

The Blue Tangerine Federation

SPECIAL EDUCATIONAL NEEDS SCHOOLS

POLICIES, GUIDANCE AND PROCEDURES



The Blue Tangerine Responsible Usage Artificial Intelligence (AI) Policy

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Our vision and mission

Our Vision: Our vision is a world where people with learning disabilities difficulties thrive.

Our mission is to promote the abilities of people with disabilities within our immediate, local and wider communities in order that our vision is realised.

Our Values: We look after ourselves, each other, our learning and our environment.

Our Ethos: Our ethos is rooted in the belief that every child in our schools, regardless of their abilities or disabilities, deserves access to quality education, support, and opportunities for growth and development. Our core values, principles, and beliefs guide our mission and shape our inclusive support of our children with SEND to develop holistically, empowering them with relevant skills, knowledge, and experiences to successfully access the adult, working world with confidence, dignity and self-belief.

Executive Summary

This Responsible AI Usage Policy outlines The Blue Tangerine Federation's approach to implementing and using Artificial Intelligence (AI) technologies in our educational setting.

Key points include:

- A. Our commitment to safe, ethical, and effective use of AI is in alignment with DfE guidance and OFSTED expectations.
- B. Guidelines for selecting, implementing, and monitoring AI tools.
- C. Roles and responsibilities for staff, students, and leadership in AI usage.
- D. Measures to protect data privacy and intellectual property.
- E. Strategies for preparing students for an AI-enhanced future.

This policy aims to harness the benefits of AI while mitigating potential risks, ensuring that our use of AI enhances teaching, learning, and administrative processes without compromising our educational values or stakeholders' rights.

Aims

This policy aims to enhance and support the vision of IT use in The Blue Tangerine Federation and the teaching and learning framework. "Leaders are responsible for ensuring that the use of AI does not have a detrimental effect on outcomes, the quality of provision or decisions they take". (Ofsted April 24)

Intentions/Guiding principles

1. Teachers will guide and monitor students' use of AI, ensuring that it aligns with the schools' curriculum objectives and learning outcomes.
2. All staff will ensure their pedagogical, behavioural, and pastoral knowledge is complemented and not undermined by AI tools.
3. AI will complement existing practices in all aspects of school life and explicitly not replace direct instruction or teacher interaction, but will serve as an additional resource to enrich the educational experience.
4. The intention to integrate AI tools into the systems and processes of The Blue Tangerine Federation and in particular the curriculum comes from our commitment to enhance pupils' learning experiences and foster skill development.
5. The use of AI is strategically employed as a supplemental tool to support members of staff in their role and expand upon classroom instruction, facilitating personalised learning opportunities and increasing accessibility.
6. All staff will use AI tools to streamline tasks and improve efficiency, ensuring that such use enhances, rather than replaces, human judgment and decision-making. This could include automating routine tasks, improving data analysis and enhancing communication.

Introduction

At The Blue Tangerine Federation we recognise the immense potential of Artificial Intelligence (AI), including generative AI and large language models (LLMs), to enhance school leadership, teaching, learning, and administrative processes. This policy outlines our approach to implementing and using AI technologies in a responsible, ethical, and effective manner, in alignment with Department for Education (DfE) guidance, OFSTED expectations, and our school's values.

Purpose

The purpose of this policy is to:

- Ensure the safe, secure, and appropriate use of AI technologies within our school
- Promote transparency and accountability in AI implementation
- Safeguard the wellbeing and rights of all students and staff
- Align our AI use with educational goals, DfE guidance, and OFSTED expectations
- Harness the potential of AI to reduce workload and enhance leadership and teaching
- Prepare our students for a future where AI is increasingly prevalent

To provide a holistic framework for the integration and management of AI in The Blue Tangerine Federation encompassing ethical compliance, educational enhancement, workload reduction, data security, and innovation, whilst ensuring the safeguarding and protection of our students are at the heart of what we do in our schools.

Scope

This policy applies to all staff, students, and third-party vendors who use AI technologies within The Blue Tangerine Federation. It covers all AI applications, including but not limited to educational tools, administrative systems, and communication platforms.

Definitions

Generative AI refers to technology that can create new content based on large volumes of data. This includes tools that can:

- Answer questions and complete written tasks
- Respond to prompts in a human-like way
- Produce audio, code, images, text, simulations, and videos

While these tools offer significant opportunities, it's crucial to understand their limitations and potential risks.

AI: Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).

LLM: Large language models such as ChatGPT/Gemini/Claude which have Generative capabilities.

NLP: Natural language processing such as Alexa / Siri - differs from the above and has fewer opportunities for bias and hallucination.

Image generation from LLM - images can be created via text prompts which can be inappropriate or subject to bias.

Objectives

Educational Enhancement (Transparency): To improve teaching and learning outcomes through the transparent use of AI.

Ethical Compliance (Fairness): To ensure ethical and legal use of AI.

Data Security (Safety Security and Robustness): To protect the privacy and data of all stakeholders.

Workload Reduction (Contestability): To utilise AI to reduce the administrative and academic workload of staff ensuring staff are empowered to overrule suggestions and ensure the work is verified.

Innovation: To remain at the forefront of education by integrating AI to enhance and supplement the school's mission to best support young people.

Governance: Ensure that providers and their staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI.

The following sections are adapted from OFSTED'S 5 principles of the AI whitepaper and how our federation is following each of these within this policy.

Principle 1:

Safety Security and robustness It is essential AI is used safely, securely and effectively following the correct procedures

Respect for Intellectual Property

- Ensure all AI technologies used are properly licensed and respect intellectual property laws
- Before using any AI tool, consult the IT providers (Interm IT) to ensure it's approved for educational use
- Consult Interm IT/ School leaders for a list of approved and licensed AI tools

Respect for Personal Data and Privacy

- Comply with data protection laws, including age restrictions and parental consent, and ensure individual privacy when using AI
- Use AI tools that are compliant with GDPR or other relevant data protection laws, as verified by Interm IT

Data Management

- Data Collection: The Federation's Data Protection Policy must be followed.
- Data Storage: The Federation's Data Protection Policy must be followed.
- Data Usage: The Federation's Data Protection Policy must be followed. The Data Protection Policy can be found on the policies page of the federation's website.

Technical/Data Protection Approval:

Interm IT will ensure that the AI initiative works within our context and ecosystem while complying with our safeguarding requirements around data protection and privacy laws. We adhere to all relevant data protection regulations when using AI technologies.

Our commitment to privacy includes:

1. Strict controls on data access and use within AI systems

2. Regular data protection impact assessments for all AI implementations
3. Transparent communication with stakeholders about how their data is used
4. Ensuring that personal and special category data is protected in accordance with data protection legislation

Review cycle

AI's effectiveness and impact on pupils' learning and attainment will be regularly evaluated and reviewed.

- o Feedback from students, teachers, and parents will in due course be gathered to assess the benefits and limitations of AI in enhancing the curriculum.
- o Adjustments and improvements will be made based on evaluation findings to ensure the optimal integration and utilisation of AI in line with the federation's aims and the evolving needs of the curriculum.

Safeguarding

Take a proactive stance about AI-related safeguarding risks, including but not limited to:

- o deepfakes and impersonation;
- o harassment and bullying;
- o criminality, coercion, grooming and exploitation.
- o Note that AI may be an aggravating factor in safeguarding and child protection cases.

Training and Support

We are committed to providing comprehensive training and support for AI use.

This includes:

- Training sessions for all staff on the use of AI tools and this policy
- Ongoing support to ensure effective and responsible use of AI technologies
- Opportunities for staff to share best practices and experiences with AI use Roles and Responsibilities

School Leadership

- Overall responsibility for AI strategy and alignment with school goals
- Ensuring adequate resources and training for AI implementation
- Regular review and update of this policy

Teachers and Staff

Responsible use of AI tools in teaching and administrative tasks

- Reporting any concerns or issues with AI systems to the Head of Operations/ Head of School/ Executive Headteacher
- Participating in relevant training and development

Pupils

- Ethical use of AI tools in their learning
- Reporting any concerns or issues

Principle 2:

Appropriate Transparency Transparency and Disclosure

- Clearly indicate where and when AI is being used in educational settings.
- Label AI-generated content and inform students and parents when an AI tool is being used for educational purposes.
- Periodic checks by school leaders to ensure transparency measures are consistently applied. We maintain clear communication about how and why AI is used in our school. This includes:

1. Providing clear explanations of AI-assisted decisions to all stakeholders
2. Regularly updating staff, pupils and parents on our AI implementations and their purposes
3. Ensuring that the reasoning behind AI-generated suggestions can be understood and explained by our staff

We recognise that AI tools have limitations:

- They may produce inaccurate, inappropriate, biased, or out-of-date information

- They are not a substitute for knowledge in our long-term memory
 - They cannot replace the judgement and deep subject knowledge of a human expert
- Use in Assessments
- We take reasonable steps to prevent malpractice involving the use of generative AI in formal assessments
 - We follow the guidance provided by the Joint Council for Qualifications on AI use in assessments Homework and Independent Study
 - We regularly review our homework policies and other types of unsupervised study to account for the availability of generative AI
 - We encourage the effective use of age-appropriate resources, which may include generative AI in some instances
 - We work to prevent over-reliance on a limited number of tools or resources

Principle 3:

Fairness Avoiding Bias and Discrimination

- Implement measures to ensure AI algorithms are free from biases
- Use AI tools that have been vetted and approved by Intern IT for potential biases related to race, gender, or other factors. Check yourself for bias.
- Conduct periodic reviews and seek feedback from students and staff to identify any issues of bias

If concerns arise, consult with school leaders/ Intern IT for further evaluation.

We actively work to prevent and address any biases in our AI systems.

Our approach includes:

1. Regular audits of AI outputs to identify potential biases, especially automation bias
2. Implementing corrective measures promptly if any unfair treatment is identified

Principle 4:

Accountability and governance

Compliance with Laws and Regulations

- Adhere to all national and international laws regarding the use of AI and data protection. If in doubt, speak with Interim IT

Ensure usage also complies with the Federation's Acceptable Use Policy and the Data Protection Policy

- Curriculum Leader Approval: The responsibility for initial approval lies with the Head of School and Deputy Head of School
- The Head of School, Deputy Head of School and, Heads of Department should define the tools used in their curriculum areas and the assessment methods for curriculum areas. They should reflect on what tools and approaches best fit their curriculum, being mindful of AI and how it can (and may) be used by both students and staff alike.

Monitoring and Evaluation

We regularly assess the impact and effectiveness of our AI use. Our evaluation process includes:

- Monitoring the impact of AI use on leadership, teaching, learning, and administrative processes
- Annual evaluations of our AI systems and their alignment with this policy
- Gathering feedback from staff and students on AI implementations

Principle 5:

Contestability and redress

Make sure that staff are empowered to correct AI suggestions- decisions should be made by the user of AI, not the technology when professional judgment deems it necessary. Allowing and responding appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment.

Curriculum Integration

- Alignment: Ensure AI tools are aligned with our curriculum objectives
- Pedagogical Relevance: Evaluate the pedagogical benefits of AI tools before integration as per the 'New technology request worksheet
- Ethical Use: AI technologies should be used in ways that are fair, transparent, and respectful of individual rights.
- Inclusivity: AI tools should be accessible to all students and staff, regardless of ability.

- Workload Reduction: AI should enhance, not replace, human creativity. Examples include but are not limited to lesson planning, quiz creation, and flashcard generation. Teachers MUST verify the suitability, accuracy, and curriculum alignment of any AI-generated materials.
- Accuracy and Fact-Checking: Ensure that AI-generated content is accurate and factually correct.