regulations.

This is a section in which the school may wish to enumerate any platforms or services which have the school's blessing to use, perhaps broken down by user role, and to note age restrictions.

* Transparency: We are transparent about our use of GenAI, and we provide clear explanations or indications about how these technologies were used in the production of outputs.
* Societal and Environmental Wellbeing: We consider the broader societal and environmental implications of our use of GenAI and related technologies.

# Section 4: AI and Data Use in Education

## 4.1 Explanation of GenAI and Data Use in the School Setting

* AI and related technologies can be used effectively in our school to support teaching, learning, and administrative processes. For instance, schools typically process substantial textual or image information used in the process of learning, including essays, feedback, presentations, and artwork. This data may be consumed by other members of the community and assessed, evaluated, or celebrated.

## 4.2 Examples of GenAI and Data Use in Education

* Here are some examples of how GenAI and related technologies can be used in our school:
* Generative Language Models: These services can accept input and generate text and images that mimic human intelligence. They can produce convincing work that may appear to have a human author, and can be useful as a derivative source in a learning environment.
* Auto-marking Tools: These tools provide individualised instruction or feedback to students without requiring intervention from the teacher. They follow a step-by-step sequence of tasks.
* Tutoring Aid Systems: These systems also follow a step-by-step sequence of tasks but through conversation in natural language. They may adapt to the level of engagement to keep the learner motivated and on task.
* Language Learning Applications: AI-based learning apps are used in formal and non-formal education contexts. They support learning by providing access to language courses, dictionaries, and provide real-time automated feedback on pronunciation, comprehension, and fluency.
* Managing Student Enrollment and Resource Planning: AI systems are used to assist in the prediction of quantitative data such as student enrollments, and may assist with forward planning, resource allocation, class allocations, and budgeting.

Note that these services can be distinct from platforms that collect data from users in forms or logins. In other words, this policy should delineate where AI systems are used to do number crunching, but will not necessarily be the same as the list of platforms that collect data.

# Section 5: User Responsibilities

## 5.1 Ethical and Responsible Use of GenAI and Data Technologies

* All users of GenAI and data technologies in our school, including students, teachers, administrators, are expected to use these technologies in a responsible and ethical manner. This includes respecting others, including their intellectual property rights, and avoiding any actions that could lead to negative outcomes. Further, users must adhere to all relevant laws, regulations, and school policies. Users must be aware of any potential biases in these technologies and take steps to mitigate them.
* Users are responsible for monitoring the results produced by GenAI systems. This includes confirming the information provided by GenAI is accurate and reliable, and reporting any concerns or issues of any GenAI output to the appropriate person or department.

# Section 6: Availability and Accessibility

## 6.1 Commitment to Technical Robustness and Safety

* Our school is committed to using AI and data technologies that are technically robust and safe. We understand that the reliability and safety of these technologies are crucial for their effective and ethical use in our educational environment.
* Training and Support: We provide training and support to all users of AI and data technologies in our school. This includes training on how to use these technologies ethically and responsibly, how to understand their outcomes, and how to respond to any issues or concerns.

# Section 7: Human Agency and Oversight

## 7.1 Importance of Human Agency and Oversight in GenAI Use

* Our school recognises the importance of human agency and oversight in the use of GenAI. We believe that GenAI should be used to support, not replace, human decision-making. We also believe that individuals should be able to understand and control how GenAI and data technologies affect them.

## 7.2 Maintaining Human Agency and Oversight in GenAI Use

* We maintain human agency and oversight in the use of GenAI through the following guidelines:
* Human-in-the-loop: We ensure that there is always a human in the loop when using GenAI systems. This means that decisions made by GenAI systems are always subject to human review and intervention.
* Transparency: We are transparent about how GenAI and data technologies are used in our school. We provide clear explanations about how these technologies work, how decisions are made, and how data is collected and used.
* Monitoring and Oversight: We have procedures in place for the ongoing monitoring of GenAI and data use in our school. This includes regular reviews of the performance and outcomes of GenAI systems, as well as audits of data collection, use, and protection practices.

# Section 8: Societal and Environmental Wellbeing

## 8.1 Commitment to Promoting Societal and Environmental Wellbeing

Our school is committed to using GenAI and data technologies in a way that promotes societal and environmental wellbeing. We understand that these technologies have the potential to impact not only our school community but also the broader society and environment.

## 8.2 Promoting Societal Wellbeing

We strive to use GenAI and data technologies in a way that benefits society. This includes:

* Committing to Safeguarding in ensuring that the use of these technologies does not result in negative outcomes for individuals or for the community.
* Considering the social and emotional wellbeing of learners and teachers in the use of these technologies.
* Involving students and their parents in decisions about the use of these technologies.
* Using GenAI to support teachers and school leaders in the evaluation of student wellbeing and monitoring this use.
* Using GenAI to support teachers in the building of learning experiences.
* Providing reporting pathways for community members to raise concerns about the use of GenAI, in accordance with the Safeguarding and Whistleblowing policies of the school.

## 8.3 Promoting Environmental Wellbeing

We are mindful of the environmental impact of AI and data technologies. We strive to use these technologies in a way that is sustainable and environmentally friendly. This includes considering the energy use of these technologies and seeking ways to minimise their environmental footprint.

# Section 9: Violations

## 9.1: Violations of the Policy

For Violations of this Policy, please refer to the relevant policies, including but not limited to the Academic Integrity Policy, Behaviour Policy, Safeguarding Policy and Whistleblowing Policy.

This section could also refer to sections of any relevant policies as appropriate.

# Section 10: Policy Review and Updates

## 10.1 Review and Updates

This Policy will be reviewed at least annually or as often as necessary to address changes in laws or practices related to GenAI and related technologies. Changes to this policy must be communicated to all users in a timely manner.

# Section 11: Signatures

## 11.1 Acknowledgment of the Policy

By signing below, the user acknowledges that they have read, understood, and agree to abide by this Policy. The user understands that violations of this Policy may result in disciplinary action.

# Resources

Coxon, Darren and Rogerson, Tom. *Open Source A.I. Policy Template*. LinkedIn. August 2023. <https://www.linkedin.com/posts/activity-7093144866234216448-Q1_I?utm_source=share&utm_medium=member_desktop>

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