AI Acceptable Use Agreement

Section 1: Introduction

1.1 Purpose of the Agreement: AI technologies have the potential to enhance the educational experience, providing personalised learning opportunities, automating administrative tasks and offering teachers new ways to engage with their students. However, it is important to recognise the ethical and safety concerns surrounding the use of AI in the classroom.

The purpose of this Acceptable Use Agreement for Artificial Intelligence (AI) in Schools is to ensure the ethical, safe, and effective use of AI and data technologies in our educational environment. This Agreement aims to provide clear guidelines for all users—students, teachers, leaders, governors and administrators—on the appropriate use of AI and data technologies in our school.

1.2 Scope of the Agreement: This Agreement applies to all AI and data technologies used in our school, whether they are used for teaching, learning, administration, or other school-related activities. This includes, but is not limited to, AI systems used for assessing work, personalised learning platforms, data analysis tools, and any other AI or data technologies implemented in our school. The Agreement applies to all members of the School including staff members, pupils and visitors. All members of the St Edmund's community are expected to adhere to this Agreement.

1.3 Agreement Statement: Our school is committed to leveraging the benefits of AI and data technologies to enhance teaching and learning while upholding our ethical responsibilities. We believe in the potential of these technologies to support personalised learning, improve educational outcomes, and streamline administrative processes. However, we also recognise the importance of using these technologies in a manner that respects privacy, promotes fairness and safety (in line with our responsibilities in *Keeping Children Safe in Education*

2023) and prevents discrimination. This Agreement provides the framework for achieving these goals.

Section 2: Definitions

To ensure a clear understanding of this Agreement, we provide definitions for key terms related to AI and data use in education. These definitions are based on the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document published by the European Commission in September 2022.

2.1 Artificial Intelligence (AI): AI refers to systems that display intelligent behaviour by analysing their environment and taking actions to achieve specific goals. In the context of education, AI can be used in various ways, such as assessing progress, personalising learning, and analysing educational data.

2.2 Data: In the context of this Agreement, data refers to information collected about students' learning and behaviour in the educational environment. This can include grades, attendance, online activity, and other relevant information.

2.3 Ethical Use: Ethical use refers to the use of AI and data in a manner that respects individual rights, promotes fairness, and prevents discrimination. It also involves using these technologies in a way that is transparent, accountable, and respects privacy.

2.4 Privacy and Data Governance: This refers to the practices and procedures in place to protect the privacy of individuals and ensure the secure and ethical handling of data.

2.5 Technical Robustness and Safety: This refers to the reliability and safety of AI systems. It involves ensuring that these systems function correctly, are secure from cyber threats, and do not cause harm to users or the educational environment.

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

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

2.8 Responsibility: The Governing Body has ultimate responsibility for AI policy and delegates responsibility to the Head to confirm and report back that the policy and practices are embedded and monitored. The named AI Ethics and Safety Officer is Stephen Wood, Head of Senior School Computer Science. All members of the school community are made aware of who holds this post. It is the responsibility of the AI Ethics and Safety Officer to keep abreast of current issues and guidance and to brief the Head and other staff on a regular basis.

Section 3: Ethical Use of AI and Data

3.1 Commitment to Ethical Use: Our school is committed to the ethical use of AI and data in all aspects of our educational environment. We believe that these technologies can greatly enhance teaching and learning, but they must be used in a manner that respects individual rights, promotes fairness and safety, and prevents discrimination.

3.2 Ethical Considerations: When using AI and data technologies, we consider the following ethical principles:

- Respect for individual rights: We respect the rights of all individuals in our school community. This includes the right to privacy, the right to non-discrimination, and the right to an education that respects their individual needs and abilities.
- Fairness: We strive to use AI and data technologies in a manner that is fair and does not lead to discrimination or unfair outcomes. This includes ensuring that these technologies do not reinforce existing biases or create new ones.
- Transparency: We believe in the importance of transparency in the use of AI and data technologies. This includes being open about how these technologies are used, how decisions are made, and how data is collected and used.

3.3 Key Requirements for Trustworthy AI: In line with the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document, https://education.ec.europa.eu/news/ethical-guidelines-on-the-use-of-artificial-intelligence-and-data-in-teaching-and-learning-for-educators we adhere to the following key requirements for trustworthy AI:

- Human agency and oversight: We ensure that there is always a human in the loop when using AI systems, and that these systems are used to support, not replace, human decision making.
- Technical robustness and safety: We use AI systems that are reliable, secure, and safe to use. Privacy and data governance: We have strong data governance practices in place to protect the privacy of our students and staff.
- Transparency: We are transparent about our use of AI and data technologies, and we provide clear explanations about how these technologies work and how decisions are made.
- Diversity, non-discrimination, and fairness: We use AI and data technologies in a manner that respects diversity, prevents discrimination, and promotes fairness.
- Societal and environmental wellbeing: We consider the broader societal and environmental implications of our use of AI and data technologies.

Section 4: AI and Data Use in Education

4.1 Explanation of AI and Data Use in the School Setting: AI and data technologies are used in various ways in our school to support teaching, learning, and administrative processes. For instance, schools typically process substantial amounts of educational data including personal information about students, parents, staff, management, and suppliers. This data is

used for various purposes such as resource and course planning, predicting take up and dropout, and guidance. When students interact with digital devices, they generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. This type of trace data is often used for learning analytics.

4.2 Examples of AI and Data Use in Education: Here are some examples of how AI and data technologies can be used in our school:

Intelligent Tutoring Systems: These systems provide individualised instruction or feedback to students without requiring intervention from the teacher. They follow a step-by-step sequence of tasks.

Dialogue-based Tutoring Systems: These systems also follow a step-by-step sequence of tasks but through conversation in natural language. More advanced systems can automatically adapt to the level of engagement to keep the learner motivated and on task.

Language Learning Applications: AI-based learning apps are used in formal and nonformal education contexts. They support learning by providing access to language courses, dictionaries, and provide real-time automated feedback on pronunciation, comprehension, and fluency.

Managing Student Enrolment and Resource Planning: AI systems are used to predict and better organise the number of students who will attend in the coming year, assist with forward planning, resource allocation, class allocations, and budgeting.

Using Chatbots for Administrative Tasks: A chatbot virtual assistant on the school's website guides learners and parents through administrative tasks such as enrolment into the school, paying course fees, or logging technical support issues.

4.3 Pupil Involvement

The School strives to establish a consistent message with parents regarding the responsible use of AI for all students which in turn should contribute to the establishment and future development of its approach.

However, we are aware that some students may require additional support, including reminders, prompts and further explanations to reinforce their existing knowledge and understanding of AI ethics and safety issues.

It is important that AI-related activities are thoughtfully planned and well-managed for all children, ensuring they have the necessary guidance and support to use AI technology responsibly and safely.

Section 5: User Responsibilities

5.1 Ethical and Responsible Use of AI and Data Technologies: All users of AI and data technologies in our school, including students, teachers, administrators, are expected to use

these technologies in a responsible and ethical manner. This includes respecting the rights of others, including their privacy and intellectual property rights, avoiding any actions that could lead to discrimination or unfair outcomes, and adhering to all relevant laws, regulations, and school policies. Users must ensure that their use of AI and data technologies does not lead to discrimination or unfair outcomes. This includes being aware of any potential biases in these technologies and taking steps to mitigate them.

5.2 Monitoring and Data Use Responsibilities: Users are responsible for monitoring the results produced by AI systems. This includes regularly reviewing these results to ensure they are accurate and fair, and reporting any concerns or issues to the appropriate person or department. When using data technologies, users are expected to adhere to the school's data use policies and guidelines, ensuring the privacy and security of data at all times.

Section 6: Privacy and Data Governance

6.1 Commitment to Privacy and Data Governance: Our school is committed to protecting the privacy of our students, staff, and community. We understand the importance of data governance in ensuring the ethical use of AI and data technologies. We adhere to all relevant laws and regulations regarding data protection and privacy, including the General Data Protection Regulation (GDPR).

6.2 Data Collection, Storage, and Use: We collect, store, and use data in a manner that respects individual privacy and is necessary for our educational purposes. This includes: Ensuring that sensitive data is kept anonymous and access to the data is limited only to those who need it. Protecting and storing learner data in a secure location and using it only for the purposes for which the data was collected. Having mechanisms in place to allow teachers and school leaders to flag issues related to privacy or data protection. Informing learners and teachers about what happens with their data, how it is used, and for what purposes. Providing the possibility to customise privacy and data settings.

6.3 Data Protection: We have implemented measures to protect data from unauthorised access, use, disclosure, alteration, or destruction. This includes technical measures such as encryption and access controls, as well as organisational measures such as staff training and policies. The school's policies on Data Protection are accessible via the school website. https://www.stedmunds.org.uk/about-us/policies-inspection-reports/

6.4 Data Access and Control: We respect the rights of individuals to access and control their data. This includes the right to access their data, the right to correct inaccurate data, the right to object to the processing of their data, and the right to have their data deleted in certain circumstances.

6.5 Data Sharing: We only share data with third parties when necessary for our educational purposes and in compliance with all relevant laws and regulations. We ensure that any third

parties with whom we share data respect the privacy of our students, staff, and community and have appropriate measures in place to protect the data.

Section 7: Technical Robustness and Safety

7.1 Commitment to Technical Robustness and Safety: Our school is committed to using AI and data technologies that are technically robust and safe. We understand that the reliability and safety of these technologies are crucial for their effective and ethical use in our educational environment.

7.2 Ensuring Technical Robustness and Safety: We have put in place several measures to ensure the technical robustness and safety of the AI systems we use:

- Security Measures: We have sufficient security in place to protect against data breaches. This includes both physical and digital security measures to protect data from unauthorised access, use, disclosure, alteration, or destruction.
- Monitoring and Testing: We have a strategy to monitor and test if the AI system is meeting the goals, purposes, and intended applications. This includes regular reviews of the performance and outcomes of AI systems, as well as audits of data collection, use, and protection practices.
- Oversight Mechanisms: We have appropriate oversight mechanisms in place for data collection, storage, processing, minimisation, and use. This includes having procedures in place to respond to any technical issues or incidents in a timely and effective manner.
- Information Availability: We make information available to assure students and parents of the system's technical robustness and safety. This includes being transparent about how these technologies are used, how decisions are made, and how data is collected and used.

Section 8: Human Agency and Oversight

8.1 Importance of Human Agency and Oversight in AI Use: Our school recognises the importance of human agency and oversight in the use of AI. We believe that AI should be used to support, not replace, human decision-making. We also believe that individuals should be able to understand and control how AI and data technologies affect them.

8.2 Maintaining Human Agency and Oversight: in AI Use We maintain human agency and oversight in the use of AI through the following guidelines:

- Human-in-the-loop: We ensure that there is always a human in the loop when using AI systems. This means that decisions made by AI systems are always subject to human review and intervention.
- Transparency: We are transparent about how AI and data technologies are used in our school. We provide clear explanations about how these technologies work, how decisions are made, and how data is collected and used.

- Training and Support: We provide training and support to all users of AI and data technologies in our school. This includes training on how to use these technologies ethically and responsibly, how to understand their outcomes, and how to respond to any issues or concerns.
- Monitoring and Oversight: We have procedures in place for the ongoing monitoring of AI and data use in our school. This includes regular reviews of the performance and outcomes of AI systems, as well as audits of data collection, use, and protection practices.

Section 9: Societal and Environmental Wellbeing

9.1 Commitment to Promoting Societal and Environmental Wellbeing: Our school is committed to using AI and data technologies in a way that promotes societal and environmental wellbeing. We understand that these technologies have the potential to impact not only our school community but also the broader society and environment.

9.2 Promoting Societal Wellbeing: We strive to use AI and data technologies in a way that benefits society. This includes: Ensuring that the use of these technologies does not harm individuals or society. Considering the social and emotional wellbeing of learners and teachers in the use of these technologies. Involving students and their parents in decisions about the use of these technologies. Using data to support teachers and school leaders in evaluating student wellbeing and monitoring this use.

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

Section 10: Inappropriate Activity and/or Unethical Use of AI

10.1: Accidental or deliberate exposure to inappropriate material or unethical use of AI must be immediately reported to the Deputy Head. Depending on the seriousness of the offence, there may be a formal investigation and a response in accordance with relevant staff and pupil disciplinary policies.

Examples of inappropriate activity relating to AI usage in schools include (but are not restricted to):

- Plagiarism
- Exposure propaganda and/or extremist views
- Faking creative work (especially problematic in subjects such as art, photography and design)
- Automated homework assistance: Students might misuse AI-powered tools like math solvers or text summary generators to complete their homework without genuinely understanding the material. This leads to a superficial grasp of concepts

- AI in exam cheating: Using wearable devices, smartphones, or other AI-enabled technologies, students could access unauthorised information, share answers, or manipulate exam results to gain an unfair advantage
- Digital peer pressure and social harm: Misuse of AI-generated content or deep fakes within the student community can damage reputations or lead to harmful online behaviour such as cyberbullying, potentially harming students' mental health and well-being

The school reserves the right to copy and paste students' work into a copy right detector in order to check for inappropriate activity.

10.2 Violations of the Agreement. Violations of this Agreement will not be tolerated. Serious violations of this Agreement that involve unlawful activity, such as theft of proprietary information or misuse of personal data, will be reported to the appropriate authorities.

Section 11: Agreement Review and Updates

11.1 Review and Updates: This Agreement will be reviewed at least annually by the Governing Body or as often as necessary to address changes in laws or practices related to AI and data use. Updates will be communicated to all users in a timely manner.

Section 12: Signatures

12.1 Acknowledgment of the Agreement: By signing below, the user acknowledges that they have read, understood, and agree to abide by this Agreement.

The user understands that violations of this Agreement may result in disciplinary action.

Please click here to electronically sign the agreement:

https://forms.office.com/e/1DE3N9wr5A

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