STAHS
PREP SENIOR SIXTH

Artificial Intelligence (AI) Protocol

Teaching, Learning & Assessment Policy
Related Document

June 2026

STAHS
PREPSENIORSIXTH

P06: TEACHING, LEARNING AND ASSESSMENT POLICY (Related Document)

ARTIFICIAL INTELLIGENCE PROTOCOL

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1. INTRODUCTION

1.1. STAHS aims to deliver a transformational experience which educates young people for lives of consequence. Awareness and training in the use of artificial intelligence (AI) is essential to ensure that pupils leave STAHS fully prepared for the changing world ahead of them. This policy provides a holistic framework for the integration and management of AI at STAHS.

1.2. This Related Document covers any generative AI tool, and relates to all content creation, including text, artwork, images, graphics, video and audio.

1.3. We integrate AI tools into the curriculum in a measured fashion to enhance pupils' learning experience, to foster skill development, and to improve pupils' intellectual flexibility. AI use is designed to provide pupils with access to a broad range of learning experiences.

1.4. AI is strategically employed to support and expand upon already-excellent classroom practice, ensuring that it complements teaching and learning approaches rather than replacing them.

1.5. Staff at STAHS are given a toolkit to make use of AI to enhance their work in and beyond the classroom.

1.6. We educate our pupils, parents and staff on the uses, opportunities, risks and dangers of AI. This is to ensure everyone understands how to use AI effectively and for good, in line with other policies such as the Acceptable Use Policy and exams-related plagiarism policies.

2. USE OF AI

2.1. All members of the STAHS community are governed by policies and related documents to which AI use is also governed, alongside this document. This includes, but is not limited to, the following policies and related documents:

- Acceptable Use
- Data Protection
- Safeguarding and Child Protection
- Pupil Behaviour
- Teaching, Learning and Assessment
- Examinations
- Staff Code of Conduct

Staff

2.2. STAHS staff are likely to identify a number of uses for AI such as generating worksheets, questions, model answers, lesson resources, schemes of work and lesson plans, the content of which they will verify, refine and adapt. They may also use AI tools to assist with analysing data and to complete administrative tasks.

2.3. The following principles must be complied with:

- Staff must not provide an AI tool with any personal, sensitive or identifying information about themselves, the School, other staff members, pupils or their families. Data uploaded must be anonymised.
- Where possible, AI accounts used in School should be set up with School email accounts, i.e., ending in @stahs.org.uk.
- When setting up AI accounts for use in School, staff must turn on the highest privacy options available.
- Staff must be role models in the ethical use of AI tools with other colleagues, pupils and parents and must take responsibility for work carried out with it.
- Staff must use discretion and due diligence to assess whether information generated by AI tools is factually accurate, unbiased, and does not infringe upon copyright.
- Students own the intellectual property on their work, as does STAHS to all its internal documents and policies. Any copyrighted materials, both internal and external, must not be uploaded into generative AI models that train on user data.
- AI must not be used to help generate official school pupil- or parent-facing communication without authorisation by an appropriate member of the Senior Leadership Team.
- Staff must not use AI to produce student reports, nor UCAS references. Comment banks, if used by departments, must be written by teachers without using AI.
- Staff may choose AI tools to obtain and give feedback on performance in multiple choice quizzes, true/false tasks and exercises with one-word answers.
- Staff must not use AI for the grading/scoring of any other work, nor for feedback on written work submitted to them by students.
- If using AI tools with pupils, or directing them to use AI, staff must ensure they are age-appropriate, on the School's list of approved tools, and that pupils are made aware of the School's expectations of pupils.

- It is not permissible for students from Reception to Year 3 to use or be asked to use AI which generates text/images/videos/audio, given that most generalist AI tools have age restrictions of 13+ with parental permission. However, teachers may demonstrate their use as part of lessons in IT literacy.
- Students in Y9-13 who have the appropriate parental permissions in place may use tools on the School's approved list. The School maintains a list of students whose parents have opted out of giving permission to use AI.
- If introducing pupils to exam-related work, such as Non-Examination Assessment (NEA), staff must explain the JCQ and exam board regulations on AI use.
- Staff should ensure that students understand that copying from AI-generated content is considered plagiarism and any cases must be dealt with through exams-related plagiarism policies.
- If staff suspect a pupil has been exposed to harmful content generated by AI, or that a pupil has generated or/and disseminated such content, they must report this to the Designated Safeguarding Lead immediately, and follow the STAHS Safeguarding Policy.

2.4. If in doubt, staff should discuss any questions about AI use with their line manager or a member of the Senior Leadership Team.

Pupils

STAHS pupils are likely to identify a number of uses for AI in their studies. Unless specifically told not to, pupils in Years 9-13 who have the appropriate parental permissions in place can use AI tools on the School's approved list to generate data/content. It is not permissible for students from Reception to Year 8 to use AI which generates text/images/videos/audio, given that most generalist AI tools have age restrictions of 13+ with parental permission.

3.1. Use of AI by pupils is subject to the principles set out below:

- Pupils must not provide an AI tool with any personal, sensitive or identifying information about themselves, the School, staff members, other pupils or their families.
- AI accounts used in School should be set up with School email accounts, i.e., ending in @stahs.org.uk.
- When setting up AI accounts for use in School all pupils should turn on the highest privacy options available.
- Pupils must not create or distribute misleading, false, or harmful text, images, audio or video.
- Pupils must use discretion and due diligence to assess whether information generated by AI is factually accurate, unbiased, and does not knowingly infringe upon copyright.
- Anything created with AI will be considered their full responsibility.
- Students own the intellectual property on their work as does STAHS to all its internal documents and policies. No copyrighted materials, both internal and external, should be uploaded into generative AI models that train on user data.
- Pupils must be transparent and must not pass off AI-generated work as their own. Pupils must indicate which parts of any work submitted were created by AI otherwise the submission is classed as plagiarism.

- Pupils must not consider AI-generated content to be a substitute for their own effort or original work.
- STAHS prohibits the use of any form of AI in internal assessments and external examinations. This includes any sections of pupils' work which are reproduced directly from AI-generated responses which they have rote-learnt in advance of the examination or assessment.
- For work submitted which contributes towards examinations, such as Non-Examination Assessments (NEAs), pupils must adhere to the JCQ and exam board regulations on AI use.
- If a pupil comes across harmful content or becomes aware that a pupil has generated or/and disseminated such content, they must report this to the Designated Safeguarding Lead or another teacher immediately.

3.2. If in doubt, pupils must ask their teacher for clarification before using AI for any assignment.

4. OTHER CONSIDERATIONS

Communication and Training

4.1. STAHS communicates its expectations on AI use through the Staff and Student AI Toolkit. These provide more detail on best practice in each approved AI tool and the benefits and risks of AI use.

4.2. Training is provided to staff through INSET days and other STAHS training sessions.

4.3. Pupils receive assemblies on the STAHS approach and philosophy on AI use, alongside curriculum lessons, such as in Computer Science at the Senior School. Each teacher explains the School's expectations on AI use when asking pupils to use AI tools.

4.4. Parents receive communications from the school stating our expectations for AI use.

Ethical Use

4.5. Our communication and training explains how staff, pupils and parents should use AI tools appropriately. The AI Toolkit will remain up-to-date reference for this.

4.6. This Related Document explains how staff and pupils should make use of AI tools. In following the principles, such as those around data protection, individual privacy, plagiarism and environmental concerns, all members of the STAHS community will be able to use AI tools ethically.

Data Privacy, Security and Compliance

4.7. This Related Document explains how staff and pupils must take every step to avoid sharing personal data with AI tools and any data that would identify the School or any individual from within the School's community.

4.8. The Data Protection and Electronic Information and Communication policies, including the Acceptable Use Policy, outline clearly our commitment to data security and compliance and this applies to AI tool use.

Authorisation of AI Tools

4.9. Each AI tool is authorised by a member of the Senior Leadership Team. This is to ensure they meet the needs of our pupils and staff and are compliant with our School policies.