AARHUS
INTERNATIONAL
SCHOOL

Aarhus International School Academic Integrity Policy

Revised December 2024

Table of Contents

Academic Integrity Policy

The purpose of this document is to clarify how the learning community at Aarhus International School understands and implements practices related to academic honesty and integrity. Our Academic Integrity Policy is intended to define academic integrity, clarify academic integrity expectations, and outline procedures that will be followed in case of breaches of this policy. This document is inspired by the stance taken by the International Baccalaureate (IB) to be read and implemented in conjunction with the AIS MYP and PYP Policies for Acceptable Use of the Internet and Bring Your Own Device. Our school philosophy around academic integrity applies to the whole school and is directly linked to the AIS mission statement and values:

Our Mission	***Our Values***
AIS provides a high-quality international education, which enables students to become socially and environmentally responsible citizens, enthusiastic inquirers, and lifelong learners in a challenging and nurturing environment.	Responsible Caring Respectful

At Aarhus International School, all members of the community aspire to live and study according to the International Baccalaureate Learner Profile attributes. Academic integrity is at the core of the very important attribute of 'Principled.' AIS expects all members of our school community to adhere to our school values of respect and responsibility in matters of academic integrity. Teachers will build knowledge and understanding of ethical practices from an early age to nurture a culture of trust and honesty. Students can expect to be evaluated and treated with fairness and in a caring manner when handling matters of academic integrity.

Now, more than ever, students live in a digital information age, where they need to learn strategies in order to "create and consume information" ethically and honestly ("IB Educational Context"). Because of this, academic integrity "must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment" (IB Educational Context").

We are fully committed to academic integrity at AIS and are working to ensure that all students, parents, and teachers not only understand the importance of academic integrity, but also their individual and shared responsibilities in this area.

Definitions of Terminology

- **Academic Integrity**: behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people and behaving appropriately when sitting for exams ("Guidance for Schools"; "Diploma Program").
- **Plagiarism**: the representation of the ideas or work of another person as the student's own ("Guidance for Schools").
- **Collusion**: when the unattributed source is one or more fellow learners. There are times when students will be encouraged to collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student ("Diploma Program").

- **Duplication** is defined as the presentation of the same work for different assessment components or course requirements ("Guidance for Schools").
- **Intellectual property** includes patents, registered designs, trademarks, moral rights, and copyright. The law protects many forms of intellectual and creative expression ("Guidance for Schools").

Roles and Responsibilities of Students, Parents, and Teachers at AIS

When developmentally appropriate, students should:

- seek inspiration from the ideas of other people and understand that it is acceptable to use the ideas of others, as long as they are acknowledged.
- understand that their teachers value their ideas and want them to present their ideas using their own language and voice.
- know that one must say 'no' to others who want to copy their work.
- be given the opportunity to understand what academic honesty is and how to uphold AIS's academic honesty expectations.
- make sure they understand how to use in-text references and bibliographies correctly.
- make sure that they understand how to reference paraphrased material correctly.
- make sure that they understand the concept of intellectual property in all its forms and contexts.
- observe appropriate copyright clearances and avoid plagiarism, acknowledging the author or source of any information used, including written information, data, images, music, and choreography.
- ensure that permission is gained before electronically publishing users' works or drawings. Always acknowledge the creator or author of any material published.
- ensure any material published on the internet or intranet has the approval of the Head of School or MYP/PYP coordinator and has appropriate copyright clearance.

Teachers should:

- model good practice in academic honesty and integrity.
- provide clear guidelines for learning tasks.
- promote the benefits of properly conducted research and respect for the creative efforts of others.
- design learning tasks that require thinking skills and are not able to be completed by simply copying or falsifying information.
- follow through with appropriate consequences when academic honesty is not respected.
- make clear what the expectations are regarding academic honesty, such as in-text references and bibliographies.
- explicitly teach citation and referencing skills in lessons.
- explicitly teach paraphrasing skills and how to reference paraphrasing correctly.
- scaffold larger tasks, with opportunities to submit drafts to help students maintain their own 'voice' in completing these tasks.

Parents should:

- ensure that they support and encourage their children but do not do the work for them.
- support their children in developing appropriate and ethical work habits.
- read and understand this policy and the school internet policy and support the school in enforcing them.

Learning Opportunities in the PYP & MYP Programmes

Learning experiences in the PYP and MYP provide academic and collaborative opportunities for students to demonstrate "principled" behaviour, one of the key attributes from the IB Learner Profile. In both the PYP and the MYP, the Approaches to Learning (ATL) skills are integrated into curriculum, regularly providing opportunities for students to learn skills related to academic honesty and integrity in interdisciplinary and transdisciplinary contexts.

In the PYP, students are guided in developmentally appropriate ways, as they learn not just the skills needed to act with academic integrity, but also the process of evaluating data and information and making responsible decisions.

In the MYP, these skills (particularly in the fields of self-management, research, and communication) clearly link to academic integrity and to the development of citation and referencing skills. In projects like the Community Project, Personal Project and PYP 8 Exhibition Project, students are required to reflect not only on the development of these skills but also provide evidence of academic integrity regarding their own work. Students will also be provided opportunities to develop academically honest behaviours in preparation for eAssessments and ePortfolio submissions at the end of the MYP program ("IB Educational Context").

PYP ATL Skills & Academic Honesty Expectations from PYP1-PYP8

Although many skills sets within the Approaches to Learning (ATL) can support student development of ethical behaviours around academic integrity, we have identified the Thinking Skills and Research Skills, and a few relevant sub-skills, as key areas to target and support student development through the Primary Years Programme, and in preparation for the Middle Years Programme. See appendix for the relevant Thinking and Research Skill sets which are particularly relevant to developing academic integrity skills in PYP learners.

Early Years Expectations (PYP 1-3):
During the Early Years at AIS, children are encouraged to develop an independent mindset and to take responsibility and ownership for their own ideas, thoughts, and actions. Early Years students receive ongoing opportunities to take pride in their achievements, creativity, and actions. They will learn how to act in a principled way by developing an understanding of what is right and wrong and how to respect other people's thoughts and ideas. They will also be supported as they begin developing early Thinking Skills such as: observing carefully, organizing information, and revising understandings based on new information and evidence. In the area of Research Skills, Early Years students will be supported as they begin developing the foundation for things like: gathering information from a number of sources, recording their observations through drawing and emerging writing skills, and showing awareness for different types of sources such information found in a book or film or learned from a friend or parent.

PYP 4-6 Expectations:

As students move into the lower primary grades at AIS, they will continue to be supported as they develop their skills as principled young learners, who can demonstrate an understanding of what is right and wrong and how to respect other people's thoughts and ideas. Across the curriculum, students will be introduced to and should increasingly develop and expend their Thinking Skills, building upon the foundation laid during the Early Years and including further refinement of observational skills, organisation of information and revising understandings and conclusions based on incoming information and evidence. As students continue developing their language skills across the strands of language, a focus will also be increasingly placed upon areas such as: paraphrasing, construction of individual knowledge, while focusing less on attainment of knowledge or facts. In the area of Research Skills, students will be supported as they continue growing in their ability to: gather information from a number of sources, record their observations through drawing and writing skills, and show an awareness for different types of sources such information found in a book or film or learned from a friend or parent. Students should be able to verbally recognize the source of their inspiration, when asked by a teacher or classmate. Students can name the book, website, or material they are using to support their learning. All of these expectations should take into account the unique developmental stage and progression of each individual young learner.

PYP 7 Expectations:
As AIS students move into PYP7, focus will be placed on more explicit and concrete development of behaviours which support students in their understanding of academic honesty and integrity, and their ability to utilise these skills in their everyday learning. Students will be guided in this process and will learn to self-evaluate and self-assess their academic work and the learning behaviours behind their process.

Thinking Skills:

- Students are able to analyse a website for validity (blogs, wiki vs accredited sources)
- Students are able to evaluate sources for believability and accuracy (tabloid news vs accredited sources)
- Students are able to comprehend that our idea of truth is constantly evolving

Research Skills:

- Students are able to formulate questions in order to use search engines
- Students are able to identify the difference between search engines and websites
- Students are able to collect data from various web documents, hard copy texts (magazines, newspapers, resource books) and audio recordings.

Students will be introduced to recording of web-based citation and text-based hard copy citation. There is an added focus on constructing individual knowledge and attributing the knowledge back to its original source.

Reference sources at the end of a presentation or submission
Digital: Name of publication, Title of Article
Hard Copy: Title, Author, Page Number

PYP 8 Expectations:
As AIS students move into the final PYP8 year, focus will be placed on preparing them with the necessary skills and dispositions which will allow them to transfer their knowledge into the MYP. Students will be supported in this process and challenged to self-assess their academic work and dispositions.

Thinking Skills:

- Students are able to analyse a website for validity (blogs, wiki vs accredited sources)
- Students are able to evaluate sources for believability and accuracy (tabloid news vs accredited sources)
- Students are able to comprehend that our idea of truth is constantly evolving

Research Skills:

- Students are able to formulate questions in order to use search engines
- Students are able to identify the difference between search engines and websites
- Students are able to collect data from various web documents, hard copy texts (magazines, newspapers, resource books) and audio recordings.

Continued exposure to and mastery of web-based citation and text-based hard copy citation will be a focus during the PYP8 year. There will also be a continued focus on constructing individual knowledge and attributing the knowledge back to its original source.

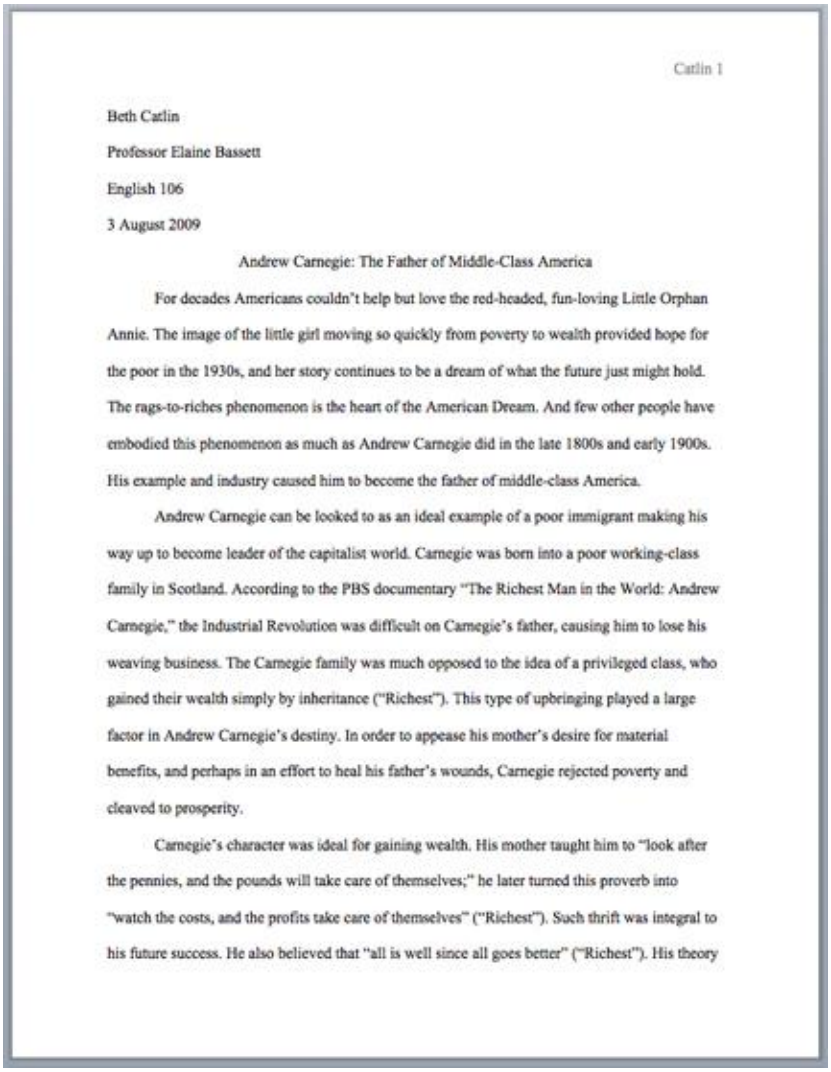
As students become more familiar and aware of the citation process, reference sources at the end of a presentation or submission should be presented in MLA format, according to Purdue University's Writing Lab: MLA Formatting and Style Guide:

Author. Title of source. Other contributors, version, number, publisher, publication date, location.

MLA Formatting Resources

The following MLA resources are recommended for student use:

- The MLA Handbook, 8th Edition
- The Purdue University Owl Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html
- Citation generators, like Easybib.com or Bibme.org
- Turnitin.com software and online resources
- The MLA style center; https://style.mla.org/
- MLA templates provided by Office365 and Microsoft Word
- Resources distributed by AIS's English Department



Catlin 1

Beth Catlin

Professor Elaine Bassett

English 106

3 August 2009

Andrew Carnegie: The Father of Middle-Class America

For decades Americans couldn't help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance ("Richest"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and cleaved to prosperity.

Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves;" he later turned this proverb into "watch the costs, and the profits take care of themselves" ("Richest"). Such thrift was integral to his future success. He also believed that "all is well since all goes better" ("Richest"). His theory

Figure 1: MLA Style Conventions, Page Layout

- Papers should be typed and printed on standard A4 paper. Students should submit their documents in Word or PDF files.
- Papers should be typed in Times New Roman (or another *sans serif* font), 12-point font, double-spaced, with 1in/2.54cm margins.
- Remember to include the student's name, instructor's name, course name (i.e. MYP 3 I&S), and date that the assignment is due in the upper left-hand corner of the document.
- Titles should be centred and double-spaced with the rest of the text; not underlined, bolded, italicized, or in quotation marks (unless referencing other works in your title).
- Include a header in the upper right-hand corner of your paper, including page numbers.
- Use the "tab" key to indent when beginning a new paragraph.
- Sections can be added using Arial numbers, if necessary.

("General Format")

Works Cited Page: Entries

The following pieces of information should be included in each Works Cited entry. The elements should be listed in the following order, with the following punctuation:

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

The following are common examples of citations. For any other scenarios not listed, refer to the MLA Handbook, 9th Edition.

To create a works cited page, list your citations in alphabetical order, double-spaced, with hanging indent. The title of your works cited page should say Works Cited, not bolded, underlined, italicized, or in quotation marks.

Please refer to the works cited page of this document for an example.

Books: in italics
Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

Webpages, periodicals, magazines, newspapers: quotation marks
Lundman, Susan. "How to Make Vegetarian Chili." *eHow,* www.ehow.com/how_10727_make-vegetarian-chili.html.*

Songs, poetry, short stories: quotation marks
Beyoncé. "Pray You Catch Me." *Lemonade,* Parkwood Entertainment, 2016, www.beyonce.com/album/lemonade-visual-album/.

("MLA Formatting and Style")

Parenthetical (In-Text) Citations
In MLA style, students should create parenthetical (in-text) citations to signify quoted, paraphrased, or summarized material from another source. Below are the two the most common parenthetical citations; consult the MLA Handbook, 8th edition, for help with any other parenthetical citation scenarios.

When in doubt, remember that parenthetical citations should easily indicate the source used from the works cited page. Parenthetical citations typically include the first piece of information listed in the works cited page entry.

Students do not need to cite commonly known information, proverbs and sayings, and other information generally accepted as fact (i.e. the United States is a country located in North America). Please consult your teacher if you are unsure about citing a piece of information.

Author-page style
List the name of the author, followed by the page number. If the author's name is already previously mentioned in the sentence, the author's name does not have to be included again in the citation.

- Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

- Wordsworth, William. *Lyrical Ballads*. Oxford UP, 1967.

Sources with no known author
Use a condensed version of the title, instead of the author's name. If it is a print source, include page numbers; if it is a digital source, page numbers are not necessary.

- We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming").

- "The Impact of Global Warming in North America." Global Warming: Early Signs. 1999. www.climatehotmap.org/.

("MLA In-Text Citations")

Responsible Use of AI at AIS

Use of AI at AIS is purely generative. We understand generative AI to mean: "*Generative artificial intelligence is a subset of AI that utilizes machine learning models to create new, original content, such as images, text, or music, based on patterns and structures learned from existing data. A prominent model type used by generative AI is the large language model (LLM).*"
https://teaching.cornell.edu/generative-artificial-intelligence

At AIS, we use the following levels:

Levels of AI Use

Level 1 – No AI use at all. Computer will be in lockdown browser or Airplane mode (e.g. For eAssessments and practice exams or MAP assessments or in-class summative assessments etc)

Level 2 – AI used only for text-checking devices such as spelling and grammar (Grammarly etc.). Acceptable for in-class or longer, regular formative and summative tasks. AI use for content or writing longer sections is not allowed. A citation paragraph should be used.

Example –

Artificial intelligence (AI) transparency statement:

With the sheer number of AI tools for text generation and increased ease of use, the author has created the following AI transparency statement for this text. This text has not been generated or improved using AI. However, the text has been corrected using AI. That is, specific suggestions for spelling and grammar have been accepted or rejected manually by the author. We hope that this transparency statement allows you to better understand the author's process and the way that AI has interacted with the development of this piece of writing. The author of this paper does not provide consent for this document to be used as part of a dataset for generative AI training purposes.

Level 3 - Limited AI use is permitted for research purposes and content checking or finding case studies or examples. A full citation must be included in the work including all prompts and questions used and the website.

Level 4 – AI-generated content can be used freely for this assignment. All prompts and questions must be fully cited. This level will be used rarely in practice.

While this policy, and the practices that it involves are regularly reviewed, we would like to acknowledge that we are in a period where Artificial Intelligence and access to technology has an unpredictable and rapidly changing effect on the world, with implications on Academic Integrity. Considering this, the policy reflects the need for ongoing evaluation, and flexibility as we continue to shape our understanding of the impact on our school.

Teachable Moments

PYP
Academic integrity will be monitored closely by homeroom and subject-specific teachers. Serious or persistent breaches of this policy will be handled on a case-by-case basis and will involve a meeting with the student, parents, and Head of School/PYP coordinator.

Sanctions

MYP
Academic honesty will be monitored closely by subject teachers, especially through Turnitin.com similarity checking via Toddle. In proven cases of misconduct, the piece of work in question will not be accepted and may receive a "0". In these cases students will be given the opportunity to resubmit the work within one week. In the case of repeated infractions, the student and parents will be called into a meeting with the Senior Management team and further disciplinary action may be necessary.

Review and Revision

This policy will be reviewed by the Academic Integrity Committee according to the AIS Policy Review Cycle. It will be revisited and revised as necessary outside of the official review, in line with new updates from the IB and changing circumstances in the school.

Date of next review: January 2026

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Purdue Writing Lab. "MLA In-Text Citations: The Basics." *Purdue Writing Lab*, https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html

Section 1: Introduction

Purpose of the Policy

The purpose of this Responsible Use Policy for Artificial Intelligence (AI) is to promote the ethical, safe, and effective use of Generative Artificial Intelligence (GenAI) and related technologies in our learning environment. By providing clear guidelines for all members of the community on the appropriate use of these technologies, Aarhus International School (AIS) affirms its mission to:

provide a high-quality international education which enables students to become socially and environmentally responsible citizens, enthusiastic inquirers, and lifelong learners in a challenging and nurturing environment.

Scope of the Policy

This Policy applies to all AI and related technologies used at AIS, including but not limited to the teaching, learning, administrative, or other related activities hosted by AIS. This includes, but is not limited to, AI used in the creation of learning materials, submitted assessments, presentations, reporting comments, communications, and any other texts or images used in the context of a learning environment.

Policy Statement

Our school is committed to leveraging the benefits of GenAI to enhance teaching, learning, and the community while affirming shared responsibilities. We believe in the potential of these technologies to support and advance our core mission to *provide a high-quality international education which enables students to become socially and environmentally responsible citizens, enthusiastic inquirers, and lifelong learners in a challenging and nurturing environment.*

Furthermore, 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 also 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 AIS' Academic Integrity Policy.

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)

In the context of this Policy, GenAI and related technologies refer to software platforms and services that mimic human language capabilities. It also refers to mechanised processes that can adapt to input to achieve specific goals. Examples include, but are not limited to:

1. ChatGPT
2. Bard
3. Claude
4. Large Language Models used within customized software (such as Toddle)

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, teacher's 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 AIS' Data Privacy 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 of Responsible, Caring and Respectful. It also involves using these technologies in a way that is transparent, accountable, and consistent with our mission statement.

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

Commitment to Ethical Use

AIS is committed to affirming the ethical use of GenAI and handling of data in all aspects of our educational environment. We believe that with the following considerations, these technologies can

greatly enhance teaching and learning and support our community in its shared values, while affirming core ethical considerations that are central to a healthy and safe environment.

Key Considerations for the Ethical Use of GenAI

- Human Agency and Oversight: We affirm that GenAI is best used as a consultant, or used only as a derivative or background source, to assist and support our teaching, learning and communications. If GenAI output is used directly without editing, it will require a citation, subject to our Academic Integrity policy.
- Availability and Accessibility: We use GenAI systems that are reliable, secure, and safe to use, which the school can affirm is acceptable for use in an educational environment, and in accordance with Danish laws and regulations. Teachers and students can use AI within Toddle and from open sources if no privacy or academic integrity rules or guidelines are breached.
- Transparency: We are transparent about our use of GenAI, and we provide clear explanations or indications about how these technologies were used in the production of outputs.
- Societal and Environmental Wellbeing: We consider the broader societal and environmental implications of our use of GenAI and related technologies.

Section 4: AI and Data Use in Education

Explanation of GenAI and Data Use in the School Setting

- AI and related technologies can be used effectively in our school to support teaching, learning, and administrative processes. For instance, schools typically process substantial textual, or image information used in the process of learning, including essays, feedback, presentations, and artwork. This data may be consumed by other members of the community and assessed, evaluated, or celebrated.

Examples of GenAI and Data Use in Education

- Here are some examples of how GenAI and related technologies can be used in our school:
- Generative Language Models: These services can accept input and generate text and images that mimic human intelligence. They can produce convincing work that may appear to have a human author and can be useful as a derivative source in a learning environment.
- Auto-marking Tools: These tools provide individualised instruction or feedback to students without requiring intervention from the teacher. They follow a step-by-step sequence of tasks.

- Tutoring Aid Systems: These systems also follow a step-by-step sequence of tasks but through conversation in natural language. They may adapt to the level of engagement to keep the learner motivated and on task.
- Language Learning Applications: AI-based learning apps are used in formal and non-formal education contexts. They support learning by providing access to language courses, dictionaries, and provide real-time automated feedback on pronunciation, comprehension, and fluency.
- Managing Student Enrolment and Resource Planning: AI systems are used to assist in the prediction of quantitative data such as student enrolments, and may assist with forward planning, resource allocation, class allocations, and budgeting.

Section 5: User Responsibilities

Ethical and Responsible Use of GenAI and Data Technologies

- All users of GenAI and data technologies in our school, including students, teachers, administrators, are expected to use these technologies in a responsible and ethical manner. This includes respecting others, including their intellectual property rights, and avoiding any actions that could lead to negative outcomes. Further, users must adhere to all relevant laws, regulations, and school policies. Users must be aware of any potential biases in these technologies and take steps to mitigate them.
- 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.

Section 6: Availability and Accessibility

Commitment to Technical Robustness and Safety

- 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.
- Training and Support: We provide training and support 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 7: Human Agency and Oversight

Importance of Human Agency and Oversight in GenAI Use

- Our school recognises the importance of human agency and oversight in the use of GenAI. We believe that GenAI should be used to support, not replace, human decision-making. We also believe that individuals should be able to understand and control how GenAI and data technologies affect them.

Maintaining Human Agency and Oversight in GenAI Use

- We maintain human agency and oversight in the use of GenAI through the following guidelines:
- Human-in-the-loop: We ensure that there is always a human in the loop when using GenAI systems. This means that decisions made by GenAI systems are always subject to human review and intervention.
- Transparency: We are transparent about how GenAI and data technologies are used in our school. We provide clear explanations about how these technologies work, how decisions are made, and how data is collected and used.
- Monitoring and Oversight: We have procedures in place for the ongoing monitoring of GenAI and data use in our school. This includes regular reviews of the performance and outcomes of GenAI systems, as well as audits of data collection, use, and protection practices.

Section 8: Societal and Environmental Wellbeing

Commitment to Promoting Societal and Environmental Wellbeing

Our school is committed to using GenAI and data technologies in a way that promotes societal and environmental well-being. We understand that these technologies have the potential to impact not only our school community but also the broader society and environment.

Promoting Societal 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 well-being of learners and teachers in the use of these technologies.
- Involving students and their parents in decisions about the use of these technologies.
- Using GenAI to support teachers and school leaders in the evaluation of student wellbeing and monitoring this use.
- Using GenAI to support teachers in the building of learning experiences.
- Providing reporting pathways for community members to raise concerns about the use of GenAI, in accordance with the Safeguarding and Whistleblowing policies of the school.

Promoting Environmental Wellbeing

We are mindful of the environmental impact of AI and data technologies. We strive to use these technologies in a way that is sustainable and environmentally friendly. This includes considering the energy use of these technologies and seeking ways to minimise their environmental footprint.

Section 9: Violations

Violations of the Policy

For Violations of this Policy, please refer to the relevant policies, including but not limited to the Academic Integrity Policy, School-wide Behaviour Policy, Child Protection Policy, and Whistleblowing Policy.

Section 10: Policy Review and Updates

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.

Date of next review: October 2025