Artificial Intelligence Policy

The following recommendations are adapted from the National Pedagogical Institute of the Czech Republic, the Joint Council for Qualifications, the UK Department for Education, the EU Commission guidelines, and the New Zealand Ministry of Education.

Contents:

1. Purpose

This policy aims to guide the responsible, ethical, and safe use of Artificial Intelligence (AI) technologies at ECP. AI has the potential to support and enrich the learning experience, promote student and staff well-being, and enhance productivity while aligning with the goals of ECP. Most importantly, the ethical and appropriate use of AI must be taught to ensure students are equipped with the knowledge to use this technology in the future.

Students should understand that the main purpose of their studies is to challenge and develop their own intellectual potential. Creating their own work is their path to intellectual development. Using AI could help in some tasks but if it replaces the students' own intellectual work students will miss intellectual development opportunities.

2. Principles for AI Use

- *Human-Centred Approach*: AI should augment human intelligence, not replace it, ensuring that all AI use begins and ends with human insight. It is essential to recognise that AI will likely have a significant impact on students' future lives and careers.
- *Equity and Inclusivity*: All students should learn how to use AI effectively and ethically to ensure they are not left behind as society, education, and the workplace adopt new AI tools and technologies.
- *AI Literacy*: Understanding how to use AI, including its strengths and limitations, is essential for students and staff. Building AI literacy should be a key aim in any school environment.
- *Responsible Use of AI and Academic Integrity*: Students and staff should be encouraged to take responsibility for AI use. Students should not conceal their use of AI, and teachers should focus on teaching students how to cite AI use responsibly. AI should support learning, not undermine the integrity of student work.
- *Privacy and Security*: AI-driven data collection must adhere to GDPR regulations and community standards. Regular updates and annual reviews of this policy are essential to ensure compliance. The College will always follow the law and best practices for the safe use of AI. Students must not be encouraged to act outside these parameters.
- *Decision-Making and AI*: Students, staff, and leadership should collaborate in the decision-making process to ensure a mutual understanding of AI's benefits and risks. Any working group should involve student representatives where possible. All decisions must comply with the safeguarding limitations of item 6.
- *How AI Benefits ECP*: The goal should be to enhance the quality of teachers' pedagogical work, increase productivity, and support students' interest in lifelong learning.

3. Defining AI

AI use is characterised by any programme, online or otherwise, that substantially alters the content of a student's work. This includes software beyond basic spell-checking, such as grammar tools that significantly rewrite a student's work. In practical subjects and the arts, this includes generating, manipulating, composing, or modifying creative tasks without authorised use. Teachers may authorise the use of particular software (e.g., Gemini) for specific tasks, but it remains subject to this policy. However, teachers cannot ask students to access AI platforms where they do not meet the age requirement or where they are required to input any personal information.

Teachers must ensure that any AI tools used are compliant with age restrictions and data protection regulations.

Currently, teachers cannot require students to use AI until a specific AI system is in place.

4. Support Provided (in development)

The AI working group has been set up. This will provide resources to guide appropriate and responsible AI use, including lessons and materials on AI and its associated risks. A series of AI lessons will be recommended for Years 1–4 to prepare students for responsible AI use. These will be developed once we have access to a suitable platform that can be legally accessed by students while adhering to best practices regarding data protection.

5. Permitted Use for Students

Students may use AI as a tool for research, idea generation, and learning, provided this is done transparently and with proper referencing. However, the College can only encourage or require the use of AI platforms that are legally accessible to students of a particular age. If there is any doubt about the age restrictions of a platform, please speak to John Fleck or a member of SLT.

In alignment with IB policy, any text, data, images, or other materials generated or adapted with AI tools must be clearly acknowledged. Students must explicitly reference both the AI software employed, as well as the prompt or query used and the date of generation, in the body of their work and in the bibliography. According to the IB, failing to credit AI-generated content is considered academic misconduct, as it misrepresents material not originally created by the student.

The steps students can take to ensure ethical AI use include:

- Using AI for coursework or assessments as dictated by the teacher. If the teacher does not mention AI, the general rules apply.
- Applying the “AI Acceptability Test” (Would you be comfortable asking a friend/teacher for this type of input to your work? Would they be comfortable providing it?). If the answer to either of these is no, then you should not proceed.
- Recognising the importance of academic integrity by citing any AI tools used and adhering to the prohibitions (as stated below).
- Fact-checking AI-generated information with reliable sources.
- Respecting privacy and data security by not entering confidential information into unauthorised AI tools.
- Critically evaluating AI-generated content and using AI as an aid rather than a replacement for personal work.
- Engaging in lessons that promote AI literacy and exploring ethical debates on AI's societal impacts.

By following these steps, students can navigate the ethical use of AI tools responsibly.

6. Prohibited Use of AI for Students

The following are four key rules on AI use:

- Entering personal, sensitive, or confidential data into any AI system without proper authorisation is strictly prohibited.
- Using AI to complete assignments or assessments where it is not allowed, or to plagiarise work, is forbidden.
- AI must not be used in a way that breaches the School Code or the normal expectations of behaviour at the College. This includes the generation of offensive or bullying material.
- Using AI for externally assessed work or IB coursework is strictly forbidden.

Students must be able to demonstrate that their final submission is their own independent work. If a teacher suspects that AI has been misused, the burden of proof rests with the student to demonstrate that the work is genuine. This is because there are no reliable AI detection tools and the school leadership relies on teachers knowing their students, style, and their abilities to decide what is genuine work. If a student is not able to explain part of what they have submitted then use of AI (or other plagiarism) is very likely to be assumed.

As per IB guidance, while schools may permit the judicious use of AI tools to support initial research, idea generation, and structural guidance in some areas, the IB clearly states that certain subjects—particularly language acquisition—are not suitable for such assistance. In these cases, students are not allowed to rely on AI-generated text or translations.

In accordance with IB regulations, teachers are required to verify that all submitted coursework authentically represents the student's own efforts and understanding. If a teacher suspects that a submission—whether partially or fully derived from AI tools—does not reflect a student's true capabilities, the IB expects that the teacher will not submit that work. Students may be asked to explain their process and demonstrate comprehension of their material to ensure compliance with IB academic integrity standards

Definitions of misuse include:

- Copying or paraphrasing AI-generated content such that the work is no longer the student's own.
- Using AI to complete or edit parts of assessments, so the work does not reflect the student's own abilities.
- Failing to acknowledge AI use or providing incomplete references.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

To strengthen evidence against AI misuse, students are advised to complete all work in open Google documents, and teachers are advised to require this. Students should also keep contemporaneous research notes, evidence of early drafts, and other evidence of the process of doing the work.

7. Potential Consequences for Ignoring the Policy

Violations of this policy may be considered an ethics violation and will be aligned with normal ECP plagiarism policies. Consequences will be clearly laid out and may include warnings, educational remediation, reprimands, or more severe disciplinary actions depending on the nature of the infraction. The consequences for students who violate the AI use policy can include (at the discretion of the teacher, Head of Faculty, Senior Tutor, and relevant member of SLT or the Upper School team):

- Facing penalties such as a reduction in grade, failure of the assignment or assessment, or even failure of the course.
- Imposition of significant penalties for low-effort or unreflective reuse of material generated by AI tools, including assigning zero points for merely reproducing AI-generated output.
- Disciplinary action, including revocation of the grade for the assignment and other sanctions as described for plagiarism in the school's academic honesty policy.
- Permanent transcript notation through the Czech educational behavioural policy (i.e., receiving a "3" for behaviour).
- In extreme cases, suspension or expulsion from the educational institution.

General Procedure for Assignments with Suspected AI Use:

- The teacher suspects AI use and confers with colleagues.
- The student is interviewed regarding AI use.
- The burden of proof is on the student to provide evidence/convincing arguments that it is their work.
- Evidence can be provided by Human intelligence:
    - Version history (must be Google Docs).
    - Rough notes.
    - Evidence of research.
    - Work project proposals or essay plans in line with the expectations of the teacher setting the work.
- The teacher will also ask the student about their work to judge their understanding of the knowledge and terms used.

Upper School: IB Assignments

If an IB student in Years 5 or 6 violates the AI policy on an official IB coursework assignment, the procedure is as follows:

- The teacher confers with the Upper School Team (UST) on the evidence of AI misuse.
- The student is questioned by UST and the teacher.
- If the student is honest about their misuse, the sanctions will always be reduced to the lower end of the spectrum.
- If the student is not honest about their misuse of AI, the sanctions will be accelerated toward the upper end of the spectrum if the student cannot prove that the assignment was genuinely created by the student and AI misuse did not occur.

Sanctions Procedure:

Under normal circumstances, it is expected that students would progress through each level according to the number of infractions (i.e., the first offence would be level 1, the second offence would be level 2).

- Level 1 Offence: Verbal warning on AI misuse.
- Level 2 Offence: Tutor warning.
- Level 3 Offence: Tutor reprimand.
- Level 4 Offence: Headmaster (HM) reprimand and a "2" for behaviour.
- Level 5 Offence: Teachers no longer have to authenticate the student's coursework (i.e., the student will lose their IB in that subject) and a "3" for behaviour is given.

It is worth noting that if the offence is deemed serious enough (especially in the case of multiple infractions for the same assignment) or there is blatant submission of work wholly created by AI without student input, the school reserves the right to accelerate a sanction to the third or fourth tier.
Students need to be aware of the academic integrity policy and take the necessary steps to ensure that their use of AI-based tools complies with this policy. Violations are taken seriously and can have long-term academic and professional consequences.

8. Best Practice

Teachers should educate students on the appropriate use of AI by:

- Clarifying the acceptable uses of AI for assignments and assessments.
- Discussing ethical AI use, including its biases and limitations.
- Encouraging critical thinking and verification of AI-generated content.
- Educating on data privacy and discouraging sharing of personal data with AI systems.
- Ensuring AI use aligns with educational goals, such as promoting critical thinking.
- Teaching responsible AI use and attribution of AI-generated content.

9. Permitted Use for Teachers

Teachers may use AI for teaching, assessment, and other work-related tasks according to current guidelines (updated annually). AI may be used for lesson planning and creation but not for writing reports. It can also be used as an advanced proofreading tool, especially for colleagues whose first language is not English.

Teachers must carefully check the accuracy of AI-generated material, as they are responsible for its content. The AI working group will provide an AI teacher toolkit and guidance on AI assessment.

Useful links

Generative artificial intelligence (AI) in education - GOV.UK (www.gov.uk)

Artificial intelligence (AI) in learning, teaching, and assessment

AI-Use-in-Assessments_Feb24_v6.pdf (jcq.org.uk)

Download | revision of the ICT FEP in the BE (edu.cz)

Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators - Publications Office of the EU

Artificial Intelligence and the future of education