

AI Policy

2026-2027

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Contents

- 1. Introduction, Purpose and Core Principles**
- 2. AI Tools**
- 3. AI Literacy and Concerns: Building a Curriculum**
- 4. AI Misuse and Assessment**
- 5. Use of AI by Students in Lessons and at Home**
- 6. Staff Training and Use of AI by Staff in School**
- 7. Parents and Carers**
- 8. Appendix A**

1. Introduction, Purpose and Core Principles

Artificial Intelligence (AI) has been prevalent in various aspects of life, including social media algorithms and online shopping, for several years. Since late 2022, generative AI tools such as ChatGPT became freely accessible online, fundamentally changing how we interact with technology. Over the past four years, AI has evolved significantly, with tools now capable of generating text, images, videos, audio, computer code, and providing sophisticated problem-solving capabilities across multiple domains simultaneously.

The continuous emergence of new applications and advancements in AI confirms its lasting impact on various facets of life, including education and the world of work. The Department for Education has confirmed that schools should educate students about AI and its appropriate use, rather than banning it outright.

The potential advantages of using AI in school are significant, including the ability to personalise learning, improve student engagement, aid efficient administration, analyse data, improve accessibility, and support inclusion. AI provides an opportunity for us to place greater emphasis on life skills, creativity, health, and personal development – the uniquely human capabilities that will become increasingly valuable.

While there are risks and threats posed by AI, there are also substantial opportunities and advantages. This document provides guidance and a framework for the school's strategy with AI, which will adapt and change as regulation, guidance, and advancements evolve. This policy should be read in conjunction with our Child Protection and Safeguarding Policy, Online Safety Policy, Acceptable Use Policies, Data Protection Policy, and Assessment Policy.

The safeguarding considerations of AI use are addressed in our Safeguarding and Online Safety policies, in line with Keeping Children Safe in Education 2026.

Core position

AI is not a replacement for independent thinking, original work, professional judgement or the relationship between pupils and teachers.

This policy aims to establish guidelines for the appropriate use of generative AI in school work. Generative AI refers to software that uses machine learning algorithms to produce outputs, such as text, images, audio, or video, that are similar to those created by humans. While generative AI has the potential to be a valuable tool for students and staff, it can also pose ethical, safeguarding, and academic integrity concerns. This policy aims to ensure that the use of generative AI is in line with the values and goals of Seaford College.

This policy addresses the following key themes:

1. Academic Integrity:

The school places particular value on oracy, literacy and communication, creativity, critical thinking, collaboration, leadership, character, empathy, community, physical and mental health, the arts, practical skills and engagement with nature. These distinctively human capabilities become more important as AI develops. The use of generative AI is not a replacement for independent thinking and original work. Students must ensure that they cite any sources used in conjunction with generative AI to produce their school work. Any form of plagiarism, including the use of generative AI to produce original work without proper acknowledgement, will be subject to disciplinary action in line with our Plagiarism Policy.

Students are responsible for their use of generative AI and are accountable for any academic misconduct that arises from their use. Teachers may ask questions to find out about AI use or request that students provide evidence of their use of generative AI, including prompts used and outputs generated.

Generative AI must be used only for appropriate and educational purposes. Any use of generative AI for malicious purposes, such as the creation of offensive, defamatory, sexually explicit, or harmful material, is

strictly prohibited and will be treated as a serious safeguarding concern. Permission for one task does not constitute permission for another. Permission during teaching does not establish permission during assessment.

AI must not be used to:

- create harmful, offensive, defamatory or discriminatory material
- bully, harass, impersonate or deceive
- counterfeit a person's voice, image, writing or likeness
- fabricate school communications
- undermine academic integrity
- evade filtering or monitoring
- compromise privacy or security
- encourage harm, exploitation or illegal activity

Students who use generative AI to produce their school work must have the informed consent of their teachers. The school will provide clear guidance on how generative AI may be used in conjunction with course requirements, including proper referencing in line with JCQ guidance for external examinations.

Students must be transparent about their use of AI and, when permitted, must acknowledge and reference AI tools appropriately.

2. Privacy and Security:

Students and staff must take measures to ensure that their use of generative AI is secure and does not compromise the privacy or security of any individuals. This includes:

- Protecting personal data in line with GDPR requirements
- Not entering confidential or sensitive information into AI tools
- Ensuring that the use of generative AI does not violate any privacy laws or school policies
- Being aware that free AI tools may use input data for training purposes

Safeguarding:

All users must be aware that AI tools can pose safeguarding risks, including exposure to inappropriate content, grooming risks, development of unhealthy emotional attachments, and the creation or distribution of harmful content including deepfakes. Any safeguarding concerns arising from AI use must be reported immediately to the Designated Safeguarding Lead.

This policy will be reviewed annually by the school to ensure that it remains relevant and effective in the context of changing technology, statutory requirements, and academic standards. Any proposed changes to the policy will be communicated to all stakeholders before being implemented.

2. AI Tools

It is not practical for this policy to contain a fixed list of AI tools. The school will maintain a separate Approved AI Tools Register. A tool being free, popular, embedded in existing software or recommended externally does not constitute school approval. Approval for staff does not automatically extend to pupils, and approval for one phase or purpose does not extend to all uses.

Microsoft Copilot is the school's approved AI system and forms part of the school's approach where it is provided through the managed Microsoft environment and approved for the proposed users and purpose. Inclusion within a Microsoft product does not automatically approve every feature. Tools will also become embedded in apps that we use regularly. In the meantime, all we can do is try out tools that have been vetted and tested by teachers. A list of approved tools for education can be found here <http://aieducator.tools>.

Prohibited Tools

The following types of AI tools are not permitted for use with students without explicit approval from the Digital Device Lead and Designated Safeguarding Lead:

- Tools that do not have appropriate content filtering for the age group
- Tools that require students to create accounts using personal email addresses without parental consent
- Tools that do not comply with GDPR or have unclear data protection policies
- AI chatbots designed for adult social interaction or companionship
- Tools that generate realistic images of people without appropriate safeguards
- Any tool that poses identified safeguarding risks

Student Access

- **Years 7-8:** Students will use approved AI tools only under direct teacher supervision in structured learning activities
- **Years 9-11:** Students may use approved AI tools for specified tasks with teacher permission, both in class and for independent study
- **Years 12-13:** Students may use approved AI tools more independently, in line with subject-specific guidance and assessment requirements

All students must complete AI literacy training appropriate to their age group before independent use of AI tools.

3. AI Literacy and Concerns – Building a Curriculum

We recognise the critical importance of educating students, parents, and staff about how AI works, its potential benefits, and its risks. This approach is supported by the Department for Education, which emphasise that schools should embrace AI education rather than prohibition.

Why AI Literacy Matters

As AI becomes increasingly integrated into society and the workplace, students need to develop:

- **Critical AI literacy:** Understanding how AI works, its limitations, and how to evaluate AI-generated content
- **Ethical awareness:** Recognising bias, privacy concerns, and societal impacts of AI
- **Practical skills:** Ability to work effectively with AI tools, including prompt engineering and output evaluation
- **Digital resilience:** Understanding safeguarding risks and how to stay safe when using AI

The ability to work effectively with AI will be a valuable skill in an evolving job market. Skill in working with AI – including prompt engineering, critical evaluation, and ethical use – should be seen as an extension of digital literacy. The better the prompts, questions, and instructions, the better the outcome.

Safeguarding and Pastoral Concerns

We are acutely aware of the safeguarding and pastoral concerns that AI can magnify or create, including:

- **Cyberbullying:** AI-generated harassment, threatening messages, or defamatory content
- **Deepfakes and image-based abuse:** Creation and distribution of manipulated images or videos, including sexual content
- **Grooming risks:** Predators using AI tools to create convincing personas or generate inappropriate content
- **Unhealthy emotional attachments:** Students developing relationships with AI chatbots (e.g., on Snapchat or other platforms)
- **Mental health impacts:** Anxiety, dependency, or distorted perceptions of reality
- **Exposure to inappropriate content:** AI tools generating or providing access to harmful material
- **Privacy violations:** Sharing of personal information with AI systems

All staff and students must be aware that any concerns about AI-related safeguarding issues must be reported immediately to the Designated Safeguarding Lead in line with our Safeguarding Policy.

Emphasis on Human Skills

As AI capabilities expand, we recognise that developing uniquely human skills, values, and character will become increasingly important for students' future success. Seaford College will place enhanced emphasis on:

- **Oracy and communication:** The ability to articulate ideas, debate, and communicate effectively
- **Creativity and innovation:** Original thinking and creative problem-solving
- **Critical thinking:** Analysing, evaluating, and synthesising information
- **Collaboration and leadership:** Working effectively with others and leading teams
- **Emotional intelligence and empathy:** Understanding and responding to human emotions and needs
- **Physical and mental wellbeing:** Developing healthy habits and resilience
- **Practical and manual skills:** Hands-on capabilities that AI cannot replicate
- **Connection with nature and community:** Building relationships and understanding our place in the world
- **The arts:** Creative expression through music, drama, art, and performance

Students are introduced to machine learning and potential issues in Key Stage 3 and create a learning model to solve a problem. This will be delivered in ICT & Computing. Students in the Prep School who fall under the age of 13 will be introduced to AI under direct supervision with guidance from Key Stage 2 curriculum leads in consultation with the Director of Innovation.

The following key areas will be taught as part of a year 9 carousel, Year 9 Core Business and P.D, and by tutors/assemblies for Year Groups 9-13, but over time these may become embedded in subject curricula. Some may also be accessible on FireFly/OneNote for reference as it will be impossible to cover everything.

Introduction

- What AI is, where we are now and where things are headed.
- Types of AI and their strengths and weaknesses
- Artificial General Intelligence (5-20 years away). New models are being developed that will lead to even more radical advances in aiding machine advancements beyond human-level intelligence.
- Basic terminology and acronyms.

Practical Applications

- Basics of prompting, managing AI hallucinations and factual inaccuracies, proper use of plugins, and Co-pilot tools. Students should also learn how to use the tools to support academic research, generate outlines, brainstorm ideas, write better emails, and organize information.
- Follow the policies of their school and related exam boards.
- Privacy and GDPR. Large Language Models (LLMs) create privacy concerns related to data collection and retention when users interact with the systems.
- Different AI tools, capabilities between the different tools,; chatbots, language translation tools, text-to-voice, text-to-image and text-to-video. The differences between them, as well as what to use them for and not use them for, which ones have added internet-based search and plug-ins and which ones do not.
- Age related supervision. It is recommended that students under 13 use AI under adult supervision.
- Communication and literacy/oracy. AI is not simply another piece of technology. It is a technology that we will interact with, not simply something that produces output as a search engine does. Just as we need to learn to interact with other people, we are going to need to learn to interact with AI.
- Computer skills. While not everyone will become a programmer, understanding the basics of coding can help students understand how AI works.
- Students will be invited to take part in developing AI skills in a dedicated co-curricular activity.

Negative Societal Impacts

- Job disruption. It is a reality that many jobs will be lost to AI and that many jobs that exist now will not exist in the future. New jobs will exist as a result of AI and the knowledge and skills required by employers will radically change. Employers are already starting to replace workers with AI, and employers want students with ChatGPT skills. Solutions to mass unemployment could include Universal Basic Income. There will be an impact on wealth and economic distribution.
- Fake but realistic images, voice and videos can be generated that are indistinguishable from what is real, resulting in liar's dividend (bad actors benefitting from misinformation.)
- Language plays a significant role in human communication, and generative AI makes it possible to present a system of information that has been language-configured in a dynamic and interactive way that makes it more compelling and increases the potential for manipulation. This could impact on voting and elections in the future.
- Emotional connections to bots. Anthropomorphized AI makes it possible for individuals to develop relationships. This problem might be adult, but it is becoming more and more of a problem for social media applications for students, for example Snapchat.
- Cyberbullying. Generative AI increases the risk and impact of cyberbullying. Automatic creation of harassing or threatening messages, emails, posts, or comments on a wide variety of platforms and interfaces and their rapid dissemination.
- Possible use by governments for surveillance or future warfare.
- Superintelligence and existential risks. We need to accept the reality of these considerations and directly discuss them with students.
- Environmental impact. The use of generative AI uses large amounts of energy and water, and we need to be aware of this and use it consciously.

Potential Positive Impacts

- **Economic growth.** Integration of AI is likely to result in massive gains in productivity that will radically increase economic growth, creating the potential for a global reduction in poverty.
- **Health care.** AI is leading to medical innovations that will result in a radical increase in life spans through interventions, such as the development of mRNA vaccines. Thanks to an AI driven breakthrough, a paralysed man was able to walk again.
- **Environment.** AI has the potential to lead to advances in fusion energy that will radically reduce SO₂ and CO₂ emissions. It could lead to great advances in energy efficiency.
- **Education.** Generative AI bots have the potential to make education available to hundreds of millions of students worldwide who lack access to it. These tools can also function as tutors to radically expand individual tutoring opportunities for hundreds of millions of students in the developed world.

Broader Ethical Issues

- **Discrimination.** Since LLMs are trained on the corpus of human history, they can recreate patterns of discrimination. For example, since there have been more male CEOs than female CEOs throughout history, both text-based descriptions and images of CEOs are likely to be male. It is likely to represent teachers as women and BAME individuals as people living in poverty. These previous issues relate to generative AI. Predictive AI models may also contribute to discrimination by, for example, predicting that a BAME individual will be more likely to commit a crime.
- **Intellectual property.** LLMs are trained on the work of hundreds of millions of people throughout history. Revenue is generated from the output of the training, but no compensation is given to those whose original works were used. Moreover, art rendered through generative AI tools enjoys only limited protection under copyright law.
- **Energy.** LLM queries and returns require a lot of energy from computers that depend on electricity, accelerating climate change.
- **Labour.** There is criticism of OpenAI for employing thousands of people in the developing world and paying them only a few dollars an hour to look at horrible images and text passages and filter them out. This is what prevents pornographic images and text from appearing in the output.
- **Education disrupted.** The quality of the output produced by AI will only increase over time and the ability of teachers to determine if it was written by AI is rapidly declining, as AI can be trained to write in the student's own voice.
- **AI denial.** Generative AI bans in schools are arguably widening the gap between private schools that are allowing access and public schools that are denying it. Are schools obligated to teach students how to use it?
- **Ethical obligations to support the benefits.** AI has the potential to deliver tremendous benefits in education, poverty reduction, and workload reduction. What ethical obligations exist to both distribute these benefits and train students to be aware of them?
- **Legal rights.** If AIs become sentient and/or conscious, should they be afforded legal rights?

Questions Related to What Makes Us Human

- As machines develop more and more intelligence capabilities that approximate human level intelligence capabilities, there will be more and more discussions about what makes us human. How are we different from AI, and why are we uniquely special?

4. AI Misuse and Assessment

As has always been the case, all work submitted as part of BTECs, GCSEs, A Levels, and any other formal assessments must be the students' own. While AI will likely become a common tool in the workplace and will inevitably contribute towards students' learning, it is essential that – for the purposes of demonstrating knowledge, understanding, and skills for qualifications – students do not rely on AI to complete work that should be their own.

This section sets out how Seaford College ensures academic integrity while acknowledging the existence and potential benefits of AI tools.

Statutory and Regulatory Framework

Seaford College adheres to all Joint Council for Qualifications (JCQ) guidelines on the use of AI within every kind of assessment. The use and misuse of AI is addressed in the school's **Plagiarism Policy**, which all students in Years 10 and 12 must read and sign to acknowledge their understanding.

Current JCQ guidance: The latest JCQ guidance for the 2026-27 academic year is available in *Instructions for conducting non-examination assessments 2026-27*, which can be found at [\[link to current JCQ guidance\]](#).

Important note: AI developments and capabilities are improving rapidly. The guidance in this document reflects current understanding but will be updated regularly. Staff and students should always refer to the most recent JCQ guidance and school policies.

Understanding AI in the Context of Assessment

AI has been present in various aspects of life for several years, but since late 2022, open-source generative AI has been freely accessible online. The most common interface is a chat function that generates human-like responses to prompts. With access to vast amounts of information, AI can quickly create responses to questions, including book summaries, essays, poems, reports, and much more.

AI systems are designed to produce human-like outputs and can be prompted to refine text or generate content in particular styles. The same question will often yield different responses because AI generates text by predicting the next word based on probability. This makes AI-generated work difficult to detect with certainty.

New AI applications emerge regularly, capable of:

- Generating images from text descriptions
- Creating presentations with minimal input
- Producing animations and videos from text
- Solving mathematical and scientific problems from images
- Translating between languages
- Writing and debugging computer code
- Analysing data and creating visualisations

AI tools now have access to current information through internet connectivity, making them more powerful but also more difficult to distinguish from student work.

Key Principles for Assessment

Students and teachers must understand the following:

1. **All work students submit for qualification must be the students' own.**

2. **Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice**, in accordance with JCQ regulations, and may face severe sanctions including disqualification from examinations.
3. **Teachers and assessors must only accept work for assessment that they consider to be the students' own.**
4. **Where teachers have doubts about the authenticity of student work submitted for assessment, they must investigate and take appropriate action** in line with the school's Plagiarism Policy and JCQ requirements.
5. **Process is as important as product.** Teachers will use process-based assessment methods to authenticate student work throughout its development, not just at the point of final submission.

Issues and Concerns with AI in Assessment

- **Academic Integrity:** If students use AI to generate work rather than as a collaborative or support tool, the work is not their own.
- **Bias and Reliability:** AI responses use information from the internet and other sources, which may contain errors, bias, or discriminatory content. AI can "hallucinate" – confidently presenting false information as fact.
- **Lack of Understanding:** Students who submit AI-generated work may not understand the content, leaving them unprepared for examinations or future learning.
- **Unequal Access:** Not all students have equal access to AI tools outside school, potentially creating unfair advantages.
- **Evolving Detection Challenges:** As AI improves, detecting its use becomes increasingly difficult, requiring schools to focus on authentication processes rather than detection tools.

AI Misuse: Definitions and Examples

AI tools must only be used when the conditions of the assessment permit the use of the internet or AI specifically, and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to:

- **Copying or paraphrasing sections of AI-generated content** so that the work is no longer the student's own

Copying or paraphrasing whole responses of AI-generated content

- **Using AI to complete parts of the assessment** so that the work does not reflect the student's own work, analysis, evaluation, or calculations
- **Failing to acknowledge the use of AI tools** when they have been used as a source of information (where AI use is permitted)
- **Incomplete or poor acknowledgement of AI tools** that does not allow teachers to verify appropriate use
- **Submitting work with intentionally incomplete or misleading references or bibliographies**
- **Using AI to generate work during examinations or controlled assessments** where such use is prohibited
- **Submitting AI-generated work as original creative writing, artwork, or other creative outputs** where the assessment requires demonstration of the student's own creativity

- **Using AI to solve problems or complete calculations** where the assessment is designed to test the student's own problem-solving or mathematical skills

Acceptable Use of AI in Assessment

There are limited circumstances where AI use may be acceptable in assessment, provided it is:

- Explicitly permitted by the teacher or assessment requirements
- Properly acknowledged and referenced
- Used in a way that demonstrates the student's own thinking and understanding

Where students use AI in permitted circumstances, they must:

1. **Acknowledge its use clearly** and show how they have used it
2. **Provide the name of the AI source used** and the date the content was generated
Example: Microsoft Copilot (<https://copilot.microsoft.com/>), 15 September 2026
3. **Retain a copy of the question(s) and computer-generated content** for reference and authentication purposes, in a non-editable format (such as a screenshot or PDF)

Provide a brief explanation of how AI has been used

Examples:

- "Used to generate initial ideas for essay structure, which I then developed independently"
- "Used to check grammar and suggest improvements to my own writing"
- "Used to translate technical terms, which I then verified using other sources"
- Submit this documentation with the work so the teacher/assessor is able to review the work, the AI-generated content, and how it has been used

Where this documentation is not submitted and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will consult the school's Plagiarism Policy for appropriate next steps and will take action to assure themselves that the work is the student's own.

Examples of Potentially Acceptable AI Use (when explicitly permitted)

- Using AI to **brainstorm initial ideas**, which are then developed independently
- Using AI to **check grammar and spelling** in work the student has written
- Using AI to **explain a concept** the student doesn't understand, then demonstrating that understanding in their own words
- Using AI to **generate practice questions** for revision
- Using AI for **accessibility support** (e.g., text-to-speech, speech-to-text) where this is an approved reasonable adjustment

In all cases, the final work must be the student's own, and AI must be properly acknowledged.

How to Identify Potential AI Misuse

While AI detection is increasingly difficult and unreliable, teachers should be alert to the following indicators that may suggest AI misuse. **These are not definitive proof** and should prompt further investigation:

Indicators in the work itself:

- Significant inconsistency with the student's previous work in terms of writing style, quality, vocabulary, or sophistication
- Sudden improvement in spelling and grammar that is inconsistent with the student's usual standard
- Use of American English spelling or phrasing (though note that some AI tools now default to British English)
- Unusually formal or generic language that lacks the student's personal voice
- Lack of specific examples or references to class discussions, materials, or the student's own experiences
- Overly perfect structure or formatting that seems template-like
- Inclusion of information or perspectives not covered in class or the student's available resources
- Lack of diagrams, graphs, or images where these would normally be expected
- Inconsistent depth across different sections (some very detailed, others superficial)
- References to AI limitations or capabilities within the text itself
- Factual errors or "hallucinations" that are characteristic of AI (e.g., invented citations, non-existent sources)

Indicators in the process:

- Student unable to explain their work or the reasoning behind it when questioned
- No evidence of drafts, planning, or development of ideas
- Work submitted very quickly with no apparent revision
- Student unable to discuss sources or research process
- Lack of engagement with feedback on earlier drafts

Important notes:

- AI tools now have access to current information, so lack of recent references is no longer a reliable indicator
- AI can be trained to write in a student's own style, making stylistic analysis unreliable
- Automated AI detection tools have high rates of false positives and should not be used as sole evidence of misconduct

The focus should be on process-based authentication rather than detection.

Authentication Process

Teachers will authenticate student work throughout its development using a combination of:

1. In-class observations

- Monitoring students' work during lessons
- Observing the development of ideas and understanding
- Noting students' engagement with the task

2. Draft submissions and checkpoints

- Requiring submission of plans, outlines, or early drafts
- Reviewing work at intermediate stages
- Checking that final work represents a natural continuation of earlier stages
- Setting reasonable deadlines with reminders to ensure work progresses steadily

3. Verbal discussions

- Short conversations with students about their work to ascertain understanding
- Questions about sources, research process, and decision-making
- Discussions that reveal whether the student can explain and defend their work

4. Supervised work

- Allocating time for portions of work to be completed in class under direct supervision
- Ensuring sufficient supervised work to authenticate the whole submission with confidence
- Using controlled conditions for key assessments

5. Knowledge checks

- Classroom activities that test the level of knowledge and understanding achieved
- Ensuring students can demonstrate understanding of the content they've submitted
- Quick quizzes or questions related to submitted work

6. Specific task design

- Setting tasks that are topical, current, and specific to reduce the likelihood of AI-generated responses
- Requiring personal reflection, connection to class discussions, or use of specific school resources
- Designing assessments that require demonstration of process, not just final product

Preventing Misuse

- Teachers and assessors must be assured that the work they accept for assessment and mark is authentically the student's own work. They are required to confirm this during the assessment process.
- Consider restricting access to online AI tools on centre devices and networks.
- Ensure that access to online AI tools is restricted on centre devices used for exams.
- Set reasonable deadlines for submission of work and providing reminders.
- Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence.
- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages.
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material.
- Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work.

- Do not accept, without further investigation, work that staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised.
- Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content that is less likely to be accessible to AI models trained using historic data.

5. Use of AI by Students in Lessons and at Home

This section provides guidance on when and how students may use AI tools for learning, both in school and at home. Clear communication of expectations is essential to help students develop appropriate AI literacy while maintaining academic integrity.

Traffic Light System for AI Use

To provide clarity and consistency across the school, staff will use a **traffic light system** to indicate the level of AI use permitted for each lesson, task, or assessment. This system will be clearly communicated to students at the start of each activity.

RED – No AI Use Permitted

AI tools **must not be used** for this task or lesson. This applies when:

- The task is a **formal assessment** (examination, controlled assessment, or coursework where AI use would constitute malpractice)
- The learning objective requires students to **develop specific skills** that AI would bypass (e.g., problem-solving, creative writing, mathematical reasoning)
- The teacher needs to **assess the student's own understanding** without AI assistance
- **JCQ regulations prohibit AI use** for the specific qualification component

Examples of RED activities:

- GCSE or A Level examinations
- Controlled assessments and NEA (Non-Examined Assessment) work where AI is not permitted
- In-class tests and quizzes
- Creative writing tasks designed to assess original thinking
- Mathematical problem-solving where students must show their working
- Any task where the teacher has specified "no AI use"

Student responsibilities:

- Do not use any AI tools for RED tasks
- Complete all work independently or with only the permitted resources specified by the teacher
- Understand that using AI for RED tasks constitutes malpractice and will result in serious consequences

AMBER – Limited AI Use with Teacher Permission

AI tools **may be used only with explicit teacher permission** and must be **properly acknowledged**. This applies when:

- The teacher has **specified particular ways** AI may be used to support learning
- AI is being used as a **learning tool** rather than to complete the work

- Students can **demonstrate their own understanding** alongside AI use
- The use of AI **enhances rather than replaces** student thinking

Examples of AMBER activities:

- Using AI to **brainstorm initial ideas**, which students then develop independently
- Using AI to **check grammar and spelling** in student-written work
- Using AI to **explain a difficult concept**, which students then demonstrate they understand
- Using AI to **generate practice questions** for revision
- Using AI for **research purposes**, with proper citation and verification from other sources
- Using AI for **translation support**, with verification
- Using AI for **accessibility purposes** (e.g., text-to-speech) as an approved reasonable adjustment

Student responsibilities:

- **Ask permission** before using AI for any AMBER task
- **Follow the teacher's specific instructions** about how AI may be used
- **Keep records** of all AI interactions (prompts, outputs, dates)
- **Acknowledge and reference** all AI use clearly in submitted work
- **Submit documentation** showing how AI was used (screenshots, prompts, outputs)
- **Be prepared to explain** your work and demonstrate your own understanding
- **Ensure the final work is your own** – AI should support, not replace, your thinking

Teacher responsibilities:

- **Specify clearly** what AI use is permitted and how it should be acknowledged
- **Provide examples** of acceptable and unacceptable AI use for the specific task
- **Check students' AI documentation** to verify appropriate use
- **Authenticate** that the final work represents the student's own thinking and understanding

GREEN – AI Use Encouraged

AI tools **may be used freely** as part of the learning process. This applies when:

- The learning objective is to **develop AI literacy skills**
- Students are **exploring AI capabilities** and limitations
- The task is designed to **teach appropriate AI use**

AI use is part of the intended learning experience

- The activity focuses on **skills that complement AI** (e.g., critical evaluation, prompt engineering)

Examples of GREEN activities:

- AI literacy lessons where students learn to use AI tools effectively
- Exploring how AI works and its limitations
- Practising prompt engineering and evaluating AI outputs
- Comparing AI-generated content with human-created content

- Discussing ethical implications of AI
- Using AI as a study tool for revision (generating flashcards, practice questions, explanations)
- Collaborative projects where AI is one of several tools being used
- Tasks specifically designed to develop AI-related skills

Student responsibilities:

- **Use AI thoughtfully and purposefully** – consider whether AI is the best tool for the task
- **Evaluate AI outputs critically** – don't assume AI is always correct
- **Reflect on your learning** – consider what you're learning by using AI and what you might miss
- **Be aware of privacy** – don't enter personal or sensitive information into AI tools

Follow the school's Acceptable Use Policy at all times

- **Report any concerns** about inappropriate AI content or behaviour to a teacher immediately

Teacher responsibilities:

- **Design tasks** that help students develop effective AI use skills
- **Encourage critical thinking** about AI outputs and limitations
- **Model good practice** in AI use
- **Facilitate discussions** about appropriate and ethical AI use

Communicating the Traffic Light System

Teachers will communicate the traffic light status for each lesson or task by:

- **Displaying the traffic light colour** at the start of the lesson (on the board, in the lesson plan, on Firefly)
- **Verbally explaining** the AI use expectations
- **Providing written guidance** for longer tasks or assessments (e.g., in the task brief, on Firefly)
- **Reminding students** of the expectations throughout the task
- **Answering questions** about what is and isn't permitted

Students should **always check the traffic light status** before using AI for any school work.

AI Use at Home

The traffic light system applies to **all school work**, whether completed in school or at home.

For homework and independent study:

- Students must **follow the traffic light guidance** provided by their teacher
- If the traffic light status is **unclear**, students should **ask their teacher** before using AI
- Students should **assume RED (no AI use)** unless told otherwise
- Parents are encouraged to **support appropriate AI use** and help students understand the boundaries

For revision and personal study:

- Students may use AI tools to **support their revision** (e.g., generating practice questions, explaining concepts, creating study materials)

- Students should **verify information** from AI using textbooks, class notes, and other reliable sources
- Students should **not rely solely on AI** for understanding – they must be able to demonstrate knowledge independently in examinations

Safeguarding and AI Use

Students must be aware that:

- **Any concerns about AI-generated content** that may constitute abuse, harassment, or illegal material must be **reported immediately** to the Designated Safeguarding Lead or any trusted adult
- **Creating, sharing, or possessing AI-generated sexual images** of children (including AI-generated or manipulated images) is illegal and will be treated as a serious safeguarding matter
- **Using AI for bullying, harassment, or to create harmful content** about others is strictly prohibited and will result in serious consequences
- **Developing unhealthy emotional attachments** to AI chatbots is a concern – students should speak to a trusted adult if they have concerns about their AI use or that of a peer

6. Staff Training and Use of AI by Staff in School

Following initial training in September 2023 and ongoing development through 2023-2026, staff AI literacy is now embedded in our continuing professional development programme. All staff are expected to develop and maintain appropriate AI literacy to support students effectively and to use AI tools responsibly in their professional practice.

Staff AI Literacy Programme

Initial Training (completed 2023-2024):

- Formal introduction to AI at INSET in September 2023
- Overview of AI capabilities, limitations, and implications for education
- Practical training in using Microsoft Copilot and other approved tools
- Understanding of safeguarding concerns related to AI
- Introduction to academic integrity and assessment considerations

Ongoing Professional Development (2024-2027):

Staff AI literacy is maintained and developed through:

- **Annual INSET sessions** covering updates to AI capabilities, policies, and best practices
- **Department-specific training** on integrating AI into subject teaching
- **Regular briefings** on new developments, tools, and concerns
- **Access to online resources** and self-directed learning materials
- **Peer learning opportunities** through the AI working group and department meetings
- **External training opportunities** for staff wishing to develop advanced AI skills

Staff Use of AI: Principles

Staff may use AI tools to support their professional work, provided they:

1. **Comply with data protection requirements** – see detailed guidance below

2. **Take responsibility for all outputs** – AI-generated content must be reviewed, verified, and edited before use
3. **Maintain professional standards** – AI should enhance, not replace, professional judgment
4. **Model good practice** for students

Follow the school's Acceptable Use Policy

5. **Use approved tools** for work involving student or school data

Data Protection Requirements for Staff

Staff MUST NOT enter the following information into AI tools unless using specifically approved, GDPR-compliant tools:

- **Student names or other personal identifiers**
- **Student assessment data or grades**
- **Sensitive personal information** about students, parents, or staff
- **Safeguarding information or concerns**
- **Medical information**
- **SEN information**
- **Behavioural records**
- **Contact details** (addresses, phone numbers, email addresses)
- **Any information that could identify individual students, parents, or staff Confidential school information** (financial data, strategic plans, personnel matters)

Staff MAY use AI tools with:

Anonymised or fictional data for planning or practice purposes **General educational content** (lesson plans, resources, explanations) **Publicly available information** **Your own professional writing** (with appropriate caution about confidentiality)

When in doubt, do not enter the information into AI tools. Consult with the Data Protection Officer if you are unsure.

GDPR-Compliant Tools

The following tools have been approved for use with certain types of school data, subject to the limitations specified:

- **Microsoft Copilot (Enterprise version within our Microsoft 365 environment):** May be used with student work and certain school data, as it is covered by our data processing agreement with Microsoft and data is not used for AI training
- **Free or consumer versions of AI tools (including free ChatGPT, Claude, Gemini, etc.) MUST NOT be used with any student or school data**, as these tools may use input data for training purposes and do not provide adequate data protection guarantees.
- Staff requiring access to GDPR-compliant AI tools should contact IT Services.

Accountability and Professional Responsibility

Staff are fully accountable for any AI-generated content they use. This means:

- You must **review and verify** all AI outputs before use
- You must **ensure accuracy** of information, particularly in communications with parents and official documentation

- You must **take responsibility** for any errors, omissions, or inappropriate content in AI-generated material you use
- You must **not blame AI** if something goes wrong – the responsibility is yours
- You must **maintain professional standards** in all work, whether AI-assisted or not

If you would not be comfortable putting your name to it, do not use it.

Modelling Good Practice for Students

Staff should:

- **Be transparent** about their own AI use when appropriate
- **Demonstrate critical evaluation** of AI outputs
- **Show students** how to use AI effectively and ethically
- **Discuss limitations** and potential issues with AI
- **Model the traffic light system** in their own practice
- **Acknowledge uncertainty** and the need for verification

Safeguarding Responsibilities

Staff must:

- **Never enter safeguarding information** into AI tools
- **Report concerns** about student AI use to the Designated Safeguarding Lead
- **Be alert** to signs of problematic AI use by students
- **Educate students** about AI-related safeguarding risks
- **Follow the Child Protection and Safeguarding Policy** for all AI-related concerns

7. Parents and Carers

Since the introduction of our AI strategy in June 2023, we have continued to engage parents through regular updates and guidance. We recognise that parents and carers play a crucial role in supporting students' appropriate and safe use of AI, both at school and at home.

Our Approach to AI

Seaford College takes a **balanced, educational approach** to AI:

- We **educate students** about AI rather than banning it
- We teach **critical AI literacy** so students can use AI effectively and safely
- We emphasise **academic integrity** and ensure students understand when AI use is and isn't appropriate
- We focus on developing **uniquely human skills** that will remain valuable in an AI-enabled world
- We take **safeguarding concerns** seriously and monitor AI-related risks

This approach aligns with guidance from the Department for Education and recommendations from the House of Lords Select Committee on AI.

What Students Learn About AI

Through our curriculum, students learn:

- **How AI works** – basic understanding of machine learning, training data, and AI capabilities

- **Practical AI skills** – how to use AI tools effectively, including prompt engineering and critical evaluation
- **Limitations and risks** – understanding bias, errors ("hallucinations"), and when not to trust AI
- **Ethical considerations** – privacy, intellectual property, environmental impact, and societal implications
- **Academic integrity** – when and how AI use is appropriate for school work
- **Safeguarding awareness** – recognising and responding to AI-related risks including deepfakes, grooming, and inappropriate content
- **Future implications** – how AI will affect work, society, and their future lives

The curriculum is age-appropriate and develops progressively from Year 5 through to Year 13.

The Traffic Light System

To help students understand when AI use is permitted, we use a **traffic light system**:

- **RED:** No AI use permitted (e.g., examinations, formal assessments, specific skill-building tasks)
- **AMBER:** Limited AI use with teacher permission and proper acknowledgment (e.g., brainstorming ideas, checking grammar, research support)
- **GREEN:** AI use encouraged as part of learning (e.g., AI literacy lessons, exploring AI capabilities)

Teachers communicate the traffic light status for each task, and students are expected to follow these guidelines for all school work, including homework.

Resources for Parents

The school provides resources to help parents support their children's AI use:

- **Parent guides** on AI literacy and online safety (available on school website)
- **Information sessions** for parents (advertised via email and school communications)
- **Updates on AI developments** relevant to students (via newsletter and website)

Links to external resources:

- Internet Matters: www.internetmatters.org
- UK Safer Internet Centre: www.saferinternet.org.uk
- NSPCC: www.nspcc.org.uk/keeping-children-safe/online-safety
- Childnet: www.childnet.com

8. Appendix A

AI use at school



Seaford College



You must not use AI at any point for this task. Likely to be NEA, possibly in controlled conditions.

Submission of this work using AI for prep will be sanctioned and for coursework before deadlines will be redone and after deadlines could be disqualifying.



You may use AI with permission for this task, but you must reference your use with a link or screenshot with dates.

Use critical thinking and use AI for planning, feedback or ideas.



You can use AI for this task, it may be a way of helping to problem solve or to be more creative.

Remember if you are in Year 8 or below this must be supervised

Use MS copilot

- Never share personal info
- Output may be inaccurate and/or biased
- Do not over rely on AI tools
- There is an environmental cost

When prompting, use a framework to help get the output you want, such as **PREP**:

- **Perform** - A specific task
- **Role** - what role do you want the AI tool to play
- **Explicit** - say what you want it to include and exclude
- **Parameters** - What format should the output be, how many words etc.

You are responsible for your AI use.

Remember: **Check** accuracy and think critically about the output

Do not use it if you want factual accuracy.

Usually two or three prompts are needed to improve and refine the output, be as specific as you can.

AI tools are powerful predicting machines, a calculator for language, not an 'intelligent' or caring being, do not forget that.