High Tunstall College of Science

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Use of AI in College Policy

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Stakeholder Consulted	-	Resources Committee
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Responsibility for Review	-	Assistant Headteacher (Compliance) / College Digital Lead.

V0.0

Contents

Introduction

Introduction

The High Tunstall College of Science AI policy aims to harness the power of Artificial Intelligence (AI) to enhance educational experiences, support staff wellbeing through workload reduction, and promote an understanding and ethical use of AI among students and staff. A key focus is on safeguarding data privacy in compliance with GDPR.

Our policy outlines clear guidelines for approval and accountability, ensuring responsible and effective integration of AI technologies in our educational framework whilst minimising the risk of AI misuse and malpractice.

Through this policy, we are committed to balancing innovation with ethical responsibility, fostering an inclusive and advanced learning environment.

1.0   Objectives

High Tunstall College of Science's AI policy is designed to:

- To enhance the educational experience through the integration of AI
- To support staff wellbeing through workload reduction using AI
- To promote an understanding and ethical use of AI among students and staff
- To implement practices to minimise the misuse and malpractice of AI
- To protect the data privacy and rights of our school community in line with GDPR.

2.0 [Updated] Legal Requirements

2.1 This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- [New] Data (Use and Access) Bill 2025
- [New] Crime and Policing Bill 2025
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2025) 'Keeping children safe in education 2025'
- [Updated] DfE (2023) 'Generative artificial intelligence in education' (2025 update)
- DfE (2023) 'Meeting digital & technology standards in schools and colleges'
- [New] The Online Safety Act (2023)
- [Updated] JCQ (2025) 'Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications'
- [Updated] JCQ (2025) 'Suspected Malpractice Policies and Procedures'.

2.2 This policy operates in conjunction with the following College policies:

- Online Safety Policy
- [New] Behaviour Policy
- [Updated] College Security Policy
- [Updated] Risk Protection Arrangement and Cyber Response Plan
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Agreement
- [Updated] Student Code of Conduct
- [Updated] Staff Code of Conduct
- Non-examination Assessment Policy
- [Updated] Examination Malpractice Policy

2.3 For the purpose of this policy the following definitions are used:

- AI – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g., visual perception, speech recognition, decision-making
- Generative AI – A category of AI algorithms that generate new outputs based on the data they have been trained on

- Misuse of AI – Any use of AI which means that students have not independently demonstrated their own attainment.

3.0   [Updated] Roles and responsibilities

3.1 The governing board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance
- Reviewing this policy on a bi-annual basis
- Ensuring their own knowledge of the use of AI tools in the college is up to date
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals
- Ensuring the college follows the DfE's digital and technology standards.

3.2 The Headteacher will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in college
- Ensuring that the use of AI tools in the college is integrated into relevant policies and procedures, the curriculum and staff training
- Communicating with parents / carers to ensure they are kept up to date with how AI tools are being used in the college, how this will impact students' education and how the college is ensuring the tools are being used safely and effectively
- Working with the governing board to review and update this policy on an annual basis
- Ensuring that AI practices are audited and evaluated on a regular basis.

3.3 ICT technicians will be responsible for:

- Providing technical support in the development and implementation of the college's AI practices, policies and procedures
- Implementing appropriate security measures
- Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

3.4 The Compliance Officer will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the college
- Understanding and maintaining awareness of what the use of AI means for data protection in the college
- Advising the college on how to integrate the use of AI while complying with data protection regulations.

3.5 The DSL will be responsible for:

- Taking the lead responsibility for online safety in the college
- Undertaking training so they understand the risks associated with using AI tools in college
- Liaising with relevant members of staff on online safety matters
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns
- Reporting to the governing board about the use of AI tools on a termly basis and how it links to safeguarding.

3.6 **[Updated]** All staff members will be responsible for:

- **[Updated]** Adhering to the Acceptable Use Agreement and Staff Code of Conduct and other relevant policies
- Taking responsibility for the security of the AI tools and data they use or have access to
- Modelling good online behaviours when using AI tools
- Maintaining a professional level of conduct in their use of AI tools
- Having an awareness of the risks that using AI tools in college poses
- Review students work for potential AI misuse in assessments and homework
- Reporting misuse or malpractice or safeguarding concerns in line with the college's reporting procedure
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum
- Familiarising themselves with any AI tools used by the college and the risks they pose.

3.7 **[Updated]** Students will be responsible for:

- **[Updated]** Adhering to the Acceptable Use Agreement and Student Code of Conduct and the Behavioural Policy and other relevant policies
- Seeking help from the relevant college staff if they are concerned about an experience that they or a peer has experienced while using AI tools
- Reporting concerns in line with the college's reporting procedure
- Familiarising themselves with any AI tools used by the college and the risks they pose.

4.0   Data protection and cyber-security

The college is aware of the data privacy and cyber-security implications that come with using generative AI tools and will ensure that all AI tools are used in line with the college's Data Protection Policy and the Cyber Response Plan. The college will follow the procedures in these policies to continue to protect students from harmful online content that could be produced by AI tools.

The college will not enter data that is classed as personal and sensitive into AI tools under any circumstances. Any data entered will not be identifiable and will be considered released to the internet.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's cyber standards are followed at all times.

The college will:

- Protect personal and special category data in accordance with data protection legislation
- Not allow or cause intellectual property, including students' work, to be used to train generative AI models, without appropriate consent or exemption to copyright
- Review and strengthen cyber security by referring to the DfE's cyber standards.
- Be mindful that generative AI could increase the sophistication and credibility of cyber-attacks
- Ensure that students are not accessing or creating harmful or inappropriate content online, including through AI tools
- Refer to the DfE's Filtering and monitoring standards for schools and colleges to ensure that the appropriate systems are in place
- Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with data protection legislation.

If it is necessary to use personal and special category data in AI tools, the college will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data.

The college will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

5.0   Enhancing educational experience through the integration of AI.

Student facing AI teaching applications

These are AI-powered tools that directly interact with students, offering personalised learning experiences. They include adaptive learning platforms, intelligent tutoring systems, language learning applications, and interactive educational games.

Examples include:

- **Adaptive Learning Platforms**: Customise content and difficulty based on student performance
- **Intelligent Tutoring Systems**: Offer personalised guidance and feedback, simulating a one-on-one tutoring experience
- **Interactive Educational Games**: Adapt challenges to match the student's learning curve.

Guidance at High Tunstall College of Science in Adopting Student-Facing AI Tools

- **Understand the Tool:** Teachers and leadership should familiarise themselves with AI tool capabilities and integration methods
- **Data Privacy:** Ensure compliance with data privacy laws (see below)
- **Supplement Teaching:** Use AI tools to enhance, not replace, traditional teaching
- **Monitor and Evaluate:** Regularly assess the effectiveness of AI tools
- **Professional Development:** Receive training in using AI tools effectively (see below)
- **Encourage Critical Thinking:** Promote critical evaluation of information provided by AI
- **Equity and Accessibility:** Ensure AI tools are accessible to all students, including those with SEND and are used to enhance inclusion.

6.0 [Updated] Planning and preparation AI applications

Teacher-facing AI tools

Teacher-facing AI tools are designed to aid educators in the creation, organisation, and optimisation of lesson plans and teaching resources. These tools leverage AI to analyse educational content, student data, and learning outcomes to suggest or generate tailored teaching strategies and materials.

Examples include:

- **AI-powered resource creation tools:** AI tools can be used to create lesson plans, or resources saving time (see more below) and personalising resources to particular needs of students or groups of students
- **AI-driven Curriculum Development:** AI tools can suggest updates and improvements to the curriculum based on emerging educational trends, student performance data, and global best practices
- **Personalised Content Recommendations:** AI systems can recommend educational content and activities tailored to the class's learning level, interests, and past performance.

[Updated] Guidance at High Tunstall College of Science in Adopting AI Tools for Planning

- **Explore and Understand:** Teachers should explore various AI tools to understand their features and how they can best be integrated into their lesson planning. They should request training if required (see below) to help develop their understanding
- **Data-Informed Decisions:** Teachers should use AI tools to make informed decisions about lesson content and structure, while maintaining pedagogical autonomy
- **Collaborative Planning:** AI tools can be used to facilitate collaboration among teachers, enabling the sharing of resources and best practices
- **Continuous Learning:** Engage in ongoing professional development to stay updated with the latest AI tools and methodologies in education (see below)
- **Feedback and Adaptation:** Regularly gather feedback on the effectiveness of AI-aided lesson plans and adapt strategies accordingly
- **Ethical Considerations:** Ensure that the use of AI respects student privacy and promotes equitable access to education
- **Data Compliance:** Ensure AI tools comply with relevant data regulations (See below).
- **[Updated] Legal Requirements:** Ensure that staff and students are aware of the boundaries regarding the appropriate and inappropriate use of AI.

7.0 [Updated] Data analysis AI applications

These AI tools are designed to help teachers analyse various forms of educational data, including test scores, attendance records, and engagement metrics. By leveraging AI, educators can gain deeper insights into student performance, learning trends, and areas needing attention.

Examples include:

- **Performance Analytics:** AI tools can analyse test scores and other performance indicators to identify trends, strengths, and areas for improvement in student learning
- **Predictive Analytics:** These systems use historical data to predict future performance, helping educators to proactively address potential learning gaps and challenges
- **Engagement Tracking:** AI can assess student engagement levels through analysis of class participation, assignment completion rates, and online learning interactions
- **Customised Intervention Strategies**: Based on data analysis, AI can suggest targeted intervention strategies for individual students or groups, tailored to their specific needs.

[Updated] Guidance at High Tunstall College of Science in Adopting AI Tools for Data Analysis

- **Understanding Data:** Teachers should develop a foundational understanding of data analysis principles to interpret AI-generated insights effectively
- **Ethical Use of Data:** Ensure that all data analysis adheres to ethical standards and respects staff and student privacy and confidentiality
- **Balancing AI and Human Judgment:** Use AI as a tool to supplement, not replace, professional judgement in educational decision-making, and understanding that new applications may use AI which impacts GDPR and privacy compliance
- **Professional Development:** Engage in training to enhance skills in data analysis and the use of AI tools
- **Collaborative Insights:** Share and discuss AI-generated insights with colleagues to foster a collaborative approach to student development
- **Feedback Loop:** Establish a feedback loop to continuously refine and improve the use of AI tools based on real-world classroom experiences and outcomes
- **Malpractice:** Implement JCQ recommendations for identifying AI misuse and malpractice
- **Data compliance:** Ensure AI tools comply with relevant data regulations (See below)
- [Updated] **Legal Requirements:** Ensure that staff and students are aware of the boundaries regarding the appropriate and inappropriate use of AI.

8.0 Supporting staff wellbeing through workload reduction using AI.

High Tunstall College of Science aims to leverage the power of AI to support teacher wellbeing by reducing workload. AI-powered tools such as TeachMateAI can achieve this. TeachMateAI, an AI-powered digital assistant for teacher, offers a range of tools designed to significantly reduce the workload of teachers, thereby enhancing the efficiency and effectiveness of their teaching practices.

Examples of TeachMateAI's tools include:

- **Automating Administrative Tasks:** TeachMateAI specialises in automating tasks. These include creating bespoke lesson plans, instant teacher presentations, and generating personalised student reports. This automation allows teachers to devote more time to direct student interaction and pedagogical planning
- **Content Creation and Management:** Teachers often spend a significant amount of time creating educational content like model texts and comprehension texts. TeachMateAI assists in this process, generating high-quality content that can be used in classroom instruction
- **Streamlining Lesson Planning:** The AI tool aids in lesson planning by providing templates and suggestions based on curriculum requirements and student data. This feature enables teachers to develop comprehensive lesson plans more quickly and efficiently.

9.0 [Updated] Professional responsibility

In the integration of AI tools to support teaching and reduce workload, it's crucial to emphasise the professional responsibility and oversight of teachers at High Tunstall College of Science retain in managing and utilising these tools. While AI offers substantial benefits in terms of efficiency and personalization, the ultimate responsibility for the educational process remains with the teachers. This section outlines key aspects of maintaining professional responsibility and oversight when using AI tools in education.

Understanding and Expertise

- **Continuous Learning:** Teachers should engage in ongoing professional development to understand the capabilities and, importantly, the limitations of AI tools. This knowledge enables them to effectively integrate AI outputs into their teaching strategies.
- **Critical Evaluation:** Educators must critically evaluate and interpret the data and suggestions provided by AI tools, using their professional judgement to make final decisions.

- **Adherence to Ethical Standards:** Teachers must ensure that the use of AI tools aligns with ethical standards in education, particularly regarding fairness, transparency, and inclusivity.
- **Data Privacy Compliance:** Educators are responsible for safeguarding student data. It's imperative to ensure that AI tools comply with data privacy laws and school policies (see below).
- **[Updated] Legal Requirements:** Ensure that staff and students are aware of the boundaries regarding the appropriate and inappropriate use of AI.

Oversight and Feedback

- **Monitoring AI Tools:** Regular monitoring of the AI tools is essential to ensure they function as intended and contribute positively to the learning process.
- **Feedback Loop:** Establish a system for providing feedback on the AI tools' performance, contributing to their continuous improvement.

Collaboration and Communication

- **Collaborative Approach:** Encourage collaboration among educators in using AI tools, promoting the sharing of experiences, insights, and best practices.
- **Communicating with Stakeholders:** Maintain open communication with students, parents, and administrators about the role and impact of AI tools in education, ensuring transparency and building trust - see below.

10.0 Promoting an understanding and ethical use of AI among students, staff & wider stakeholders.

10.1 Staff training

At High Tunstall College of Science, we believe comprehensive staff training is essential for the effective integration of AI in education. It equips educators with a thorough understanding of AI tools, allowing them to enhance teaching and learning experiences. Training also ensures adherence to ethical standards and data privacy, important when handling sensitive student information. An appropriate series of professional training will accompany the adoption of AI applications.

10.2 Transparency with stakeholders: Students, parents, governors

In implementing AI in education, transparency with stakeholders - students, parents, and governors - is crucial. High Tunstall College of Science will communicate with our community where, how and why we are using AI. Students should understand how AI impacts their learning, while parents need to know how it enhances education and

safeguards privacy. Governors require detailed updates on AI strategies, educational impacts, and ethical compliance.

11.0 Ensuring AI tools are appropriately data compliant

In adopting AI tools at High Tunstall College of Science, it is imperative we ensure compliance with the General Data Protection Regulation (GDPR). GDPR compliance is crucial for protecting the privacy and personal data of students and staff, and for maintaining the integrity and trustworthiness of the educational institution. The following points outline key considerations in ensuring that AI tools are GDPR compliant:

- **Data Protection by Design:** Choose AI tools that are built with data protection as a core feature. This includes robust encryption, secure data storage, and minimal data collection in line with GDPR requirements
- **Consent and Transparency:** Ensure that clear consent is obtained from students and staff for the collection and use of their data. Provide transparent information about what data is being collected, how it will be used, and who will have access to it
- **Data Minimization:** Adopt AI tools that only collect and process the data necessary for the intended educational purpose. Unnecessary data collection should be avoided to minimise privacy risks
- **Data Subject Rights**: The AI tools should facilitate the rights of data subjects, including the right to access, rectify, and erase their personal data, as well as the right to object to data processing and the right to data portability
- **Data Processing Agreements:** Ensure that agreements with AI tool providers include clauses that require them to comply with GDPR. This includes provisions for data protection, processing limitations, and obligations in case of data breaches
- **Regular Audits and Assessments:** Conduct regular audits of AI tools to ensure ongoing compliance with GDPR. This includes assessing the data protection impact, particularly when introducing new tools or making significant changes to existing ones
- **Training and Awareness:** Provide training for staff and students (if appropriate) on GDPR compliance, focusing on their roles and responsibilities in protecting personal data when using AI tools
- **Incident Response Plan:** Develop and maintain an incident response plan to address any data breaches or GDPR non-compliance issues promptly and effectively.

12.0 AI Misuse and Malpractice

12.1 The college will implement the recommendations of the JCQ Suspected Malpractice Policies and Procedures and the college's Examination Malpractice Policy which defines plagiarism as: "unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and AI tools);"

Utilise the three (3) steps to deal prevent and deal with plagiarism:

- Keeping watch
- Confirmation
- Reporting.

Keeping Watch

The college will implement controls to minimise the misuse of AI by students with regards to plagiarism is by:

Coursework: By reviewing and analysing coursework submitted by students for the undeclared use of AI or plagiarism.

- Keeping watch on the content by check a student's work for acknowledgement of sources as the work is being completed

- Varying quality of content is one of the most obvious pointers. Well-written passages containing detailed analyses of relevant facts alternating with poorly constructed and irrelevant linking passages ought to give rise to suspicion

- Another practice is for students to write the introduction and conclusion to an assignment to make it fit the question, and then fill in the middle with work which has been lifted from elsewhere

- If the work is not focused on the topic, but presents a well-argued account of a related matter, this could be a sign that it has been used elsewhere. The same applies if parts of the work do not fit well together in developing the response to the assignment.

- Care should be taken when candidates submit work without completing intermediate stages. When candidates submit completed work without intermediate stages this can be an indication that the work is not the candidate's own.

- Dated expressions, and references to past events as being current can also be indications of work which has been copied from out-of-date sources.

- The use of a mixture of English and American vocabulary or spellings can be a sign that the work is not original.

- If the piece contains specialised terminology, jargon, obscure or advanced words, the teacher should ask if this is typical of this level of candidate and reasonable, or if it is because the student did not write the passage.

- Is the style of punctuation regular and consistent?

- Look for differences in the style or the tone of writing. If a candidate uses material from textbooks alongside items from popular websites the change of tone between the two should be marked.

- Look at level of sophistication of the sentence structure:

  - Is this the sort of language that can be expected from the candidate?

  - Is the use of language consistent, or does it vary?

  - Does a change in style reflect a change in authorship at these points?

- Look at the presentation of the piece:
  - If it is typed, are the size and style of font uniform? What about the use of headers and sub-headers?

  - Are the margins consistent throughout? Does the text employ references and if so is the style of referencing consistent?

  - Are there any references, for example, to figures, tables or footnotes, which don't make sense (because they have not been copied)?

- Lack of references in a long, well-written section could indicate that it had been copied from a website such as Wikipedia or similar general knowledge source

- Look for hyperlinks which maybe active and link back to the original webpage, article or text

- Look out for quotations that run on beyond the part which has been acknowledged.

Assessments: By reviewing and analysing work submitted by students for the undeclared use of AI or plagiarism.

- Staff, (teacher or assessor) entering students (candidates) for a qualification with a non-examination assessment (NEA) component, must authenticate the work submitted for assessment. Staff must confirm that the work produced is solely that of the candidate concerned and must NOT accept work is not the students (candidates) own.

- The criteria to be applied is the same as for assessing coursework as above, and in addition to prevent plagiarism the staff must:

- The college must ensure that each candidate is issued with an individual copy of the appropriate JCQ Information for Candidates (www.jcq.org.uk/examsoffice/ information-for-candidates-documents)

- The college must ensure that each candidate understands the contents of the notice; particularly the meaning of plagiarism and what sanctions may be applied

- Staff should reinforce to a candidate the significance of their signature on the form which states they have understood and followed the requirements for the subject

- The college will require candidates to sign a declaration that they have understood what plagiarism is, and that it is forbidden, in the learning agreement that is signed at enrolment in some centres

- The college will make clear what is and what is not acceptable in respect of plagiarism and the use of sources, including the use of websites. It is unacceptable to simply state Google, just as it would be unacceptable to state Library rather than the title of the book, name of the author, the chapter and page reference. Candidates must provide details of any web pages from which they are quoting or paraphrasing.

- The college will teach students the conventions of using footnotes and bibliographies to acknowledge sources. There is no one standard way of acknowledging sources but the use of inverted commas, indented quotations, acknowledgement of the author, line/page number, title of source, indicate that the candidate is using a source. Teachers and candidates should be aware that when acknowledging sources clarity ensures that there is no suspicion of plagiarism

- The college must teach candidates about the risks of using AI, how to acknowledge its use and what constitutes malpractice (see further guidance in the [JCQ AI Use in Assessments: Protecting the Integrity of Qualifications](#))

- The college will teach the use of quotation marks when sources are quoted directly (a suggested guideline for the need to put items in quotation marks would be the use of more than six (6) words in unchanged form)

- The college sets reasonable deadlines for submission of work and provide reminders

- Where appropriate, should give time for sufficient work to be done in class under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence

- Teachers should examine intermediate stages in the production of work in order to ensure that the work is underway in a planned and timely manner

- Teachers should introduce classroom activities that use the level of knowledge/understanding achieved during the coursework thereby making the teacher confident that the candidate understands the material

- Teachers will ask candidates to make a short verbal presentation to the rest of the group on their work

- Teachers should explain the importance of the candidate producing work which is their own and stress to them and to their parents/carers the sanctions for malpractice

- Teachers must take care to ensure that work undertaken in previous years' examinations by other candidates is not submitted as their own by candidates for the current examination. The safe keeping of such earlier work is of great importance, and its issue to candidates for reference purposes should be carefully monitored

- Teachers must not accept, without further investigation, work which you suspect has been plagiarised; to do so encourages the spread of this practice.

Examinations:

The potential for misuse of AI or malpractice during examinations is limited as the present forms of examinations undertaken within the college does not permit access to the internet or access to saved sources during the examination. As AI technology advances the college will review and incorporate changes to prevent, manage and control the potential misuse and malpractice of AI within the college.

Confirmation

If you suspect that an assignment has been plagiarised, the next step is to try to locate the source.

The easiest method is to type a four-to-six-word phrase from the text (preferably one with an unusual phrase in it) directly into a search engine such as Google and perform an "exact phrase search". If the article was copied from the free, visible web there is a good chance this approach will find it, particularly if a few search engines are tried.

Another method is to look through the websites that candidates use, as these are common sources for essays and assignments. Assessors should familiarise themselves with the websites that offer essay distribution or writing services.

Use a search engine to find other similar sites. Once on the site a quick search may be all that is needed to locate the source of a suspect piece.

If it does not come up through these searches, the piece may have been taken from the "invisible web", that is, from articles which are not separately indexed to a search engine, although the site itself is. Sites run by newspapers, magazines, online encyclopaedias, subject specific sites, and those sites providing help with essays tend to fall into this category, and would have to be searched individually, but again the use of a few well-chosen words in a "find" tool could produce results.

Reporting

All suspected cases of plagiarism using AI will be managed in the following ways:

a) For coursework of students Year 7 to 9 inclusive, the subject teacher and Head of Year will review the suspected coursework for the misuse of AI and / or plagiarism and if found to be true the student will be interviewed and appropriate behavioural reinforcement taken.

b) For coursework of students Year 10 to 11 inclusive, the subject teacher and Head of Year will review the suspected coursework for the misuse of AI and / or plagiarism and if found to be true the student will be interviewed, and appropriate behavioural reinforcement taken. The student will be made aware of the consequences regarding the submittal of the work and the impact on their ability to take examinations.

c) **NOTE:** *Students will be requested to sign a declaration of authentication prior to undertaking assessed work for the examinations.*

d) For assessment material for non-examination assessments the subject teacher and Head of Year will review the suspected coursework for the misuse of AI and / or plagiarism and if found to be true the student will be interviewed, and appropriate behavioural reinforcement taken by referring the student to the Head of Centre and the Examinations officer. The student will be made aware of the consequences regarding the submittal of the work and the impact on their ability to take examinations.

e) If plagiarism is detected by the centre and the declaration of authentication

has been signed, the case must be reported to the Awarding Body. The procedure is detailed in [JCQ Suspected Malpractice Policies and Procedures](#).

f) If plagiarism is suspected by an awarding body's moderator or examiner, or if it has been reported by a student or member of the public, full details of the allegation will usually be relayed to the centre. The relevant awarding body will liaise with the Head of Centre regarding the next steps of the investigation and how appropriate evidence will be obtained.

13.0 [Updated] Student Misuse of AI

Students are strictly forbidden from using AI tools to target staff or other students in any way that is disruptive, unsafe, dishonest, or inappropriate. The college will not tolerate the use of AI to create or share inappropriate content, to deceive others, to engage in plagiarism, or to produce material that could harm or target staff or peers.

Any misuse of AI—including dishonesty, generating harmful or offensive content, or submitting AI-produced work as one's own—may result in serious behaviour sanctions being implemented by the college in line with this the college's behaviour policy. These

measures are in place to keep everyone safe, to maintain a respectful learning environment, and to uphold the highest standards of integrity.

The college expects all students to act responsibly and ethically, respecting the rights and wellbeing of others at all times.

14.0 Approval and Accountability

14.1 Designated College Senior Leadership Team (SLT) overseeing AI implementation

To ensure a structured and responsible approach to AI implementation in the college, designated college SLT members are assigned to oversee this integration. These SLT members are responsible for guiding and supervising all aspects of AI adoption. Their roles include evaluating the educational value of proposed AI tools, ensuring compliance with legal and ethical standards, and aligning AI initiatives with the college's educational goals and policies.

SLT members should also facilitate cross-departmental collaboration (where appropriate in secondary settings), ensuring that the voices of educators, ICT staff, and other stakeholders are considered in the decision-making process. Regular training and professional development should be provided to these SLT members to keep them updated on the latest AI advancements and best practices in educational technology.

14.2 Processes for sign off on the introduction of AI tools

The introduction of AI tools at High Tunstall College of Science follows a formalised approval process to ensure accountability and alignment with the college's educational objectives. This process includes: a detailed proposal, including the purpose, benefits, costs, and potential risks associated with the AI tool.

An impact or risk assessment, focusing on educational outcomes, data privacy, and ethical considerations will be performed by the SLT members overseeing AI implementation at High Tunstall College of Science and will submit to the Governors who may approve or decline proposals.

15.0 [Updated] Monitoring & review

[Updated] This policy is subject to bi-annual review by the Assistant Headteacher (Compliance) / Compliance Officer with the next review being December 2027.