GLC AI POLICY

This Policy was ratified by the Board of Directors on :	Autumn 2025
This Policy will be reviewed by the GLC Board on :	Autumn 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC AI Policy

1. Introduction

Artificial Intelligence [AI] is increasingly being used across education to support teaching, learning, and administration. The GLC recognises the opportunities AI presents for enhancing efficiency and innovation. However, AI must be used in a safe, ethical, and responsible manner, ensuring compliance with safeguarding, data protection, and academic integrity principles.

This policy ensures compliance with:

- Keeping Children Safe in Education [KCSIE] 2024
- UK GDPR and Data Protection Act 2018
- DfE Guidance on Generative AI in Education 2025
- JCQ Guidance on AI in Assessments 2024
- GLC's Acceptable Use Policy [AUP], Online Safety Policy, and Data Protection Policy

This policy applies to all staff, students, and third-party providers who use AI in the trust environment.

2. Scope

AI is rapidly becoming an integral part of education, influencing teaching methods, administrative processes, and student learning. This section outlines where AI applies within The GLC and the principles governing its responsible use.

This policy applies to all AI tools, platforms, and applications used within The GLC, including:

- AI tools used for teaching, learning, assessment, and administration
- Any third-party AI platforms accessed by students or staff in a school-related capacity
- AI systems embedded in school-approved software and services

AI must not be used in a way that compromises ethics, student safety, data privacy, fairness, or academic integrity.

3. Roles and Responsibilities

Effective oversight and accountability are essential to ensure AI is used appropriately and safely within the school. The following sections define the key responsibilities of school leadership, staff, students, and IT teams in managing AI systems.

3.1 Leadership and Governance

School leadership plays a vital role in overseeing AI governance, ensuring policies align with national regulations, and implementing best practices for safe and ethical AI use.

- Ensure AI governance aligns with DfE, KCSIE, and GDPR regulations.
- Approve AI tools before they are used in teaching, learning, or administration.
- Conduct annual AI risk assessments and policy reviews.
- Ensure AI use is transparent, fair, and free from bias.
- Leadership and Governance teams must engage in annual update training to ensure compliance and risk mitigation for the latest risks.

3.2 Teaching and Support Staff

Teachers and support staff are responsible for ensuring AI is used as an educational aid while maintaining academic integrity, supporting student learning, and preventing misuse.

- Use AI as a teaching aid, not as a replacement for pedagogy.
- Verify AI-generated content for accuracy, appropriateness, and bias.
- Educate students on AI literacy, misinformation, and deepfakes.
- Ensure AI use does not compromise academic integrity or safeguarding.

- Teaching and support staff must engage in annual update training to ensure compliance and risk mitigation for the latest risks.

3.3 Students
Students must develop an understanding of AI's capabilities and limitations while using AI tools ethically and responsibly within the guidelines set by the school.
- Use AI tools responsibly and in line with school policies.
- Declare AI use in coursework, assignments, and assessments where required.
- Understand ethical considerations and avoid over-reliance on AI.

3.4 IT and Data Protection Team
The IT and Data Protection team are responsible for ensuring AI systems comply with data protection laws / GDPR, cybersecurity standards, and safeguarding requirements.
- Implement security measures to ensure AI tools comply with data protection laws.
- Ensure that AI tools used in school settings do not process or store personal data without anonymisation.
- Ensure that all technologies undertake an annual [minimum] DPIA process before use is permitted within The GLC.
- Conduct regular cybersecurity audits to monitor AI-related risks.
- IT and Data Protection teams must engage in annual update training to ensure compliance and risk mitigation for the latest risks.

4. Ethical AI Use
AI should be implemented in ways that are fair, transparent, and aligned with ethical considerations. This section outlines the key principles for ensuring AI use remains accountable, unbiased, and secure.

4.1 Transparency and Accountability
It is essential that AI use within the school remains transparent, and that decisions made using AI are documented and subject to human oversight.
- AI must not be used to make independent decisions affecting students or staff.
- The use of AI in assessment, recruitment, or administrative decision-making must be documented.
- AI-generated content must be identified where used.

4.2 Bias and Fairness
AI systems must be reviewed and monitored to minimise bias, ensuring fairness in learning, assessment, and administrative decision-making.
- AI tools must be vetted to ensure fairness and prevent bias.
- Training must be provided to recognise AI bias and hallucinations and mitigate its impact.
- Human checking is required for all AI output.
- All stakeholders are responsible for any output shared that has been generated by AI.

4.3 Data Protection and Anonymisation
To comply with data protection regulations, AI tools must not process personal data unless approved. Where possible, anonymisation techniques should be used to protect individual privacy.
- AI tools must not process or store personally identifiable student or staff data unless explicitly approved by the IT and Data Protection teams.
- AI inputs should be anonymised where possible.

- A Data Protection Impact Assessment [DPIA] must be conducted before new AI tools are introduced. Colleagues are NOT allowed to use any new software without prior permission from the IT and Data Protection team.

5. AI in Assessments and Academic Integrity

AI must not compromise academic integrity. This section ensures that students and staff adhere to fair assessment practices while using AI tools appropriately.

5.1 Preventing AI Misuse in Assessments

To maintain assessment integrity, students must declare AI-assisted work, and staff must monitor submissions for signs of unauthorised AI use.
- AI must not be used to generate coursework, essays, or exam content.
- Students must declare any AI-assisted work in line with JCQ and school regulations.
- Staff must monitor for sudden changes in student work that suggest AI misuse e.g. work that is suddenly better than previously seen, Americanisation of language, other hallmarks of AI-generated content.

6. Safeguarding and Online Safety

AI must be used safely within the school environment, preventing harm and ensuring students and staff understand the potential risks associated with AI- generated content.

6.1 Preventing AI-Generated Harm

AI-generated content, including deepfakes and misinformation, presents new safeguarding challenges. Staff and students must be aware of these risks and trained to respond appropriately [annually at a minimum].
- AI tools must not be used to create harmful, misleading, or inappropriate content.
- Students and staff must be trained to recognise AI-generated deepfakes, misinformation, and impersonation risks.
- The school's filtering and monitoring systems must detect and prevent AI- generated threats [as per the Government's Filtering and Monitoring standards].

6.2 AI and Cybersecurity

As AI systems become more integrated into school operations, cybersecurity risks must be managed to prevent unauthorised access, phishing attempts, and data breaches.
- AI-related phishing scams, fraud, and cybersecurity risks must be monitored.
- IT teams must ensure AI tools do not introduce security vulnerabilities.

7. Monitoring and Review

AI technologies and regulations evolve rapidly. This section ensures the school regularly reviews its AI policy, assesses risks, and gathers feedback to maintain compliance and best practices.
- This policy will be reviewed annually in line with updates to DfE, KCSIE, and JCQ guidance.
- DPIA risk assessments will be conducted before any new AI tool is introduced.
- Feedback will be sought from staff, students, and parents on AI's impact in education.

Policy Compliance Statement

All staff, students, and third-party providers accessing AI in The GLC must adhere to this policy. Any breaches may result in disciplinary action in line with school policies and national regulations.
We cannot stress the importance of ensuring compliance with this policy, particularly in light of Ofsted's role in ensuring mitigation of risk and support of governance of the use of AI and technology within The GLC.