AI Policy

Approved December 2025

Section 1: Introduction

Mission and Purpose St. Julian's School is committed to leveraging the transformative benefits of Generative Artificial Intelligence (GenAI) to enhance teaching, learning, and administrative processes. We believe these technologies can support our core mission as embodied in the Shaper Profile. However, this adoption is grounded in a commitment to ethical, safe, and effective use, ensuring that human agency and oversight remain central to our educational environment.

Scope and Application This policy applies to all AI and related technologies utilised within the St. Julian's community, including the creation of learning materials, assessments, and digital communications. It establishes clear guidelines for all users to ensure transparency, accountability, and the protection of personal data.

Our Approach In alignment with the EU AI Act, St. Julian's adopts a risk-based approach to evaluating AI tools, ensuring that the level of oversight is appropriate to the potential impact on student welfare and educational outcomes. Whether using "Limited-Risk" tools like chatbots or "High-Risk" systems for assessment, our priority is to maintain academic integrity and societal well-being.

1.3 Policy Statement

- St. Julian's is committed to leveraging the benefits of GenAI (see below for definition) to enhance teaching, learning, and the school community in general while affirming shared responsibilities between the School and the wider community.
- We believe in the potential of these technologies to support and advance our core mission embodied in the Shaper Profile.
- We believe that both educational outcomes and administrative processes can be enhanced through the appropriate use of GenAI technologies, so long as it is used mostly as a consultative source.
- We recognise the importance of appropriately citing or otherwise indicating the extent to which GenAI was used in the production of text or images, where appropriate, according to the Academic Integrity Policy.
- We are committed to training and supporting all of our community in the use of Gen AI.

Section 2: Definitions

To ensure a clear understanding of this Policy, we provide definitions for key terms related to AI and related data technologies that may be used as a common understanding for these key concepts.

Generative Artificial Intelligence (GenAI) - A type of artificial intelligence that creates new and original content, such as text, images, music, or videos, by learning patterns from large sets of existing data.. Examples include, but are not limited to:

- ChatGPT
- Gemini
- Claude
- Adobe Firefly
- DALL-E

Data - In the context of this Policy, data refers to informational text or images produced by machines in the context of a student's educational environment, teachers' feedback and teaching preparations, and digital communications from members of the community. This can include essays, emails, and images.

For the treatment of data points such as personal or sensitive data, please refer to the Data Protection Policy.

Ethical use - In the context of this Policy, ethical use refers to the use of GenAI and data in a manner that respects our stated values. It also involves using these technologies in a way that is transparent, accountable, and consistent with our Shaper Profile.

Availability and Accessibility - This refers to the systems, platforms, and services that incorporate GenAI technologies. It involves ensuring that these are provided and accessible from physical locations as well as from any remote locations, as appropriate.

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

Societal and Environmental Wellbeing - This refers to the impact of GenAI 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.

Section 3: Ethical Use of GenAI and data

Users are responsible for monitoring the results produced by GenAI systems. This includes confirming the information provided by GenAI is accurate and reliable, and reporting any concerns or issues of any GenAI output to the appropriate person or department.

Users should be aware of the current age guidelines for these technologies and not allow students under these ages to use the platforms in the classroom.

Users should be cautious when uploading personal data of students to AI platforms. This includes such data such as names, dates of birth, gender and nationality. Any data that is to be analysed using AI platforms must be anonymised and where possible that data should not be stored in the AI platform.

Users should be careful not to display work generated by AI platforms to students during lessons before that content is checked for inappropriate content. This may mean generating content prior to the lesson or reviewing before showing to students.

Users should ensure that work generated by Gen AI platforms is acknowledged and cited correctly in line with our Academic Integrity Policy

Users should refer to related policies such as Online Safety policy, Data Protection Policy, Academic Integrity Policy and the relevant Acceptable Use Policies for more specific information on acceptable and ethical use of technology.

Section 4: Risk-Based Approach to AI

In alignment with best practices and the principles of the EU AI Act, St. Julian's School adopts a risk-based approach to evaluating, approving, and using all AI technologies within our community. This framework ensures that the level of oversight is appropriate to the potential impact of the AI system. AI tools are categorised as follows:

- **High-Risk:** These are AI systems that could have a significant impact on a student's educational journey or welfare. Examples include AI used for student admissions, final summative assessments, or behaviour monitoring.
  - Any system identified as high-risk will be subject to a rigorous vetting process to scrutinise its accuracy, fairness, data protection, and transparency.
  - The use of high-risk systems will always require meaningful human oversight and intervention before any final decision is made.
- **Limited-Risk:** This category includes most Generative AI tools where users interact directly with an AI to create content, such as chatbots or image generators (e.g., ChatGPT, Gemini, Adobe Firefly). The primary requirement for these tools is transparency.
  - Users must be aware that they are interacting with an AI system.

- ○ Content produced with significant assistance from these tools must be appropriately acknowledged, in line with the school's Academic Integrity Policy.
- **Minimal-Risk:** This includes AI systems used for administrative tasks or as learning aids with a low potential for harm. Examples might include grammar checkers, scheduling software, or library search functions. These tools are generally approved for use, provided they adhere to the school's data protection and online safety policies.

The IT department will include a risk assessment as part of the platform request procedure to ensure all new AI technologies are appropriately categorised and safely implemented.

Section 5: Availability and Accessibility

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.

The use of any new and unapproved platforms should be requested through our platform request procedure.

We aim to provide training and support where needed 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.

Section 6: Societal and Environmental Wellbeing

We strive to use GenAI and data technologies in a way that benefits society. This includes:

- Committing to Safeguarding in ensuring that the use of these technologies does not result in negative outcomes for individuals or for the community.
- Considering the social and emotional wellbeing of learners and teachers in the use of these technologies.
- Using GenAI to support teachers and school leaders in the evaluation of student wellbeing and monitoring this use and to support teachers in the building of learning experiences.
- Being mindful of the environmental impact of AI and data technologies and teaching the students of this impact.

Section 7: Policy Review and Updates

This Policy will be reviewed at least annually or as often as necessary to address changes in laws or practices related to GenAI and related technologies. Changes to this policy must be communicated to all users in a timely manner.

POLICY APPROVAL	
Reviewed	September 2025
Approved by the Policies & Compliance Subcommittee	20 November 2025
Approved by the Board of Governors	9 December 2025
Next review	September 2026