

# ARTIFICIAL INTELLIGENCE (AI) POLICY

## Contents

1. Introduction .....	2
2. Aims and objectives .....	2
3. Statutory and regulatory framework .....	3
4. Scope and responsibilities.....	3
5. Ethical and Compliant use of Artificial Intelligence.....	3
6. Application of AI in Learning, Teaching & Assessment .....	4
7. Data Privacy Guidelines.....	7
8. Monitoring and review .....	8
Appendix 1 Case Studies and Examples of Acceptable AI Use .....	9

## 1. Introduction

1.1 Mill Hill Education Group (MHEG) is the trading name of The Mill Hill School Foundation. It is a group of independent mainstream Schools which together educate children aged 6 months to 18 years. It currently comprises the following schools:

Pre-Prep/Prep	Pre-Prep/Prep/to GCSE	Senior Schools (Day & Boarding)
Grimsdell*	Abbot's Hill*	Mill Hill School
Lyonsdown*	Kingshott*	Mill Hill International
St Joseph's in The Park*		Cobham Hall
Keble Prep*		
Belmont		

\* denotes school with EYFS pupils

1.2 This policy applies to all Group Schools including Early Years Foundation Stage (EYFS) settings.

1.3 This policy should be read in conjunction with the following which are available on the [Mill Hill Education Group \(MHEG\) website](#) or the individual School website:

- Acceptable Use of IT Policy & Agreement (Pupils) MHEG (Internal document)
- Acceptable Use of IT Policy (Staff and Governors) MHEG (Internal document)
- Data Privacy Notice MHEG
- Data Protection Policy MHEG
- Online Safety Policy MHEG
- Promoting Positive Behaviour Policy
- Safeguarding and Protecting the Welfare of Pupils Policy MHEG
- Staff Code of Conduct MHEG (Internal document)

1.4 You may contact MHEG to request hard copies of policies which can be made available in large print or other accessible format if required. The Group's contact details are found [here](#).

## 2. Aims and objectives

2.1 MHEG is committed to harnessing the transformative capabilities of Artificial Intelligence (AI) to enrich the educational journey of its pupils, aligning with the Group's broader goal of developing pupils' skills for the future.

2.2 Through AI, we aim to offer personalised learning experiences, streamline administrative processes, and present innovative engagement methods for teachers. Concurrently, we acknowledge the ethical and safety considerations intrinsic to AI's application.

2.3 This policy seeks to set a robust framework for the ethical, transparent, and responsible use of AI across MHEG Schools, ensuring alignment with our aims to:

- Provide excellence in education
- Bring out the best in every individual child
- Develop moral integrity and the confidence in pupils to be themselves
- Nurture pupils from childhood to adulthood
- Build a sense of community and environmental awareness

### **3. Statutory and regulatory framework**

3.1 This policy complies with the following:

- Relevant laws and regulations regarding data protection and privacy including the UK General Data Protection Regulation
- [Keeping Children Safe in Education \(September 2024\)](#)

### **4. Scope and responsibilities**

4.1 This policy extends to all members of MHEG community, including governors, staff, pupils, and visitors.

4.2 All users of AI in MHEG including governors, staff, pupils and visitors must use this technology in a responsible, transparent and ethical manner. If an individual is unsure of how to do so, or has questions and/or concerns, they must contact the Digital Lead, or the Designated Safeguarding Lead, at their School, and seek clarification before proceeding.

4.3 Parents (including carers and guardians) are expected to support their child's appropriate and ethical use of AI technologies as set out in this policy.

4.4 This policy applies to all AI tools being used on all types of devices including, but not limited to, computers, laptops, all handheld and personal devices including smartphones and smartwatches.

### **5. Ethical and Compliant use of Artificial Intelligence**

5.1 MHEG considers AI to include any kind of generative tool (e.g. ChatGPT, CoPilot, Gemini), image recognition/generation, digital assistants (like Siri and Alexa) and chatbots to be AI.

5.2 Upholding our commitment to ethical standards, we expect all AI users within MHEG to:

- Respect privacy and intellectual property rights.
- Refrain from actions that might result in discrimination or unjust outcomes.
- Adhere to all pertinent laws, regulations, and school policies, particularly concerning data privacy.
- Stay informed about potential AI biases and actively work to mitigate them.
- Abide by stringent data governance norms, ensuring adherence to GDPR and MHEG's Data Protection Policies and Procedures.

5.3 Staff and pupils will be educated about how biases can arise in AI systems (e.g., through biased training data or algorithmic design). Critical thinking is encouraged to recognise signs of bias in AI outputs, such as stereotyping, exclusion, or overly generalized conclusions.

5.4 All AI users within MHEG must anonymise all searches and are strictly prohibited from entering their own, and others, personal data including video and photographic images, in AI search bars.

## **6. Application of AI in Learning, Teaching & Assessment**

### **6.1 Parents and Pupils**

Parents and pupils should be aware of the following age restrictions, which apply to commonly used AI tools (updated February 2025):

- ChatGPT – 18+ or 13+ with parent/guardian permission
- Claude - 18+
- Google Gemini - 18+ when using school account
- Microsoft Copilot - 18+

Due to age restrictions in force at the time of drafting this policy pupils at MHEG are only permitted to use ChatGPT from 13+ with parental consent. MHEG will seek parental request at the start of the academic year for pupils in Year 9 upwards.

## 6.2 Pupils

Pupils may use age-appropriate AI technology for educational purposes to enhance their learning. Pupils must always use AI in a responsible and ethical manner, always adhering to the Acceptable Use of IT Policy Agreement (Pupils).

Pupils should maintain the highest levels of academic and moral integrity by:

- Only using AI technology to produce or contribute to pieces of submitted work when explicitly permitted to do so by their teacher.
- Only using AI technology that is age-appropriate and aligned with the educational goals set by MHEG.
- Not relying on AI to complete assignments or assessments that require independent thinking and original work.
- Validating AI-suggested concepts against credible sources.
- Recognising AI's potential limitations, biases, and the risks of misinformation.
- Not presenting AI-generated content as their own original work. This includes copying or paraphrasing whole responses of AI-generated content.
- Appropriate referencing of AI-derived content.
- Not using AI technology for malicious purposes, such as online abuse, hacking, cheating or spreading misinformation.
- Not using AI technology to create or share deepfake images. If a pupil is found to have been involved in creating and/or sharing deepfakes this will be treated as a serious disciplinary issue and may lead to expulsion.

Pupils should familiarise themselves with the latest guidance produced by the [Joint Council for Qualifications "Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications"](#). when they are considering using AI technology for formal assessment (including non-examined assessments and coursework).

Any misuse of AI, such as plagiarising, cheating or spreading misinformation will be treated seriously in line with the individual MHEG School's Promoting Positive Behaviour Policy and could impose a sanction in line with the sanctions given in the JCQ Suspected Malpractice: Policies and

Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>) if carried out under public examinations. The sanctions applied to a pupil committing plagiarism and making a false declaration of authenticity range from a warning regarding future conduct to disqualification and the pupil being barred from entering for one or more public examinations for a set period of time.

### 6.3 Teaching staff

MHEG's teaching staff play a pivotal role in guiding and supervising the ethical use of AI in education. Staff must always use AI technology in an ethical and responsible manner, respecting the rights, intellectual property and dignity of others, and adhering to the principles of the Acceptable Use of IT Policy Agreement (Staff and Governors), and the Staff Code of Conduct.

Teaching staff are encouraged to make use of AI technology where it can save time but also enhance the learning experience and progress made by the pupils. Teachers should:

- Take part in training on the advantages, risks, and ethical use of AI.
- Educate pupils about the ethical implications of AI and foster discussions on the responsible and ethical use of such technology.
- Emphasise the importance of academic integrity and discourage any use of AI technology that undermines it.
- Inform pupils about the limitations and capabilities of AI tools.
- Encourage pupils to critically assess AI-generated information.
- Ensure pupils only use ChatGPT and do so from Year 9 upwards.
- Clearly communicate guidelines on the appropriate use of AI technology during homework and other assessments to prevent cheating or plagiarism. Parents are encouraged to support children at home with ethical AI use.
- Use AI technology responsibly and judiciously when assessing pupil work, taking into consideration the limitations and potential biases.
- Monitor pupil submissions for possible AI misuse.
- Only use recognised and trusted sources of AI technology. Refer to the GOV.UK guidance <https://www.gov.uk/government/publications/generative-ai-product-safety->

[expectations/generative-ai-product-safety-expectations](#) before liaising with MHEG Director of IT or School Digital Leads for further assistance.

- Use AI to support with drafting policies, lesson plans, creating teaching resources, report writing, analysing data but these must be personalised and authenticated by teaching staff. No personal or confidential data should be shared when using AI to assist with these tasks.
- Not use AI technology to create or share deepfake images. If a member of teaching (or support) staff is found to have been involved in creating and/or sharing deepfakes this will be treated as a serious disciplinary issue and may lead to dismissal.
- All data entered into AI search bars must be anonymised. Where personal data is shared, this will be flagged, reported and will constitute a data breach.
- AI only to be used to improve productivity.
- Staff must be aware of [AI hallucinations](#), [bias](#) and misinformation when using AI models.
- Understanding that ChatGPT services are based out of the EEU, this means a potential non-GDPR compliance.
- Need to be aware that AI providers use all data to retrain their systems, not necessarily the personal data.
- Where relevant and age appropriate - academic leaders to start the process of planning for the integration of AI literacy into the curriculum to prepare pupils for a future where AI is ubiquitous.

## 7. Data Privacy Guidelines

### 7.1 Pupils

- Pupils must respect data privacy and adhere to applicable laws and regulations.
- When using AI technology, pupils must only collect, store, and use data that is necessary for the intended educational purpose.
- When using AI technology, pupils must not share their personal data or that of anyone associated with the school.

Pupils must seek appropriate permissions and consents when dealing with personal or sensitive data.

## 7.2 Staff

- Staff must adhere to all applicable data protection laws and regulations, ensuring that pupil data collected through or submitted to AI technology is handled securely and confidentially.
- Staff should only share pupil data with third-party AI providers if they have robust data protection agreements in place, ensuring the privacy and security of pupil information. Further clarification can be sought from MHEG Director of IT.
- Any data breaches, including those linked to AI applications, should be reported to the Data Protection Lead, Maxine Zeltser, by emailing [compliance@millhill.org.uk](mailto:compliance@millhill.org.uk). Please see MHEG Data Breach Policy for more information.

## 8. Monitoring and review

- 8.1 The policy will be reviewed annually (or more frequently if changes to legislation, regulation, statutory guidance or practices related to AI and its use so require) by the Director of Prep Schools, Director of IT, Data Protection Lead and the Regulatory Compliance Manager.
- 8.2 The Education Committee will review and evaluate the effectiveness of this policy annually (or more frequently if changes to legislation, regulation, statutory guidance or practices related to AI and its use so require).
- 8.3 The date of next review is seen below.

Policy Lead	Director of Prep Schools
Reviewed by	Director of IT, Data Protection Lead & Regulatory Compliance Manager
Authorised by	Education Committee
Date of Authorisation	26 <sup>th</sup> February 2025
Date of next review	February 2026



## Appendix 1 Case Studies and Examples of Acceptable AI Use

### 1. AI in Learning and Homework Assistance

**Scenario:** A Year 9 pupil is working on a history essay about the Industrial Revolution. They decide to use an AI tool to generate an outline for their essay.

#### Acceptable Use:

- The pupil inputs specific prompts (e.g., “What were the key social impacts of the Industrial Revolution?”) to generate ideas for structuring their essay.
- They cross-check the AI's suggested points against their textbook and reliable sources to ensure accuracy and relevance.
- The pupil writes the essay in their own words, citing the AI tool as one of the sources for their outline.

#### Unacceptable Use:

- Copying the AI-generated essay verbatim and submitting it as their own work.
  - Using AI to generate the entire essay without verifying the content for accuracy.
- 

### 2. AI in Teaching and Lesson Preparation

**Scenario:** A teacher is planning a Year 11 science lesson on climate change. They want to make the session interactive and engaging.

#### Acceptable Use:

- The teacher uses an AI tool to suggest innovative teaching activities, such as interactive quizzes or group discussions based on real-world climate data.
- They use an AI-powered image generator to create visual aids, like charts showing carbon dioxide levels over time, to enhance understanding.
- Before the lesson, the teacher reviews and adapts the AI-generated materials to ensure alignment with the curriculum and age-appropriateness.

**Unacceptable Use:**

- Using AI to create a quiz without verifying the accuracy of the questions or answers.
  - Relying solely on AI to plan lessons without considering the specific needs of the pupils in the class.
- 

**3. AI in Revision and Exam Preparation**

**Scenario:** A Year 12 pupil is preparing for their mathematics A-level exams and uses an AI-powered practice platform.

**Acceptable Use:**

- The pupil uses the AI tool to generate practice problems based on their weak areas, identified through prior assessments.
- They review the AI's step-by-step solutions to understand where they went wrong and improve their techniques.
- The pupil combines AI practice with other revision methods, such as teacher-recommended exercises and past papers.

**Unacceptable Use:**

- Using the AI tool to solve homework problems without attempting them first or understanding the solutions.
- Copying answers from the AI tool and submitting them as their own work.