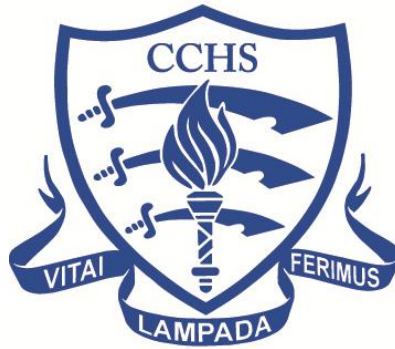


# Chelmsford County High School for Girls



## Artificial Intelligence Acceptable Use Policy

*Approved by Trustees: February 2026*

## **Introduction**

The Chelmsford County High School for Girls AI Acceptable Use Policy is designed to embrace the innovative potential of artificial intelligence while upholding the school's essential ethical and academic values.

As a school we are dedicated to embracing and understanding advanced technological tools and ensuring that all AI applications meet the highest data protection and ethical standards while conforming to the Department for Education's guidelines.

This policy is designed to provide clear principles and strong guidelines, aiming to empower staff and students to use AI responsibly. The focus is on creating an environment where technology can enhance learning without compromising integrity or fairness. Additionally, it offers guidance and support to all stakeholders regarding the use of generative AI in schools.

The policy has been specifically reviewed to include examinations, protecting the integrity of assessments while adhering to the Joint Council for Qualifications (JCQ) guidance.

By establishing these measures, the policy seeks to cultivate a responsible and ethically sound AI usage culture in educational settings, ensuring that technological advancements support and do not undermine educational integrity or equality.

## **Intentions and Guiding Principles**

The text below highlights the key intentions and guiding principles of this acceptable use policy:

- At Chelmsford County High School for Girls, we are keen to embrace the opportunities that Artificial Intelligence (AI) affords our learners, and we are aware of the need to educate students and prepare them for the workplace, where AI will potentially play a key role.
- We encourage the use of AI to expand classroom instruction, facilitate personalised learning, and develop student curiosity, critical thinking and personalised learning.
- We also encourage the use of AI to reduce teacher workload and provide feedback and personalised assessment of student work whilst adhering to the appropriate data protection and GDPR protocols.
- We respect the rights and dignity of all individuals involved in or affected by our use of AI tools, including their privacy, intellectual property, and personal data.
- AI will not replace direct instruction or teacher interaction in the classroom.
- Teachers will guide and monitor student use of AI, to ensure that it aligns with the school's curriculum objectives and learning outcomes.
- We ensure that our use of AI tools is transparent, accountable, and fair, and that we can explain and justify our decisions and actions based on AI outputs.
- We will take a proactive stance on AI-related safeguarding risks.

- We will ensure that any use of AI in Non-Examination Assessment (NEA) materials is compliant with the guidance set out by the JCQ.
- We continue to ensure that examinations are secure from the use of AI, as set out in our Examinations Malpractice Policy.

### **Benefits, Limitations and Ethical Implications of Artificial Intelligence**

The school is aware of both the advantages and potential risks associated with employing AI tools in educational settings. These tools, such as Google Bard, Microsoft Copilot, ChatGPT, and OpenAI Codex, can execute tasks that generally necessitate human intelligence, including understanding language, creating content, identifying patterns, and solving problems.

We believe that AI tools can significantly enrich the learning experiences of our pupils and the teaching methods of our staff by offering tailored feedback, creative ideas, interactive participation, and innovative solutions. Nevertheless, we also recognise that these tools can present challenges related to data privacy, intellectual property, academic honesty, ethical standards, safeguarding (in line with Keeping Children Safe in Education) and social responsibility. Therefore, this policy has been established to guide the responsible and appropriate use of AI tools within our school.

Students and staff should consider the following information when working with AI generated material. They should acknowledge the content produced by generative AI could be:

- inaccurate
- inappropriate or unsafe
- biased
- taken out of context
- taken without permission (intellectual property infringement)
- out of date or unreliable
- low quality

This is because generative AI:

- returns results based on its training dataset, which may not be specific to our curriculum
- stores and learns from input data
- may not provide results that are comparable with a human-designed resource developed in the context of our curriculum
- can generate believable content
- can provide instructions for illegal or harmful activities
- can produce inaccurate or false information presented as fact

Staff should consider possible impacts on learning, the importance of the teacher-learner relationship, and the risks of bias and misinformation, when using AI.

Teachers, leaders and staff must use their professional judgement when using these tools. Any content produced requires critical judgement to check for appropriateness and accuracy. The quality and content of any final documents remain the responsibility of the professional who produced. Generative AI tools can make

certain written tasks quicker and easier, but it cannot replace the judgement and deep subject knowledge of a human expert.

## **Artificial Intelligence and Teacher Workload**

We are committed to using Artificial Intelligence to support teachers to reduce their workload. In line with principles outlined by the Department for Education (2026) we support colleagues to:

- create educational resources
- support lesson and curriculum planning
- enhance tailored feedback and revision activities
- support administrative tasks
- support personalised learning

We acknowledge that when used appropriately, generative AI has the potential to:

- reduce workload across the education sector
- free up teachers' time, allowing them to focus on delivering excellent teaching

## **Key Principles for Usage of Artificial Intelligence**

The text below gives guidance to both staff and students regarding the acceptable use of artificial intelligence tools.

### **Staff use:**

- **Data Privacy:** Utilise only AI tools that have well-defined and trustworthy data privacy policies. Refrain from sharing personal or sensitive information without appropriate consent. Ensure collected data is stored securely and deleted when no longer needed. AI tools must comply with GDPR principles.
- **Relevance, Suitability and Professional Judgment:** Ensure AI tools are relevant to your tasks and avoid those that are misleading, inaccurate, biased, or unsuitable. Staff should remain critical and vigilant of knowledge and content generated from AI sources. Appropriate checks should be made regarding 'factual content' before sharing this with pupils.
- **Acknowledgment:** Where appropriate, credit the source and role of AI tools in your work, particularly when you are using AI-generated work with students. Do not claim AI-generated work as your own or your pupils'. Respect the intellectual property rights of third-party AI tool providers.
- **Respectful Use:** Use AI tools in a responsible manner, avoiding harm, deception, manipulation, or discrimination. Be mindful of the social and environmental impact of AI tool usage.
- **Continuous Learning:** Reflect on the benefits and challenges of using AI tools. Share feedback and insights with colleagues to enhance practice.
- **Student Usage:** Where students are encouraged to use AI to generate responses, teachers must ensure that students are of an appropriate age to use the AI platform. Moreover, there must be consideration of the risks, and where possible, mitigate these risks, when encouraging student use.

### **Student use:**

- **Permissions:** Obtain approval from your teacher before using any AI tool for your studies. Inform them about your intention to use AI in learning or assessment activities.
- **Approved Tools:** Only use AI tools recommended by your teacher or sourced from trustworthy providers. Avoid tools that are illegal, harmful, offensive, or unsuitable for your study context.
- **Data Protection:** Select AI tools with transparent and reliable data privacy policies. Do not input or share personal or sensitive information without consent. Ensure data collected or generated is securely stored and deleted when no longer needed. Compliance with GDPR principles is required.
- **Suitability, Accuracy and Academic Judgement:** Use AI tools that are relevant and appropriate for your studies. Avoid tools that are misleading, inaccurate, biased, or unreliable. Apply academic judgment and critical thinking when using AI tools. Verify the accuracy, quality, and relevance of AI outputs.
- **Acknowledgment:** Always credit the source and role of AI tools in your study or work. Do not claim AI-generated content as your own or your teacher's work. Respect the intellectual property rights of AI tool providers. Please see the examination guidance, referenced in this policy, for acceptable use of AI in relation to examination and non-examination assessments.
- **Responsible Use:** Use AI tools responsibly, avoiding harm, deception, manipulation, or discrimination. Be mindful of the social and environmental impacts of AI tool usage.

### Misuse of Artificial Intelligence

Chelmsford County High School for Girls expects all staff and students to comply with this policy and its guidelines. Misuse of this policy will cause appropriate sanctions to be implemented.

Artificial Intelligence misuse includes, but is not limited to: submitting AI-generated work as one's own; copying or paraphrasing AI-generated content without appropriate acknowledgement; uploading examination or assessment materials to AI tools; using AI tools during supervised assessments or examinations; or failing to declare the use of AI where acknowledgement is required.

Students must clearly acknowledge any use of artificial intelligence tools in the preparation of assessed work. This should include the name of the AI tool used and the date on which the content was generated. Students should retain a copy of any AI-generated content used during the preparation of their work (for example, screenshots of prompts and outputs) and provide this to their teacher if requested for authentication purposes. Students should be aware that marks can only be awarded for work that demonstrates their own knowledge, understanding and skills. AI-generated content itself cannot be credited in an assessment.

Colleagues who identify any AI-based academic misconduct with a student's work should report this to their line manager. Any student who is found to violate the AI Acceptable Use Policy will be subject to disciplinary action. If AI misuse is identified the consequences may include, but are not limited to, invalidation of the submitted

work; academic sanctions (such as detentions or suspensions); or other sanctions in line with the CCHS Behaviour Policy. Artificial Intelligence misuse in an examination or non-examination assessment context will result in a disciplinary in accordance with the CCHS Malpractice Policy (further details are outlined in the examination section of this policy) which follows the JCQ guidance.

### Artificial Intelligence Examination Guidance

This section of the Artificial Intelligence Acceptable Use Policy gives specific details and guidance around the use of AI in examinations and non-examination assessments (NEA). This guidance is informed by the guidance outlined by the Joint Council for Qualifications (JCQ).

### Misuse of Artificial Intelligence in Non-Exam Assessments

Students must make sure that the work submitted for assessment is demonstrably their own. If sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student and the student must understand that this may not allow them to demonstrate that they have independently met the marking criteria and therefore they will not be rewarded.

If teachers have doubts about the authenticity of student work submitted for assessment, and if the use of AI has not been properly acknowledged, they must investigate and take appropriate action.

### Monitoring of AI Usage in Formal Assessments and Examination Contexts

To reduce the risk of plagiarism and inappropriate use of AI the class teacher will:

- Explain the importance to all students of submitting their independent work for assessments.
- Ensure that students are clear about how to reference the use of technology, artificial intelligence and websites appropriately.
- Ensure they are familiar with AI tools, their risks and the available AI detection tools.
- Ensure that, if necessary, they know how to disable access to AI/internet (if required for the examination, assessment or non-exam assessed piece of work).
- Reinforce to students the importance of their declaration, when they confirm that the work they submit is their own, and the consequences of a false declaration.
- Where appropriate (and possible), ensure that a sufficient proportion of the work is completed under direct supervision to allow the teacher to authenticate the student's work with confidence.
- It may occasionally be necessary to engage with students in a short verbal discussion about their work to ascertain that they understand it and it reflects their independent work.
- Not accept, without further investigation, any work that they suspect may have been AI generated without proper acknowledgement.

- Teachers must remain vigilant to potential misuse of AI and follow the centre's malpractice procedures where concerns arise, in line with JCQ regulations.

### Identifying Artificial Intelligence Misuse in Formal Assessments and Examination Contexts

Teachers and Leaders will use a wide range of approaches to review work. These include comparing the assessment material with work previously created by the student. If the teacher suspects malpractice, then the piece of work in question must be submitted to the Exams Officer and they will enlist the use of Automated Detection software to check and verify these concerns.

### Use of Artificial Intelligence in Examinations

Artificial intelligence tools must not be used during examinations or supervised assessments unless explicitly permitted under JCQ regulations and the instructions of the relevant awarding body. All AI-based assistance and software will be subject to the regulations laid out by the JCQ. AI-based assistance or software may only be used if it is authorised by the JCQ and is used following the regulations.

### Reporting of Non-Compliance in Examination and Non-Exam Assessment Contexts

Any staff member who identifies any Artificial Intelligence activities or software that is, or may be, in violation of the JCQ regulations, must report the activity or software immediately to the Exams Officer, The Deputy Headteacher (Academic) and their Line Manager. Any students who are found to violate the Artificial Intelligence Acceptable Use Policy will be subject to disciplinary action as per the CCHS Malpractice Policy.

If AI misuse is identified the consequences may include, but are not limited to:

- Invalidation of the NEA in question.
- A failing grade for the NEA or the entire course.

### Conclusion

At Chelmsford County High School for Girls, we eagerly embrace new technologies to enhance education. However, preserving the integrity and fairness of assessments, teaching and learning is our priority.

We remain committed to following the technological advancements and legislative changes in relation to AI. As a result of this, we will review this policy regularly. Additionally, as part of our Digital Learning Strategy, we will provide appropriate training to staff and pupils, covering the latest AI developments and ethical practices to ensure responsible use.

Concerns around issues relating to this policy should be raised with the appropriate school leader. Examination and Assessment concerns should be raised with the Deputy Headteacher (Academic) or the Examinations Officer. Teaching and

Learning issues or concerns should be raised with the Assistant Headteacher (Teaching & Learning and Staff Development). GDPR and Data Protection issues should be raised with the School Business Manager, and all AI related safeguarding concerns should be passed to the Deputy Headteacher (Pastoral).

**End**