Barton Peveril Sixth Form College

Artificial Intelligence (AI) Policy

Created by	Vice Principal (Business Services)
Approved by	SLT
Approval date	February 2026
Next review date	February 2027

1. Introduction and Purpose

Barton Peveril Sixth Form College recognises the potential of Artificial Intelligence (AI) to enhance teaching and learning and to streamline business services. It is the College's position that the use of AI is optional and remains a choice of the individual member of staff/student. This policy outlines the principles, guidelines and responsibilities for how the College will explore, develop and manage the implementation and use of AI systems and applications.

The Policy is intended to be reviewed frequently, recognising both that the College is taking its early steps in this arena and that the current development and understanding of AI more generally is fast paced. We need to revisit our approach in the light of developments in AI and in response to our own experience of managing its use at the College.

The purpose of this policy is to:

1. Provide a framework for the appropriate and responsible use of AI technology in the College.
2. Provide guidance on how AI may be utilised in teaching and learning, business services, examinations and assessment.
3. Provide guidance on the detection of plagiarism in the use or misuse of AI.
4. Ensure that any AI related activity is compliant with the College's data protection policy.
5. Foster innovation in the use of AI within the College.

Appendix A to this policy provides a recent (March 2025) definition of what AI is.

2. Key Definitions

This section defines key terms related to the use of artificial intelligence (AI) and technology in education and business services.

Adaptive Learning - A method where learning materials and teaching approaches are adapted to an individual student's needs and abilities. This provides immediate assistance, targeted resources, and relevant feedback to optimise learning outcomes.

Agent - A software program or system that performs tasks autonomously or semi-autonomously, often using AI capabilities to process information and make decisions.

Artificial Intelligence (AI) - An umbrella term for a range of algorithm-based technologies designed to perform tasks previously considered to require human behaviour, intervention, or oversight.

AI Transparency - The extent to which the operations, decision-making processes, data inputs, and outputs of an artificial intelligence (AI) system can be understood, explained, and scrutinised by stakeholders.

Assistive Technology - Products or systems that help individuals with disabilities, restricted mobility, or other impairments to perform tasks that might otherwise be difficult or impossible.

Automated Decision-Making - The use of technology, data, and algorithms to make decisions, generate predictions, or produce outputs without human input.

Bias in AI - The tendency of AI models to produce unfair or discriminatory outcomes due to biases in the data they are trained on or the algorithms used.

Bias Prevention - The proactive identification, mitigation, and ongoing monitoring of unfair or discriminatory outcomes that may arise from the design, training, or use of artificial intelligence (AI) systems.

Data Protection - The practice of safeguarding personal and institutional data in compliance with regulations such as the UK Data Protection Act and GDPR when using AI technologies.

Ethical AI - The responsible use of AI that aligns with principles of fairness, transparency, accountability, and respect for individual rights.

Generative AI (GenAI) - A type of AI, often built on general-purpose AI models, that generates new content such as text, images, videos, and audio in response to user inputs or prompts.

Hallucination (AI) - A phenomenon where an AI system generates false or misleading information that appears credible but lacks factual accuracy.

Large Language Models (LLMs) - A subset of general-purpose AI, LLMs are trained on extensive amounts of text data to generate natural language responses. They are used for tasks such as answering questions, auto-completing text, translating, and summarising information.

Plagiarism in AI - The unauthorised use of AI-generated content without proper attribution, including in academic work, assessments, or creative outputs.

Special Educational Needs and Disabilities (SEND) - A term used to describe learning difficulties or disabilities that make it harder for a child or young person to learn compared with their peers. SEND encompasses challenges in communication, cognition, social-emotional development, and physical or sensory impairments.

3. Scope

This policy applies to all students, staff, and stakeholders who interact with AI tools systems and devices (such as glasses) within the college's academic and administrative environment.

4. Guiding Principles

- **Ethical Use:** AI must be used in ways that align with the college's values, fostering integrity, inclusivity, and respect for individual rights.
- **Transparency:** The role of AI in decision-making, assessment, and teaching should be clear to students, staff, and stakeholders.
- **Accountability:** Humans remain responsible for decisions influenced by AI, ensuring oversight in educational and administrative processes.
- **Fairness:** AI should not introduce or reinforce bias in learning, assessment, recruitment, or student support.
- **Privacy & Security:** The use of AI must comply with data protection regulations, ensuring secure handling of personal and institutional data.
- **Academic Integrity:** AI-generated content must be appropriately acknowledged, and misuse for plagiarism or misrepresentation is prohibited.
- **AI Literacy:** Staff and students should be equipped with the knowledge to use AI critically and effectively.

5. Roles and Responsibilities

The following groups and individuals have specific roles to play in ensuring the appropriate use of AI technologies within the College.

Senior Leadership Team

- Overall responsibility for approving a policy and ensuring it is properly implemented
- Oversee the review of any AI applications and agents that are introduced to ensure they remain beneficial to the College.

Vice Principal (Business Services)

- Lead the College's AI adoption and implementation across business services and operational compliance.
- Develop the AI Policy and ensure it is understood and implemented by staff.
- Chair the AI Group.
- Report to SLT on progress and developments within AI at the College.
- Intervene where appropriate if AI technologies are being used inappropriately.
- Support the IT Manager in providing appropriate AI resources.
- Encourage and facilitate collaboration with external partners in the development of AI use in the College.

Deputy Principal

- Lead the College's AI adoption and implementation in curriculum, teaching and learning.

Vice Principal (Students and Progress)

- Lead the College's AI adoption and implementation in student support, pastoral and personal development

Assistant Principal (Super Curricular)

- Lead the College's AI adoption and implementation in Q-Xtra

IT Manager

- To be responsible for maintaining strong partnership links with JISC and other stakeholders in the sector and ensure that best practice in the use of AI is regularly shared internally and firmly embedded in the College's activity in this area.
- In collaboration with Curriculum Directors and Support Managers, identify and provide appropriate AI resources (software, apps, etc) to support the use of AI in the College.
- Oversee the investment in AI technologies that are expected to provide benefits.
- Regularly review AI-generated outputs for accuracy and fairness

Examinations and Assessment Manager

- The Examinations and Assessment Manager will be responsible for maintaining an up to date knowledge of JCQ and Awarding Organisations' advice and regulations around the use of AI in the assessment process.
- The Examinations and Assessment Manager will ensure that this guidance and regulations are effectively cascaded to all members of staff and students to whom it is relevant.

All Teachers and Support Staff

- All staff must make themselves aware of and adhere to this AI Policy.
- Staff should contribute to the exploration of relevant AI technologies in their field of work.
- Personal data (staff or student) must not be put into any external LLMs or applications.

Students

- Students must make themselves aware of and adhere to this AI Policy.
- Students should engage in activities that teach them about AI and its ethical use in their learning.
- Should students have access to AI tools and agents, use them appropriately for the purposes of which they are intended.

Guidance for Students

6. Teaching and Learning

The College will provide resources and training to support staff and students in developing AI literacy. This will involve:

- A basic but accurate understanding of the way an AI model works.
- An appreciation of the privacy and data risks and an understanding that personal information and intellectual property may be misappropriated if entered into an AI model.

- Awareness of the potential for bias - AI models are trained on human input. Human media contains biases. The responses of an AI model may therefore reflect cultural, political or social biases
- An understanding of the need to craft thoughtful and well constructed input (prompts) in order to gain useful responses as well as the need to critically analyse all output (with particular consideration of accuracy and bias)
- An understanding of the risk of plagiarism and the need to cite AI use accurately and honestly in assessment where it is permitted.
- An acknowledgment that AI should be considered as a tool to support and prompt cognition and never a means to replace it.
- An understanding that responsible and effective AI use relies heavily on developing qualities of curiosity, literacy, critical thinking and the recall of well understood prior knowledge.

The IT Manager and the AI Group will explore models, software and applications that make use of AI and ensure teachers are aware of those that provide potential for enhancing teaching and learning.

Teachers should consider how AI offers new opportunities within their understanding of established effective pedagogy and will be encouraged to experiment as appropriate to their context. Teaching members of the AI Group will encourage collaboration across teaching departments in the exploration and implementation of appropriate AI resources.

We will expect all students to gain some structured information and hands-on experience with AI, regardless of their subject specialism. The value of this to their wider learning and future life skills is significant. Teachers will be expected to facilitate this development.

The College recognises that AI glasses and similar wearable devices may become readily available but they should not be used in the classroom without an approved specific need. Their use will be restricted to that of an assistive technology, in line with SEND and accessibility considerations."

7. Examinations and Assessment

External Examinations and Assessments
The College is committed to ensuring that all external examinations and assessments are undertaken with integrity and in accordance with JCQ regulations as appropriate.

Current JCQ AI guidance can be found here:
AI Use in Assessments: Protecting the Integrity of Qualifications

- The College recognises that coursework and NEAs are open to inappropriate application of AI outcomes by students.
- The College will inform, educate and advise staff and students to ensure they are working within the regulations set out by JCQ.
- The College will provide training in the appropriate use and application of AI technologies for examinations and assessments that form part of formal qualifications.

- Teachers will be expected to inform and guide their students to ensure they follow the JCQ guidance and the college's Generative Artificial Intelligence: Guidance for Students document on use of AI to avoid plagiarism and accusations of malpractice, before starting any coursework or NEA.
- The College will follow standard JCQ and Awarding Organisation procedures where incidents of malpractice involving the misuse of AI technologies is suspected and/or proved.

Internal Exams and Assessments - Additional Information
Teachers are encouraged to:

- Familiarise themselves with the natural written style (or other creative style, dependent on the type of work being undertaken) of their learners and ensure learners understand that assessment tasks may be supported by AI learning but that they should be the result of the students own cognition and craft.
- Reflect on the need to verify understanding and engagement in additional or alternative ways where summative assessment is conducted in the form of coursework or teacher-led exams and project work.
- Consider (within the framework of their specifications) how existing formative assessment could be vulnerable to AI misuse and to adapt them to include opportunities to verify student learning within the routine assessment process.

The College will:

- Continually monitor and evaluate the effectiveness of plagiarism software and AI checkers.
- Review and amend relevant conduct policies and documentation to ensure clarity about what is and isn't acceptable use of AI. This includes the Assessment for Learning Guidance
- Follow its own relevant policies and procedures where incidents of malpractice involving the misuse of AI technologies in internal examinations or assessments is suspected and/or proved. This may include reference to the Code of Conduct, the Disciplinary Policy and others as appropriate.

8. Business Systems

The College recognises that there are benefits to support areas of the College from AI technologies - such as support with report writing, data analysis, coding and administrative operations. It also recognises that there will be shortcomings and pitfalls in the use of such technologies.

- Members of support staff are encouraged to explore and review AI technologies that support activities that might offer benefits in terms of staff workload and/or operational efficiencies.
- The College will support such endeavours, including financially, where outcomes and efficiencies can be shown to be effective and safe.
- The College will liaise with partners in the sector in the pursuit and use of effective AI technologies to support business functions.
- The IT Manager will oversee the investment in such AI technologies.

9. Cyber Security and GDPR

All staff must recognise the risks to the security of College data in making use of AI technologies.
All staff must adhere to the College policies on Cyber Security and Data Protection when engaging with AI technologies to ensure that all staff and student data held and processed by the College remains safe and secure. There should be no personal data uploaded to public AI tools. Because this data is stored to train the LLM. Personal data may be used in internal AI systems which operate within our domain, but even then only when necessary. As a rule, data should be anonymised where possible. A DPIA has been conducted by the College regarding the use of AI agents.

Wearable AI devices with audio/visual capture functions must not be used on College premises unless explicitly authorised, as they present risks to personal data and GDPR compliance.

The College will use its standard policies (Code of Conduct, Disciplinary, etc) to deal with any cases where data use and/or security compromises the College.

10. Intellectual Property and Copyright

All staff must recognise that the use of generative AI tools raises significant intellectual property (IP) implications. Staff and students must not input or upload original work, such as lesson plans, coursework, essays, prompts, or creative content, into AI platforms unless there is clarity that these tools will not use the input to train their models, or where appropriate permissions have been granted.

Materials protected by copyright, including those created by students and staff, must not be used to train AI tools unless explicit permission has been given by the copyright holder, or a valid legal exception applies. Staff must remain aware that uploading copyrighted content to AI platforms, especially free-to-use models, may expose the College to risks of secondary copyright infringement, particularly where outputs are used externally (e.g. websites, publications).

The College will provide guidance and training to ensure staff and students are aware of their responsibilities under copyright law and that AI use respects intellectual property rights in line with current UK legislation.

11. Safeguarding and Online Safety

The College recognises that the use of AI, particularly generative AI, must be carefully managed to ensure it supports rather than undermines the safety and wellbeing of students. In line with *Keeping Children Safe in Education* statutory guidance, the College will assess the safeguarding risks associated with AI use, including the potential exposure of students to harmful, biased, or inappropriate content.

Where students engage with AI tools, this will be monitored, with appropriate filtering and monitoring mechanisms in place. Staff must be alert to risks such as data misuse,

misinformation (hallucinations), and impersonation (e.g. fake communications). The College will maintain filtering and monitoring systems that include coverage for generative AI and will regularly review safeguarding policies in light of emerging AI capabilities.

Staff are expected to incorporate online safety principles into their AI literacy teaching, ensuring students understand how to interact with AI tools responsibly and safely.

12. Compliance & Risk Management

- AI use should comply with the EU AI Act 2024
- AI use must adhere to UK laws, including the Data Protection Act and relevant educational regulations.
- The college will conduct regular reviews to assess AI's impact, ensuring alignment with ethical and legal standards.
- Staff and students should report concerns regarding AI misuse, bias, or ethical risks through designated channels.

13. AI Transparency

The College understands its responsibility to be transparent about the use of AI tools and as such will ensure the that:

- Users are informed when they are interacting with AI.
- AI generated images, audio or video are labelled as such.
- Any deepfakes will be explicitly labelled as such.
- Any AI generated text intended to influence public opinion is labelled as AI generated.

Beyond the legal requirements for limited-risk AI, the college has the discretion to decide how much transparency to apply to AI generated materials.

14. Bias Prevention

To promote fairness and responsible use, the College will regularly review AI-generated outputs for accuracy and fairness. Conducting periodic fairness assessments to ensure the AI tools aren't disproportionately disadvantaged certain student groups.

To mitigate bias in AI, transparency in data sourcing and algorithm development is crucial. The college aims to prioritise AI systems that provide clear information about the data used to train the system and the steps taken to ensure fairness.

15. Monitoring and Accountability

The College is committed to ensuring that all AI tools and systems are used effectively, ethically, and in accordance with this policy. Ongoing monitoring and evaluation are essential to maintain the integrity of AI usage and to identify any unintended consequences or emerging risks. The

following framework outlines how the College will monitor and uphold accountability for AI technologies across all areas of operation:

- **Regular Review of AI Tools** These reviews will assess the tools' effectiveness, compliance with ethical and legal standards, and alignment with the College's educational and operational objectives.

- **Usage Audits and Evaluation** These audits will evaluate user engagement, data handling practices, and the accuracy, reliability, and impact of AI-generated outputs.

- **Feedback and Reporting Mechanisms** Staff and students will be encouraged to report concerns or observations related to AI use through established feedback channels.

- **Accountability and Oversight** Human oversight remains central to the use of AI at the College. All decisions influenced by AI must be subject to human review, particularly in areas such as student assessment. Staff will remain responsible for ensuring that AI-generated content or decisions meet College standards and expectations.

- **Incident Management and Escalation** Where inappropriate use of AI is identified, or if systems present risks to data security, privacy, academic integrity, or institutional values, the College will take prompt and proportionate action in line with other College policies.

- **Reporting to Senior Leadership and Governance Bodies** The Vice Principal (Business Services) will provide termly reports to the Senior Leadership Team detailing developments, risks, incidents, and recommendations related to AI use.

- **Continuous Improvement and Adaptation** Monitoring findings will be used to inform ongoing improvement in the deployment and use of AI across the College.

The College acknowledges that effective monitoring and accountability are essential to maintaining trust in AI systems and ensuring they continue to support rather than undermine the educational mission of the institution.

16. Review

Given the fast-paced nature of the development of AI technology the policy will be reviewed on an annual basis, unless developments in the application of AI necessitate an urgent amendment to it.

Initially this policy will be approved by the Senior Leadership Team but should be presented to the Audit Committee of the Corporation for information.

Appendix A - Definition of AI

The following summary is meant to help shape understanding and limitation of AI as at March 2025.

1. Definition of Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to the field of computer science dedicated to developing systems that can perform tasks typically requiring human intelligence. These tasks include, but are not limited to, problem-solving, learning, decision-making, natural language understanding, and pattern recognition. AI systems can be broadly categorised into the following types:

- **Narrow AI (Weak AI)**: AI systems designed to perform a specific task, such as chatbots, recommendation algorithms, and automated grading systems.
- **General AI (Strong AI)**: A theoretical form of AI capable of performing any intellectual task that a human can, demonstrating adaptability, reasoning, and self-awareness. This form of AI does not yet exist.
- **Machine Learning (ML)**: A subset of AI that enables systems to learn from data and improve their performance over time without explicit programming.
- **Generative AI**: A type of AI that can generate content, such as text, images, and code, based on learned patterns from large datasets.

2. Limitations of Artificial Intelligence

Despite its growing capabilities, AI has several inherent limitations that must be acknowledged:

2.1. Lack of True Understanding and Reasoning

AI systems operate based on data and predefined algorithms. They lack genuine comprehension, common sense, and contextual awareness. Even sophisticated language models generate responses based on statistical patterns rather than actual understanding.

2.2. Dependence on Data Quality and Bias

AI systems are only as effective as the data they are trained on. Poor-quality, biased, or incomplete data can lead to inaccurate predictions, ethical concerns, and unfair outcomes. Bias in training data can perpetuate stereotypes and discrimination.

2.3. Limited Generalisation and Adaptability

Narrow AI models excel at specific tasks but struggle to generalise knowledge across different domains. They cannot apply learning from one context to another without additional training and modifications.

2.4. Ethical and Legal Challenges

The use of AI raises ethical issues related to privacy, surveillance, accountability, and consent. Legal regulations surrounding AI usage, including data protection laws such as GDPR, impose strict guidelines on how AI can be implemented in educational and institutional settings.

2.5. Potential for Misinformation and Hallucinations

Generative AI models may produce plausible but incorrect or misleading information, known as "hallucinations." This limitation poses risks in academic environments where accuracy and reliability are crucial.

2.6. Security and Privacy Risks

AI-driven systems may pose cybersecurity threats, such as data breaches, unauthorised access, and adversarial attacks. Institutions must ensure robust safeguards to protect sensitive data.

2.7. Lack of Human Creativity and Emotional Intelligence

While AI can assist in generating content, it does not possess true creativity, emotional intelligence, or the ability to engage in complex human interactions involving empathy and social intuition.

3. Conclusion

AI is a powerful tool with transformative potential in education and administrative processes. However, recognising its limitations is crucial for responsible and ethical implementation. BPSFC acknowledges these constraints and is committed to using AI to support, rather than replace, human decision-making, ensuring that its application aligns with ethical standards, legal requirements, and institutional values.