St. Andrew's CEP School

Artificial Intelligence usage guidelines

Reviewed and Updated

Jan 2024

Pupil well-being and safety:

a. AI systems should be used to prioritise the physical, emotional, and psychological well-being of pupils.

b. Avoid using AI systems that may cause harm or distress to pupils.

c. Regularly assess and monitor the impact of AI systems on pupil well-being and safety.

Privacy and data protection:

a. Obtain informed consent from parents or legal guardians before collecting and using pupil data through AI systems.

b. Clearly communicate to parents, pupils, and staff how pupil data will be collected, stored, and used.

c. Implement robust data security measures to protect pupil data from unauthorized access or breaches.

d. Anonymise pupil data whenever possible to minimize the risk of identification.

Transparency and explainability:

a. Ensure that the functioning of AI systems used in schools is transparent and explainable.

b. Provide accessible explanations to pupils, parents, and teachers on how AI systems make decisions or provide recommendations.

c. Avoid using "black-box" AI systems that operate without clear explanations or insights into their decision-making processes.

Avoid biases and discrimination:

a. Regularly audit AI systems to identify and mitigate biases or discriminatory outcomes.

b. Ensure that AI systems do not perpetuate existing inequalities or marginalize any pupil groups.

c. Promote diversity and inclusivity in the development and deployment of AI systems to mitigate biases.

Human oversight and intervention:

a. AI systems should be designed to augment, rather than replace, human interaction and decision-making.

b. Ensure that teachers and staff have the ability to intervene or override AI systems when necessary.

c. Maintain a balance between the use of AI systems and the personalized guidance and support provided by educators.

Regular monitoring and evaluation:

a. Continuously monitor the performance and impact of AI systems on pupil learning outcomes and well-being.

b. Regularly evaluate the effectiveness of AI systems in achieving educational goals and identify areas for improvement.

c. Seek feedback from pupils, parents, and teachers to understand their experiences and concerns related to AI technology.

Ethical procurement and usage:

a. Select AI systems from reputable vendors who adhere to ethical guidelines and demonstrate responsible practices.

b. Avoid using AI systems that promote excessive commercialisation or invasive advertising to pupils.

c. Ensure that the deployment of AI systems aligns with the principles and values of the school community.