

Policy Name: Artificial Intelligence – Being AI Aware policy	
Created	September 2025
Date of next review:	September 2026
Member of staff responsible for the policy:	Beth Warren (Head of service)
Dissemination of the policy:	Management Committee, staff, website, parents

Section 1 - Statement of intent

At GHES, we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop students' intellectual capabilities and prepare them for how emerging technologies will change workplaces.

While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice. Through the measures outlined in this policy, GHES aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education.

For the purposes of this policy, the following terms are defined as:

- AI – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- Generative AI – A category of AI algorithms that generate new outputs based on the data they have been trained on.
- Misuse of AI – Any use of AI which means that students have not independently demonstrated their own attainment.

This Statement of Intent applies to all AI and data technologies used at GHES for **teaching and learning only**. All GHES staff are employees of GCC and adhere to the [Generative Artificial Intelligence \(Gen AI\) Usage Policy](#), which clearly states in section 6:

6.1 GenAI applications may be used for the following council purposes:

- *Drafting correspondence and presentations*
- *Developing draft project plans*
- *Conducting research*
- *Producing draft marketing materials*
- *Creating summaries and meeting notes for internal use*
- *Ideas generation*



Section 2 - Roles and responsibilities

The **Management Committee** will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on a regular basis, especially as new guidance on AI is published.
- Ensuring their own knowledge of the use of AI tools in the school is up-to-date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the [DfE's digital and technology standards](#).
- Ensuring all GHES staff adhere to the GCC Policy: [Generative Artificial Intelligence \(Gen AI\) Usage](#)

The **Senior Leadership Team**, in conjunction with other listed staff, will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools within school setting/context.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.
- Where relevant - communicating with parents to ensure they are kept up-to-date with how AI tools are being used in the school, how this will impact students' education and how the school is ensuring the tools are being used safely and effectively.
- Working with the Management Committee to review and update this policy as necessary.

The **Learning Technologist** will be responsible for:

- Providing technical support in the development and implementation of the school's AI practices, policies and procedures – through the Teaching & Learning Group and Online Safety Group.
- Implementing appropriate security measures for GHES curriculum network.
- Ensuring that the use of AI tools is taken into consideration when advising on policies and procedures regarding online safety, child protection and safeguarding, and data protection.
- Keeping up-to-date and informed with AI technologies relevant to education and schools.

The **Safeguarding Lead** will be responsible for:

- Taking the lead responsibility for online/e-safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.



- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.
- Reporting to the Management Committee about AI matters as necessary.

All **staff members** will be responsible for:

- Adhering to the ICT Acceptable Use Agreement and other relevant policies.
- Adhering to the GCC Policy: Generative Artificial Intelligence (Gen AI) Usage
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose through any training they receive.

Students will be responsible for:

- Adhering to the ICT Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.
- Familiarising themselves with any AI tools used by the school and the risks they pose, as advised by the relevant school staff.

Section 3 - Data protection and cyber-security

GHES is aware of the data privacy and cyber-security implications that come with using generative AI tools, and will ensure that all AI tools are used in line with GCC's GDPR/data protection and [E-safety policies](#).

GHES will follow the procedures in these policies to continue to protect students from harmful online content that could be produced by AI tools.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams.

All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's and GCC's cyber standards are followed at all times. Therefore, the school will:

- Protect personal and special category data in accordance with data protection legislation and GCC policies.

- Not allow or cause intellectual property, including students' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.
- Maintain cyber security by referring to the DfE's and GCC's cyber standards.
- Be mindful that generative AI could increase the sophistication and credibility of cyber attacks.
- Ensure that students are not accessing or creating harmful or inappropriate content online, including through AI tools – this is monitored at GHES through Smoothwall filtering.
- Refer to the DfE's filtering and monitoring standards for schools and colleges to ensure that the appropriate systems are in place – at GHES for the curriculum network we have Smoothwall filtering in place.

Section 4 - Using AI tools

Through the use of appropriate AI tools, GHES has the ambition to achieve the following aims:

- To reduce workload.
- To free up teachers' time.
- To assist with the production of high-quality and compliant administrative plans, policies and documents.
- To support the teaching of a knowledge-rich curriculum.
- To teach students:
 - How to use emerging technologies safely and appropriately.
 - About the limitations, reliability and potential bias of AI tools.
 - How information on the internet is organised and ranked.
 - How online safety practices can protect against harmful and misleading content.
 - To identify and use appropriate resources to support their education, including age appropriate resources and preventing over-reliance on a limited number of tools or resources.

However, at all times GHES will keep in mind that the content produced by AI tools can be:

- Inaccurate.
- Inappropriate.
- Biased.
- Taken out of context and without permission.
- Out of date or unreliable.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it and in adherence to GCC Generative Artificial Intelligence (Gen AI) Usage Policy.

Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

Students will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work – this is to enable teachers and assessors to review how AI has been used and whether it was appropriate.

Students' references to AI sources will be in accordance with exam board guidelines.

When using AI tools, staff and students will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

Staff members will be aware that AI tools return results based on the dataset it has been trained on, so it may not have been trained on the National Curriculum, and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of students' work.

Students and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of students acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause students' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought as per the GDPR policy.

Section 5 - Misusing AI tools Preventing misuse

GHES acknowledges that misuse of AI tools can happen both accidentally and intentionally. In mitigation, the school will consider taking the following actions to prevent the misuse of AI tools:

- Restricting access to online AI tools on school devices and networks, especially on devices used for exams and assessments.
- Being clear with students for any work, whether the use of AI, and how much, is acceptable.
- Setting reasonable deadlines for submission of work and providing students with regular reminders.
- Allocating time for sufficient portions of students' work to be completed in class, where appropriate.
- Examining intermediate stages in the production of students' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages.
- Introducing lesson activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that students understand the material.
- Engaging students in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work.
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models.
- Investing in educating and training staff, students and parents on the use of AI tools and raising awareness of the risks and issues that come with its use.

Section 6 - Identifying misuse

Staff members will continue to use the skills and observation techniques they have always used to assure themselves that students' work is authentically their own.

Being able to produce content through AI means in addition to the above, staff members will need to be aware of, and look out for, potential indicators of AI use, which could include (this is not an exhaustive list):

- A default use of American/British spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not be appropriate to the working or qualification level.
- A lack of direct quotations and/or use of references where these are required or expected.

- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a student has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.
- The submission of student work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Section 7 - Exams and assessments

GHES will continue to take reasonable steps to prevent malpractice involving the use of generative AI, following the directives of the examining bodies, the JCQ, Ofqual and DfE. These are amalgamated into the Exams Information Booklet, and the Exams Officer will ensure that this document addresses the appropriate and inappropriate use of AI tools. Students will be made aware of the appropriate and inappropriate uses of AI tools, and the consequences of its misuse. Students will be made aware that it is not acceptable to submit work that has been produced with an AI tool, and of the school's approach to plagiarism and malpractice.

Students will also be made aware of the risks of using AI tools to prepare for and to complete exams and assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/or harmful answers.
- Submitting work that contains fake references.

Students will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the student is able to demonstrate that the final submission is the product of their own independent work and thinking.

At GHES (2025/2026) the only subject this section could refer to would be for submission of work for GCSE Art and Arts Award.

Section 8 - Safeguarding

GHES acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. It will follow the procedures set out in the Child Protection and Safeguarding Policy and E-Safety Policy to ensure that students are not able to access or be exposed to harmful content.

Students will be taught about the risks of using AI tools and how to use them safely. Students will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

GHES will regularly inform parents/carers of the safeguarding risks that come with using AI tools, and how the school is protecting students online. They will ensure that parents/carers are aware of who to speak to about any concerns or issues regarding the use of AI.

GHES will ensure that the appropriate filtering and monitoring systems are in place to protect students online, following the DfE's filtering and monitoring standards.

All staff members will receive training on the safe use of AI as part of their safeguarding training.

Section 9 - Teaching students about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that students benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Students will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

Through all aspects of GHES's curriculum the ambition at GHES is to:

- Prepare students for changing workplaces.
- Expose students how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Help students to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Expose all to the impact of technology, including disruptive and enabling technologies.
- Within lessons, use opportunities to use or harness AI in a positive and creative way e.g.
 - **Aiding Creativity:** Students can harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
 - **Collaboration:** Generative AI tools can partner with students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
 - **Communication:** AI can offer students real-time translation, personalised language exercises, and interactive dialogue simulations.
 - **Content Creation and Enhancement:** AI can help generate personalised study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.

- **Tutoring:** AI technologies have the potential to democratise one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.
- **Support** students to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources



Appendix 1 – GHES AI CPD plan 2025 – 2027

2025 - 2026	Staff	<p>Learning communities</p> <ul style="list-style-type: none"> - initial feedback in PD/Training session to find out current knowledge and use of AI - an ICT session with a focus on AI for teacher workload and AI for students - a session about the positive use of AI. - sharing examples of good practice, what has been explored, examples of challenges faced and opportunities to discuss real scenarios with students - In subject teams...identifying opportunities and approaches within teaching sessions and schemes to guide and demonstrate the use of AI for positive impact and effect – so a departmental approach and set of expectations to how AI will be used within teams – this is in all Subject Development Plans. <p>Whole service Training – tbc following PD/Training session in term 2.</p>
	Students	<p>‘Being AI Aware’ poster in all student packs</p> <p>‘Being AI Aware – lessons built into schemes of work in all subject areas</p> <p>Built into 2 x Online Induction sessions with Learning technologist</p>
	Parents	<p>‘Being AI Aware’ shared with parents on parent bulletin – start of Term 2</p> <p>1-2 sessions developed that can be delivered through Pastoral Team</p> <p>Use of Parent Bulletin to inform</p>
2026 - 2027	Staff	<p>A focus on reducing workload for teaching, pastoral and support staff through use of AI tools:</p> <ul style="list-style-type: none"> - Development of language speech tools for meetings and collating actions - Development of different curriculum AI tools to support lesson planning and resource/content creation <p>Use of DfE AI toolkit of resources</p>
	Students	<p>Introduce some specific AI learning resource e.g. CANVA</p>
	Parents	<p>Drop-in sessions or teams led sessions about AI for parents.</p> <p>Use of DfE AI toolkit of resources</p>



Appendix 2 – Resources to refer to:

DfE Leadership Toolkit

[Leadership presentation on the safe and effective use of AI in education.pptx](#)

DfE – Understanding AI in education: Module 1

[Understanding AI in education: module 1 - GOV.UK](#)

DfE – Interacting with generative AI in education: module 2

[Interacting with generative AI in education: module 2 - GOV.UK](#)

DfE – Safe use of generative AI in education: module 3

[Safe use of generative AI in education: module 3 - GOV.UK](#)

DfE – Use cases of generative AI in education: module 3

[Interacting with generative AI in education: module 2 - GOV.UK](#)

GCC Staff Acceptable Use Policies:

[Staff Acceptable Use Policies | Gloucestershire County Council](#)

GCC Generative AI Policy

[generative-ai-genai-policy-41.pdf](#)

DfE Meeting digital and technology standards in schools and colleges

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK](#)



Appendix 3 – wording for classroom space

Being AI aware	
The positives	The negatives
AI can be helpful for ideas and starting pieces of work.	Fact Check - The information it gives you isn't always correct and can be misleading.
AI can help summarise large pieces of text.	Fact Check – AI can communicate things that might not be true but appear to be real – be careful.
AI is a good way to quickly test your knowledge.	Fact Check – AI can cite references that don't exist – always check the information it's based on.
AI can help you with sense-checking your work, adding illustrations.	Remember:
AI can help with inspiration for tricky topics.	Always check with your teacher if it's ok to use AI to help you with the piece of work you are working on.
AI can help you learn more about any topic.	Always include how you've used AI, and cite the sources you've used.
<i>We are all responsible to train and supervise AI to make our world a better place.</i>	Over relying on AI with work won't be helpful when you're doing your exams.
	Be honest with your work – it's fine to use AI but you must be able to tell your teacher how/when you've used it.



Being AI aware

The positives

- AI can be helpful for ideas. and starting pieces of work.
- AI can help summarise large pieces of text
- AI is a good way to quickly test your knowledge
- AI can help you with presentation such as adding illustrations
- AI can help with inspiration for tricky topics
- AI can help you learn more about any topic

The negatives

- The information it gives you isn't always correct and can be misleading.
- AI can communicate things that might not be true but appear to be real - be careful.
- AI can cite references that don't exist - always check the information it's based on

**YOU SHOULD ALWAYS
FACT CHECK**

REMEMBER:

- Always check with your teacher if it's ok to use AI to help you with the piece of work you are working on.
- Always include how you've used AI, and cite the sources you've used.
- Over relying on AI with work won't be helpful when you're doing your exams

Appendix 5 – InnerDrive resource

EXAMPLE	COMMENTS
Posing an essay question to an AI and then passing this off as your own work	This is plagiarism and is unacceptable.
Posing an essay question to an AI and making edits before submitting this to your teacher	This is still plagiarism (although better than the example above). In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.
Providing the AI with some bullet points to include and asking it to create an essay	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.
Ask AI to provide statistics or evidence to back up your arguments	Caution required here. AI can hallucinate and it is often difficult to find out where it is getting its information.
Write a first draft of an essay, ask AI to critique and give feedback, then rewrite the essay based on the feedback	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
Use AI to generate retrieval practice questions	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it hadn't made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.
Asking an AI to translate a passage into English	This depends on the purpose. If this translation has been set by your French teacher to assess your understanding of French, then this would be unacceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.
Asking AI to produce a summary of longer texts	This would be a good way to do some initial research, for example for EPQ or EE in the sixth form to find out whether the longer texts are appropriate. However, it is then really important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
Asking AI to explain a concept you are finding tricky	This would be a good way to interrogate your own understanding of a topic as you can have a conversation with the AI and ask it to elaborate or re-explain using different examples. However, it must be used with caution and you must always check your final understanding against other sources of information such as your teacher.
Using AI as a dictation tool	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you don't understand the summary it produces, you probably don't have as good a grasp of the concept as you think.
Use AI as a way of generating multiple different ideas	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
Ask AI to provide some suggestions for further reading around a topic	This would be a good use of AI, particularly if you give it some detailed prompts.
Talking to an AI in a foreign language for extra practice	This would be a great way to use AI though bear in mind that some of the information it includes in its conversations may not be factually correct.

