PUTNEY
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# AI Policy

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# AI Policy

## Scope and purpose

The purpose of this policy is to establish guidelines for the ethical and responsible use of Artificial Intelligence (AI) technologies within our school environment. It should be read in conjunction with other policies and procedures already in place and referenced at the end of this document which include, but is not limited to, the IT and Acceptable User Agreement, Online Safety and the Plagiarism Policy

## What do we mean by AI?

AI is a general term for the rapidly evolving field of any computer systems capable of performing tasks that typically require human intelligence. These tasks include learning, problem-solving, and decision-making. In school, this could be the use of Microsoft Copilot or some features in Canva. Given the rapid pace of change, it is important to recognise that new and emerging technologies will develop, and the policy should be read in the context of this rapid innovation.

## What do we believe?

At Putney, we cherish what makes us human — the creativity, compassion, and intellectual curiosity that define us. We believe it is essential that students understand the full scope of human potential and develop the skills to think deeply, act ethically, and engage meaningfully with the world around them.

Artificial intelligence is becoming an increasingly important part of our lives. In education, we see AI as a tool to support and enhance learning, not to replace the role of human thought, creativity, or relationships.

Our aim is for all students and staff to become confident and responsible users of AI. This means developing a clear understanding of:

- How AI works and where it can be used effectively;
- How to critically evaluate AI tools and their outputs;
- How to collaborate with AI in ways that support learning and creativity;
- The limitations, risks, and ethical considerations involved in using AI which can include challenges created by deepfakes and disinformation.

By embedding these principles into our curriculum and professional development, we ensure that our school community is well-prepared to navigate an AI-rich world with confidence, integrity, and a strong sense of human purpose.

At Putney, the use of AI must be in line with our core values:

### Innovative

We champion creativity, entrepreneurship, and future-focused learning. AI should reflect and amplify this spirit.

- Empowering Learning Through AI: AI should be used to enhance personalised learning, support creative exploration, and foster curiosity across all subjects—from English to Maths, from Space Tech to Design Thinking.
- Student-Led Innovation: Encourage students to experiment with appropriate AI tools supporting projects that solve real-world problems.
- Curriculum Integration: AI should be embedded thoughtfully into the curriculum, supporting agile, interdisciplinary learning that prepares students for hybrid careers of the future.
- Ethical Entrepreneurship: AI applications should promote responsible innovation, aligned with key themes of Breathe and Biophilia.

### Inclusive

Our culture is democratic, diverse, and globally minded. AI must reflect and reinforce these values.

- Equity by Design: AI tools must be free from bias and designed to support all learners, regardless of background, ability, or identity.
- Student Voice & Agency: Students should be involved in shaping how AI is used in their learning education, through Student Council and Digital Leaders
- Global & Cultural Awareness: AI should support our multilingual and multicultural community, respecting diverse perspectives and promoting global citizenship.
- Accessibility for All: Ensure AI platforms are inclusive of neurodivergent learners and those with additional needs, in line with the school's proactive inclusion policy.

### Intrepid

We encourage bold thinking and ethical leadership. AI must be used with courage, care, and foresight.

- Ethical Stewardship: Staff and students must be equipped to critically evaluate AI's risks and benefits, especially in areas like data privacy and misinformation.
- Safeguarding First: AI use must align with safeguarding policies and uphold the wellbeing of every student.
- Resilient Leadership: All staff should model responsible AI use, and everyone be empowered to challenge unethical practices or unintended consequences.
- Policy Agility: AI governance should be dynamic, evolving with technology and informed by student experience and staff expertise.

### Intellectual

Our ethos of modern scholarship values rigour, reflection, and relevance. AI must support deep learning and critical thinking.

- Transparency & Explainability: AI systems used in teaching, assessment, or administration must be understandable to staff, students, and parents.
- AI Literacy for All: Embed AI education across the curriculum, helping students understand how AI works, its societal impact, and how to use it responsibly
- Professional Development: Staff should be supported to develop confidence and competence in using AI tools, with ongoing CPD aligned to our digital strategy.
- Research-Informed Practice: AI adoption should be guided by evidence and evaluated for its impact on learning, wellbeing, and equity.

## How might we use AI in our day to day lives?

AI should be seen as a supportive tool to allow users to do more complex things better and to free up time to allow people to do things only they can do. It should not be used in a way that would fall foul of plagiarism rules and users should never pass off work generated by AI as their own. For example, a student could use AI to get feedback on a presentation from Coach in Microsoft PowerPoint. In this way, they are making their presentation better, rather than getting the AI to write the presentation in the first place.

It would not be appropriate for a teacher to use an AI platform to write reports for students, but it is acceptable to use AI tools to check for SPaG and tone, or to suggest an edit for clarity, such as Editor in Microsoft Word.

It is for the user to ensure that all data-processing and protection guidelines are followed, and regulations adhered to when using any AI platform. For clarity, any tools within the Microsoft ecosystem are fully compliant. The IT Team, Deputy Head (Curriculum, Innovation and Operations) and Head of Digital Learning are all available to offer advice and support.

## How do we teach with and about AI?

It is important to ensure that all members of our school community understand what AI is and how it should and should not be used. This is not just the preserve of the oldest students, or the Computer Science Department. All use of AI must be compliant with the terms and conditions. For example, the minimum age to use ChatGPT is 13 years old so it would not be permitted to ask a Year 7 class to use it for a task.

In Form Time in Year 7, students are taught the fundamentals of AI literacy via the Study Skills programme, helping them to understand the ethical and moral dimensions of AI. In Year 9, students are introduced to foundational concepts in AI and Machine Learning through a term's program delivered by specialist teachers, including the Head of Digital Learning and Teaching and expert Science staff. As part of the Computer Science curriculum, students explore key AI concepts such as facial recognition, natural language processing, ethical decision-making, and the Internet of Things (IoT). The Design Thinking curriculum emphasises the practical application of these concepts. Students work in groups to design a product that addresses a need within the local community, incorporating a machine learning component using Google's Teachable Machine.

In the Junior School, students make use of age-appropriate applications such as Canva for Education in a controlled and compliant manner.

We provide extensive opportunities for parents to develop their knowledge and understanding of established and emerging technologies through membership of the National Online Safety program.

Staff can access a range of developmental opportunities, primary lead by the Head of Digital Teaching and Learning, in combination with the Assistant Head Teaching and Staff Development. These can take many forms, including a coaching session or guided lesson

observation, a 1:1 tutorial or whole school Teaching and Learning Sessions, including in the New Staff Induction programme.