International School of London

AI Policy

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Introduction and Vision

ISL embraces the transformative potential of Artificial Intelligence (AI) to enhance teaching, learning, and administration. We are committed to leveraging AI responsibly, ethically, and effectively to support student success while upholding our core educational values. In line with the International Baccalaureate (IB) philosophy of fostering curious, critical thinkers, ISL aims to be a leader in the thoughtful adoption of AI in education. This means integrating innovative AI tools in a way that prioritises student well-being, academic integrity, and inclusivity.

Legal and Ethical Alignment

This policy is grounded in relevant laws and frameworks. All AI use at ISL must comply with the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018, the UK Online Safety Act (2023), and uphold statutory safeguarding guidance such as Keeping Children Safe in Education (KCSIE). Additionally, ISL is guided by the ICO's Children's Code (Age-Appropriate Design Code) for age-appropriate data protection. This policy also reflects IB guidance on AI usage in learning and assessment, reinforcing that AI is a tool to enrich education, not to undermine student authenticity or safety.

Purpose and Scope

Purpose: The purpose of this policy is to ensure the responsible, ethical, and safe use of AI tools across all areas of the school. It aims to protect students, staff, and school systems by providing clear guidelines that support inquiry-based learning and innovation while safeguarding the school community. This policy establishes principles that balance the benefits of AI with protections for privacy, safety, and academic honesty.

Scope: This policy applies to all members of the ISL community, including students, teaching and non-teaching staff, and administrators. It also covers any use of AI by parents, guardians, or external partners when engaged in school-related activities or communications. The policy governs AI tools and services used on school premises, during school activities, or for school purposes (whether on school-owned or personal devices). It encompasses all IB programmes – the Primary Years Programme (PYP), Middle Years Programme (MYP), Career-Related Programme (CP), and Diploma Programme (DP) – with additional age-appropriate guidelines provided for each.

Guiding Principles

ISL's approach to AI is based on a set of core principles that ensure any use of AI aligns with our educational mission, legal obligations, and ethical standards. Below are the guiding principles of AI use at ISL:

These principles guide all subsequent policy details. In practice, they mean:

- **Data Privacy & Security**: ISL will protect personal information in accordance with data protection laws. Personal data must be handled carefully with AI systems, following UK GDPR requirements and the Age-Appropriate Design Code (Children's Code) for digital services. No AI use should put sensitive data at risk or violate privacy rights.
- **Safeguarding & Well-being:** Student welfare comes first in every decision about AI. AI tools or content must not expose students to harm – physically, emotionally, or mentally. Usage of AI must be age-appropriate and comply with child protection laws and guidance (e.g. KCSIE and the Online Safety Act) to ensure a safe online environment
- **Academic Integrity:** Honesty, authenticity, and originality are essential. AI must not undermine these values. Students should only use AI in ways that support their own learning – misusing AI for cheating or plagiarism is strictly prohibited in line with IB academic integrity standards. Authentic student work is paramount.
- **Transparency & Honesty:** There should be openness about when and how AI is used. Any significant AI assistance should be acknowledged by students in their work (for example, stating if ChatGPT was used to generate ideas). Similarly, staff should be transparent if AI was used in developing materials or making decisions. AI systems used by the school should be transparent in purpose, with clear communication to stakeholders about their functions and limitations.
- **Human Oversight & Accountability:** AI is viewed as a tool to aid human decision-making, not a replacement for human judgment. Teachers, administrators, and staff remain accountable for outcomes; they must supervise AI outputs and ensure appropriate use. Any decision or action informed by AI must be reviewed by a responsible person.
- **Educational Benefit:** The use of AI should always serve a pedagogical or operational purpose that aligns with ISL's mission. AI will be used to enhance personalized learning, provide timely feedback, and support diverse needs, without replacing the essential role of teachers and human interaction in education. If an AI tool does not demonstrably benefit teaching, learning, or school operations – or if it conflicts with our values – it should not be used. Continuous evaluation of AI's effectiveness and impact will be conducted to ensure it remains beneficial and appropriate.

By adhering to these principles, ISL commits to an AI integration that is safe, legal, ethical, and pedagogically sound.

Roles and Responsibilities

Clear responsibilities are assigned to various members of the school community to uphold this policy:

Role	Key Responsibilities
CEO/Proprietor Representative	• Ensure AI-related safeguarding arrangements are effective. • Review annual filtering and monitoring reports. • Monitor implementation of this policy. • Ensure adequate staff training and resources.
Head of School & Senior Leadership Team (SLT)	• Policy Oversight: Ensure the school complies with this AI policy and all safeguarding and legal requirements. • Approval of AI Tools: Evaluate and monitor any new AI technologies before they are deployed in the school. • Resource Allocation: Provide support and resources for staff training and technical implementation of AI in line with policy. • Effectiveness of filtering and monitoring systems will be reviewed at least annually by a designated SLT member responsible for filtering and monitoring, with support from the DSL and IT team. Records of these reviews shall be maintained and reported to CEO.
Designated Safeguarding Lead (DSL)	• Monitoring & Response: Monitor AI-related activities for any safeguarding concerns and address incidents promptly. • Guidance & Training: Advise and train staff on identifying and managing risks associated with AI (e.g. harmful content, grooming, bias). • Policy Review: Contribute to regular review of this policy from a child protection perspective.
Data Protection Officer (DPO)	• **Data Governance:** Oversee compliance with data protection laws (UK GDPR, Data Protection Act 2018) in any AI-related data processing. • **Privacy Audits:** Regularly audit how student and staff data is used or shared by AI systems, ensuring minimisation and anonymisation are in place. • **Consent Management:** Ensure that parental consent is obtained where required for student data use in AI.
IT Department	• **Technical Safety Measures:** Implement and maintain technical safeguards (firewalls, filters, access controls) to enforce this policy on all networks and devices. • **Tool Vetting:** Conduct risk assessments for new AI tools (security, privacy, suitability) before use, in collaboration with SLT.

	• **Monitoring:** Monitor AI system usage for compliance, and detect/prevent any unauthorized or unsafe activities (e.g. attempts to access banned services). • **Support & Maintenance:** Ensure AI platforms are updated, secure, and functioning properly; handle technical issues and improvements.
Teachers and Support Staff	• **Responsible Use:** Use AI tools in teaching or administrative work responsibly, ethically, and in accordance with this policy. Staff must not rely on AI for decisions without review, and must avoid inputting confidential student information into external AI systems (see Data Privacy). • **Student Supervision:** Closely supervise and guide student use of AI in the classroom, ensuring it remains on-task and safe. With younger students, teachers will be directly involved in any AI use. • **Reporting:** Remain vigilant and report any AI-related issues or misconduct immediately – e.g. if a student misuses an AI tool or an AI system produces concerning content. • **Education & Modelling:** Model good AI practices (such as citing AI assistance in lesson materials) and educate students about both the benefits and pitfalls of AI. Clearly communicate to students the allowed and disallowed uses for each assignment.
Students	• **Adherence to Guidelines:** Follow all rules on acceptable AI use. Only use AI tools as explicitly permitted by teachers or this policy. This includes refraining from using AI in ways that violate academic integrity or safety rules (see sections below). • **Honesty in Work: Never present AI-generated work as one's own.** Students must complete their own assignments, using AI only for permitted support (and must acknowledge that support). • **Personal Responsibility:** Protect their own privacy (e.g., not sharing personal details with AI bots) and report any accidental exposure to inappropriate content. Students should inform a teacher if an AI tool gives them troubling or suspicious output. • **Digital Citizenship:** Engage with AI in a manner that reflects IB Learner Profile attributes such as being principled and reflective. This means thinking critically about AI outputs and treating AI as a guide rather than an authority.
Parents & Guardians	• **Stay Informed:** Familiarise themselves with the school's AI policy and guidelines. Maintain open dialogue with the school about AI-related initiatives or concerns.

	• **Consent:** Provide consent for their child's data to be used in educational AI platforms when required. • **Reinforce at Home:** Support and monitor their child's use of AI outside of school, ensuring that home use of AI (for homework or recreation) aligns with the school's values of safety and integrity. Encourage children to discuss with them or teachers if uncertain about any AI tool or content.
Online Safety Committee	• This group is responsible for developing and reviewing AI policy and guidance. They will meet periodically to evaluate the effectiveness of the policy, stay updated on emerging AI issues, and recommend any necessary changes. • Should monitor and review general usage of AI that general usage aligns with policy.

Safeguarding and Student Well-being

Safeguarding is central to ISL's AI policy. All AI use must prioritise the safety, rights, and well-being of students. AI will not be adopted or used in any manner that could put children at risk of harm, whether through exposure to inappropriate content, breaches of privacy, or any form of discrimination or exploitation. ISL's safeguarding measures regarding AI include:

- **Age-Appropriate Use:** AI tools and content must be appropriate to the age and maturity of students using them. The school will vet and approve AI platforms for classroom use, ensuring they have robust filters to block profanity, explicit content, or other harmful material. Younger students (especially in Primary years) will only use AI under direct teacher supervision, in guided contexts. *Note:* Many AI services require users to be 13+ years old by their terms of service; ISL will abide by these restrictions. Students below the minimum age will not use such tools independently – if needed for learning, teachers will operate the tool and share results appropriately.
- **Human Oversight:** AI will never replace professional judgment in safeguarding matters. Staff must actively supervise AI interactions and remain attentive. Teachers and administrators will monitor AI outputs or recommendations that involve students, and intervene immediately if anything produced by an AI platform could be harmful, biased, or disturbing. All student use of AI should happen with a teacher or responsible adult readily available to step in, especially in primary and middle school contexts.
- **Protecting Well-being:** AI systems must not expose students to psychological harm. Content generation AI (e.g. chatbots, image generators) should be configured to avoid violent, sexual, or otherwise age-inappropriate results. Any AI tools that could potentially interact with students (such as tutoring bots) will be carefully evaluated for emotional safety, ensuring they do not provide harmful advice or enable unsafe behaviour. The mental health and well-being

of students is paramount; AI should not cause anxiety, undue stress, or encourage unhealthy dependence. If an AI tool is found to negatively impact student well-being, its use will be re-evaluated or discontinued.

- **Bias and Fairness:** ISL recognizes that AI systems can inadvertently carry biases. AI tools must be assessed for bias to prevent discriminatory or unfair outcomes. We will prefer AI resources that are designed to be fair and inclusive. Any bias issues discovered will be addressed, and tools may be retrained, adjusted, or replaced to ensure equitable treatment of all students.
- **Filtering and Monitoring:** the school's filtering and monitoring systems shall be reviewed annually, with findings informing safeguarding practice and risk assessments. Records of filtering and monitoring reviews, testing and actions taken will be retained.
- **Reporting and Response:** Any safeguarding concerns arising from AI use must be reported immediately, following ISL's established child protection procedures. For example, if an AI system generates content that suggests a student is at risk (self-harm, abuse, etc.) or if a student reports an uncomfortable AI interaction, staff will document and escalate this to the DSL just as they would any other safeguarding incident. The school will maintain a log of AI-related incidents or near-misses, which will be reviewed in safeguarding meetings. AI-related safeguarding incidents will be recorded using the school's safeguarding system (CPOMS) and reviewed periodically by the DSL and Online Safety Committee. Parents will be informed of any serious incidents involving AI. All staff will receive training on recognizing AI-related risks (such as signs a student might be using AI in harmful ways, or grooming/red-flag content from online AI agents). Annual safeguarding training will include AI-related safeguarding risks, emerging technologies, deepfakes, AI-enabled harassment, data protection and safe classroom use of AI in alignment with KCSIE 2026.
- **Prohibited Activities:** Certain uses of AI are strictly prohibited due to safeguarding and ethical concerns. The school will not use AI for any form of surveillance or profiling of students beyond what is legally permitted. AI will not be used to analyse student behaviours or emotions in a punitive or privacy-invasive way. Additionally, generative AI tools must not be used to create inappropriate, harmful, or exploitive content related to the school environment. For example, no one may use AI to fabricate images or text about students or staff that could be damaging or misleading. Any attempt to use AI in a manner that contravenes our safeguarding standards will be stopped and dealt with under the appropriate disciplinary policy.
    - The school recognises emerging risks associated with AI-generated content, including deepfakes, synthetic media, voice cloning, nudification applications, manipulated images, AI-assisted bullying and AI-generated intimate imagery. Such incidents will be treated as

safeguarding concerns and managed under the Child Protection and Safeguarding Policy.
    - AI-generated images, videos or audio created or shared between students which cause humiliation, harassment, intimidation, sexual abuse or reputational harm will be managed as child-on-child abuse incidents.
    - Students should be educated regarding risks associated with AI chatbots, virtual companions, synthetic identities and AI-generated interactions that may be used to manipulate, groom or exploit young people.
- **Wearable AI Devices:** Students, staff and visitors to the school may not use AI-enabled wearable devices capable of recording, analysing, live-streaming or transmitting audio, video or image or biometric data without explicit permission. Unauthorised recording of any member of the school community will be treated as a safeguarding, privacy or disciplinary matter.
- **Aligning with KCSIE:** All these measures align with the UK's *Keeping Children Safe in Education* guidelines, which require schools to ensure online safety and protect children from harm. The integration of AI into our school's digital environment will continuously be checked against KCSIE recommendations to make sure we meet or exceed those standards. The upcoming Online Safety Act will also inform our practice, especially as it sets new expectations for preventing exposure of children to harmful online content.

By enforcing these safeguarding rules, ISL aims to create a learning environment where students can explore AI technologies safely. Any AI tool or practice that cannot meet our safeguarding requirements will simply not be allowed at ISL.

Data Privacy and Security

Protecting personal data and ensuring information security are fundamental when using AI. Many AI applications rely on data, so we must govern how data is input, processed, and stored by AI systems. ISL is fully committed to upholding data protection laws (UK GDPR and Data Protection Act 2018) in all AI-related activities. All AI systems introduced into school operations or teaching shall undergo safeguarding, privacy, technical and educational suitability assessments before implementation. Key data privacy and security rules include:

- **Legal Compliance and Data Governance:** All AI tools used must comply with UK GDPR as well as any additional school data protection policies. This means personal data (about students, staff, or families) must be handled lawfully, transparently, and for legitimate educational purposes only. The school will perform data protection impact assessments for new AI systems that use personal data. Approved AI systems should, where applicable, align with Department for Education guidance and Generative AI Product Safety Expectations.

- **Minimal and Approved Data Use:** Only the minimum necessary data should be used with AI systems. Staff and students are instructed not to input personal, sensitive, or confidential information into any AI service unless it has been explicitly approved for that purpose by IT and leadership. For example, no one should copy whole student lists, health information, addresses, or sensitive documents into an AI tool without clearance. No scraping of data from school systems or external websites for AI use is allowed unless we have permission and it's for a legitimate purpose. In classroom use, students should use dummy or anonymised data when exploring AI if possible.
- **Incident Handling:** Any suspected data breach or security incident involving AI must be reported to the DPO/IT immediately. The school's Data Breach Response Plan will be activated if personal data may have been compromised.
- **Third-Party AI Vendors** must be subject to due diligence procedures, including data processing agreements, UK GDPR compliance checks and security reviews
- **Staff** must use school-managed accounts when accessing approved AI systems wherever possible. Personal accounts must not be used for processing school information.
- **International Transfers** of personal data associated with AI systems must be assessed to ensure appropriate UK GDPR safeguards, including consideration of data storage locations and third-country transfer mechanisms.

Academic Integrity and Ethical Use of AI

ISL holds academic honesty as a cornerstone of education, in alignment with IB standards. The use of AI must never undermine academic integrity. Instead, students and staff should engage with AI in ways that enhance learning and uphold ethical standards. The following rules clarify how AI intersects with academic work:

- **Online Safety Education:** students will receive age-appropriate education regarding the safe, responsible and critical use of generative AI technologies as part of the school's digital citizenship and online safety curriculum.
- **AI as a Learning Aid, Not a Shortcut:** Students may use AI to support their learning, for example to brainstorm ideas, check grammar, explore translations for understanding, or get study questions. However, AI should not be used to do the substantive work that students are meant to do themselves. All submitted work (assignments, essays, projects, exams) must be the student's own creation, reflecting their understanding and effort. Using AI to entirely generate an essay, solve a problem, or produce any assessable content that the student then presents as their own is prohibited and considered academic misconduct. This includes copying and pasting AI-generated text into an assignment without attribution or using AI to complete exam answers.
- **Originality and Plagiarism:** Plagiarism rules fully apply to AI-generated content. If a student incorporates material from an AI (such as a piece of text,

a translated paragraph, or an AI-created image), it must be credited just like any other source. Failing to acknowledge significant AI assistance is akin to plagiarism. Copying AI output and presenting it as one's own ideas or words is unacceptable. Students are taught to treat AI like any reference: helpful for ideas or first drafts, but requiring critical editing and proper citation. The school's Academic Integrity Policy (and IB's Academic Integrity framework) will be enforced in cases of AI-related cheating. Consequences for misusing AI in coursework will be similar to those for other forms of cheating or plagiarism.

- **Transparency in Use:** Students should be transparent about their use of AI in academic work. If they used AI at any stage (e.g., to generate an outline, to get a summary of a concept, or to translate a few sentences for comprehension), they should explicitly state this in their work or to their teacher. For example, a student might write a brief acknowledgment such as, "I used an AI tool to help brainstorm ideas for this essay." Teachers will advise on how to do this appropriately for different tasks. This transparency is meant not to penalize students for using available tools, but to ensure honesty and allow teachers to gauge each student's own understanding.
- **Teacher Guidance and Approval:** Teachers will provide clear guidelines on if and how AI may be used for each assignment. In some cases, a teacher might forbid any AI use for a particular task (especially if it's testing a student's raw skills). In other cases, a teacher might encourage using a specific AI tool in a controlled way (for instance, asking a student to use an AI as a tutor to practice questions, then reflect on it). Students are expected to follow the directions given for each assignment regarding AI. When in doubt, students should ask their teacher for clarification.
- **Prohibited Academic Uses:** Using AI tools or devices to produce complete work that a student then submits is cheating. Examples of prohibited behaviour include: having an AI write an essay, solve math homework, generate a lab report, or create artwork that is turned in as the student's own project. Also, students may not use AI to bypass the learning intent of an assignment – for instance, using an AI to translate their entire essay from another language (thereby not practicing writing in the target language) is not allowed. The IB rules explicitly forbid misrepresentation of work, and these apply to AI as well. If an assignment is meant to assess a student's personal analytical skills, using AI to supply the analysis would violate that intent.
- **Permitted Academic Uses:** There are many positive, allowed uses of AI that do not compromise integrity. For example, students can use AI to get help with ideas – such as asking a chatbot to suggest different approaches to a project, or to explain a concept in simpler terms (as a supplement to teacher instruction). Students can use AI for proofreading or language improvement – e.g., checking grammar, refining the style of a written piece after they've written a draft (much like using a spelling and grammar checker). AI can also be used for practice

and study: generating practice quiz questions, flashcards, or summarising notes to test one's understanding.

- **Skill Development and Critical Thinking:** ISL encourages using AI as an opportunity to build critical thinking. Students should analyse and question the outputs of AI, identifying any errors or biases. For instance, if an AI translation seems off, what might be the nuance it missed? If an AI-written paragraph seems too generic, how can the student improve it with personal insight? By reflecting on these questions, students deepen their understanding. Teachers will design assessments and learning activities that emphasize the process (brainstorming, drafting, revising) so that students can demonstrate their thinking steps and not just the final product. This approach diminishes the temptation to overly rely on AI since the journey matters, not just the destination.
- **Teacher Responsibilities in Assessments:** Teachers remain vigilant about academic integrity. They may utilize plagiarism detection tools or AI-output detectors when appropriate to verify that student work is genuine. If a teacher suspects that a student's work is not authentic, they will follow the school's academic misconduct protocols (which may include discussion with the student, requiring an oral explanation of the work, etc.). Teachers are also encouraged to create assessment tasks that are AI-resistant – for example, personalised or creative assignments, oral presentations, and in-class writing, which are harder to delegate to an AI. Moreover, teachers will continually educate themselves (with school support) on the evolving capabilities of AI, so they understand what AI can and cannot do regarding student work.
- **Alignment with IB Guidelines:** This policy is designed to align with the IB's guidance on AI. The IB has acknowledged that AI tools can be valuable educational aids but has made it clear that students must always attribute AI contributions and take responsibility for the final work. ISL fully embraces those guidelines: we permit AI in ways that promote learning (consistent with IB's mission to develop inquiring, knowledgeable learners), but any misuse of AI in IB assessments or coursework will be treated as an academic integrity violation just as traditional cheating would be. We want our students to become adept at using AI ethically – a skill that will be important in their futures – while firmly upholding the IB Learner Profile values of being principled and reflective. Students using AI should reflect on ethical implications and their own learning process, which is something teachers may incorporate into class discussions or reflection assignments. Students remain wholly responsible for the accuracy, originality and integrity of work produced with AI assistance.

Staff Use of AI (Teaching, Planning, and Administration)

This policy also addresses how ISL staff should use AI in their professional roles, beyond guiding student usage. AI offers potential benefits to teachers and administrators by automating tasks, generating ideas, or providing insights. However,

staff must use AI in ways that protect privacy, maintain professionalism, and improve education quality. Key points for staff include:

- **Approved AI Tools:** The school will maintain a list of approved AI tools and services. Staff and students should only use approved tools when processing school information or undertaking school-directed activities.
- **Professional Discretion:** Staff should treat AI as a helpful assistant for certain tasks (like planning lessons, creating quizzes, drafting reports, analysing data trends), but not as an authoritative source. Any content generated by AI for use in the classroom or school communications must be reviewed and vetted by the staff member for accuracy, appropriateness, and tone. For instance, if an AI is used to draft a parent newsletter or a lesson plan, the staff member is responsible for editing it and ensuring it meets ISL standards before dissemination.
- **No Confidential Data in Public AI:** Teachers and administrators must not input confidential or sensitive school data into consumer AI tools. This includes student assessments, personal details, staff records, or any non-public information. For example, a teacher should not upload a student's entire essay or project into an AI service to get feedback or grading, as that could violate the student's privacy unless the tool is approved for that purpose.
- **Efficiency and Workload:** ISL encourages staff to explore AI tools that might reduce workload or enhance efficiency in a safe way. For example, AI might help generate multiple choice questions for a quiz, transcribe meeting notes, or translate a document for a quick reference. These uses are supported as long as they are in line with policy and do not compromise quality. Staff should be transparent with their line managers about what AI tools they are using in their workflow, especially if those tools are not already standard at ISL, so that any risks can be assessed.

Glossary of Key Terms

To aid understanding, below is a glossary of key terms and acronyms used in this policy:

- **Artificial Intelligence (AI):** A broad term for computer systems or algorithms that perform tasks normally requiring human intelligence. Examples include learning from data, understanding language, recognising images, or making decisions. In this policy, "AI tools" refers to software or services (like chatbots or content generators) that use these capabilities.
- **Generative AI:** AI systems capable of creating new content including text, images, audio, video, code or data outputs in response to user prompts.
- **AI Applications (AI Apps)**: Digital tools that incorporate artificial intelligence to perform specific educational, administrative or analytical functions
- **Age Appropriate Design Code (Children's Code):** A code of practice from the UK Information Commissioner's Office (ICO) that provides guidelines for

online services likely to be accessed by children. It mandates that such services prioritise the best interests of the child in design and data usage, for example by providing high privacy by default and using clear language for terms. ISL adheres to these principles in choosing and configuring AI tools for student use.

- **KCSIE (Keeping Children Safe in Education):** Statutory guidance from the UK Department for Education on safeguarding. It outlines schools' responsibilities to protect children, including in digital environments. Our AI Policy's safeguarding provisions are aligned with KCSIE's directives on online safety and appropriate filtering and monitoring.
- **UK Online Safety Act (2023):** A law (formerly known as the Online Safety Bill) that establishes duties for tech companies and online service providers to keep users (especially children) safe on their platforms. It empowers Ofcom to oversee compliance. While primarily targeting social media and such, it influences schools by highlighting standards for online content safety. We reference it to ensure our practices meet the spirit of emerging national online safety standards.
- **DSL (Designated Safeguarding Lead):** The staff member (or members) at ISL responsible for leading child protection and safeguarding efforts. They coordinate responses to any safeguarding issues, including those potentially arising from AI use.
- **DPO (Data Protection Officer):** An appointed person who oversees data protection strategy and compliance. Not all schools are required to have one, but ISL assigns these responsibilities to ensure UK GDPR adherence. The DPO advises on matters like AI data privacy impact.
- **Personal Data:** Any information that can identify a living individual, either directly (like name, photo) or indirectly (like an ID number or combination of characteristics). In terms of AI, inputting personal data into an AI means the AI service might process or store that identifying information, which invokes data protection considerations.
- **Anonymisation:** Removing or altering personal identifiers in data so that individuals cannot be readily identified. For example, replacing student names with codes before inputting data into an AI system. Proper anonymisation helps protect privacy when using AI analytics or sharing data for training models.
- **Bias (in AI):** Systematic errors in AI outputs that unfairly favour or disadvantage a group. Bias can stem from training data that is not representative. In schools, an example might be an AI tutor that inadvertently uses examples suited to one cultural background, potentially alienating others. We strive to detect and mitigate such biases.
- **Firewall:** A network security system that monitors and controls incoming and outgoing network traffic based on predetermined security rules. At ISL, firewalls help block unapproved AI services and protect against external threats trying to access our network.

- **Monitoring (in context of IT):** The practice of tracking activity on school IT systems. For compliance with this policy, monitoring might include logging AI website access or analysing patterns of use to detect possible policy violations or security concerns. Monitoring is done in accordance with privacy laws and is intended to safeguard students and data, not to intrude on personal use beyond what's necessary.

Conclusion

The International School of London is committed to harnessing AI technologies to enrich education while steadfastly protecting our students and community. This AI Policy provides a comprehensive framework to ensure that as we innovate, we do so safely, ethically, and in harmony with our values and obligations. All members of the ISL community – students, staff, and parents – share the responsibility to implement this policy in letter and spirit. Through collaborative effort and continuous vigilance, we will navigate the opportunities and challenges of AI in education, preparing our learners not only to use these tools effectively, but to do so with integrity and responsibility.

Emerging AI technologies and risks will be monitored throughout the year and may result in interim updates to guidance.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.