The American School in London

Artificial Intelligence (AI) Policy

The current version of any policy, procedure, protocol or guideline is the version held on the ASL website. It is the responsibility of all employees to ensure that they are following the most up-to-date version.

Responsible party	Director of Technology
Approved by	Educational Experience Committee
Ratified by the Educational Experience Committee:	23 October 2026

Introduction and Purpose

Artificial intelligence refers to computer systems that can perform tasks that typically require human intelligence, such as learning from data, recognizing patterns, and adapting to new situations. AI tools use specialized computational methods to assist with various tasks and support educational and administrative functions.

The American School in London (ASL) recognizes the benefits of AI in enhancing teaching, learning, and operational efficiency. This AI policy provides guidelines for the responsible use of AI tools and aligns with ASL's Core Values of Respect, Responsibility, Kindness, Integrity, and the Courage to Act. AI must be used ethically and responsibly, ensuring academic integrity, student privacy, and adherence to legal and regulatory requirements.

This policy applies to all employees, contractors, substitute teachers, athletics coaches, casual workers, trustees, temporary staff, and volunteers engaged by the school in any capacity. Students have a separate AI policy that outlines their specific guidelines and expectations.

This policy establishes clear expectations for AI use at ASL and complements existing policies on technology use, data protection, and academic integrity.

Privacy and Ethical Use of AI

Users must exercise caution when using AI tools, particularly in relation to privacy and data security.

- No private or personally identifiable information (PII) or student work must be entered into AI tools that:
    - Use user data to train their AI models, or
    - Allow human reviewers to access user interactions, or
    - Do not comply with UK data protection laws.

- Users must verify these conditions before using AI tools by consulting with the TILM Department. Some AI systems provide options to disable data collection and human review, while others do not offer such guarantees. It is imperative to confirm that any AI tool used aligns with ASL's privacy and data security requirements. This includes, but is not limited to:
    - Student names, academic records, medical or disciplinary information.
    - Internal school documents, safeguarding reports, personnel files.
    - Any sensitive or personally identifiable data protected under UK data protection laws.

- AI tools must not be used to train models on student work without explicit student and/or parental consent, as per UK Government guidance.

- The policy applies to all school-related activities, regardless of whether an AI tool is used on school-issued devices, personal devices, or external platforms.

- AI tools may assist with analysis and recommendations, but they must not replace human judgment in academic, operational, or pedagogical decisions. Users remain responsible and accountable for all decision-making processes where AI is used. Users should:
    - Act as critical consumers of AI-generated insights.
    - Verify AI recommendations against reliable sources and professional judgment.
    - Ensure that AI supports, rather than replaces, human decision-making.

Bias in AI

AI-generated content may reflect biases present in the data it was trained on, potentially reinforcing stereotypes or omitting diverse perspectives. These biases can stem from skewed training data, human assumptions in AI development, or the way AI systems prioritize information. Teachers and staff should critically evaluate AI outputs and encourage students to do the same. Strategies for mitigating bias in AI use include:

- Analyzing AI-generated content for fairness, inclusivity, and accuracy.
- Comparing AI outputs with multiple sources to identify potential biases.
- Encouraging students to think critically about AI-generated information.

Teaching and Learning with AI

Teachers' Responsibilities

- AI tools should be introduced in ways that align with students' developmental levels and digital literacy.
    - Users must comply with the terms of service and age restrictions set by their providers. Many AI platforms restrict access to users under 13, 16, or 18 years old. Teachers and staff must verify that AI tools are appropriate for student use and seek guidance from the TILM department.
- AI should be used to enhance teaching, not to replace teacher judgment.
- Appropriate AI use should be guided by the specific parameters and objectives defined for an activity.
- Teachers must consult Technology Coordinators or Librarians before using new AI tools in the classroom.
- AI-generated lesson plans or grading assistance must be reviewed for accuracy.
    - As AI tools are still a new technology, their output may not be reliable. For this reason, teachers are expected to review all formative or summative feedback and scores generated by an AI tool to ensure accuracy.
- When AI is chosen for a class, assignment, or process, teachers are expected to address safe, ethical, and effective use before asking students to use AI tools independently.
- Overreliance on AI must be discouraged. While AI can support learning, students and educators should ensure AI complements, rather than replaces, critical thinking, problem-solving, and independent effort. Teachers should model balanced AI use to help students develop essential academic and cognitive skills without excessive dependency.

Guidance for Teachers: Setting Expectations for AI Use

Lower School

Age-appropriate AI tools can be used for certain projects and with explicit guidance from teachers. Teachers are responsible for overseeing any students' use of AI tools. Students are responsible for following the Responsible Use Agreement and Core Values when engaging with these tools.

Middle and High School

Teachers of middle and high school students must include an AI statement on their course page (MS) or course syllabi (HS) that describes the acceptable level of student use for the class. Examples of suggested text can be viewed on the AI at ASL website.

The AI Assessment Scale (Furze, 2024) provides a clear framework for identifying and communicating the level of generative AI involvement in student work. Teachers are expected to consider the scale when designing assessments and to communicate explicitly with students about the permitted role of AI in each task. Below is an overview of the scale; the full version is available on our AI at ASL website.

Academic Integrity and AI Misuse

AI Assessment Scale		
1	No AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.
2	AI Planning	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.
3	AI Collaboration	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.
4	Full AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.
5	AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.

Unattributed AI-generated content constitutes academic dishonesty and will be treated as a violation of ASL's Student Code of Conduct. Misuse includes, but is not limited to:

- Submitting AI-generated text, images, music, or other media as original work.
- Using AI to fabricate citations or misleading references.
- Applying AI to complete coursework or assignments that are outside the scope of the course's AI statement, AI Assessment Scale, or without teacher approval.

Violations will be addressed in accordance with Level II Behavioral Infractions under the school's disciplinary framework.

AI Detection Tools

The use of AI detection tools is **not** recommended due to insufficient evidence of their reliability. These tools can produce false positives, incorrectly flagging original student work as AI-generated. Instead of relying on AI detectors, teachers should use alternative strategies to determine whether student work aligns with the expectations set for AI use in the course. These strategies include:

- Clearly communicating AI usage expectations in class policies and assignments.
- Collecting authentic writing samples from students over time.
- Reviewing submissions with students to check for understanding.
- Utilizing "Version History" in Google Docs, Slides, or Sheets to track student work progression.
- Implementing secure assessment environments such as the lockdown browser in Teamie or Formative.

Prohibited AI uses

AI tools must not be used for the following purposes:

- **Bullying, Harassment, and Deepfakes:** The use of AI tools to create, manipulate, or distribute deceptive or harmful media (e.g., deepfakes, voice cloning, fake images or videos) to mislead, intimidate, or harass individuals is strictly prohibited.
- **Plagiarism and Cheating:** AI-generated work that is submitted as a student's own is considered academic dishonesty and will be treated as a violation of ASL's Student Code of Conduct.
- **Misleading or Fraudulent Communications:** AI-generated emails, messages, or documents impersonating staff, students, or school authorities are strictly prohibited.
- **Sensitive Information Handling:** AI tools must not be used for handling, processing, or storing sensitive student or staff data unless the tools explicitly guarantee that:
    - They do not use data interactions to train their models.
    - They do not allow human reviewers to access user interactions.
    - They fully comply with UK data protection laws.
- **Intellectual Property Violations:** AI-generated content must comply with copyright laws.
- **Relationship Building:** AI tools that are designed to develop romantic relationships with users (e.g., 'romantic companion' chatbots).
- **Enforcement:** Violations of these rules will be subject to ASL's disciplinary processes, as outlined in the relevant student and staff conduct policies.

Risk Management and Policy Review

Risk Assessments

To ensure compliance with data protection regulations and ASL's privacy policies, the school will conduct periodic risk assessments of AI tools used in school operations and classrooms. These assessments will focus on:

- **Data privacy compliance**: Verifying whether the AI tool aligns with UK data protection laws and ASL's privacy policies.
- **Security risks:** Assessing whether AI tools store, share, or allow human access to sensitive data, including personally identifiable information (PII).
- **Terms of service and privacy:** Ensuring that AI tools meet age restrictions, usage policies, and data protection requirements before being introduced into teaching or administrative workflows.

The TILM Department will oversee these assessments and provide guidance to staff. Faculty and staff should consult the TILM Department before introducing new AI tools into their work.

Future Adaptation

AI technology is rapidly evolving, with new tools, risks, and opportunities emerging frequently. Consequently, this policy must remain adaptable to address unforeseen developments in the AI landscape. ASL reserves the right to amend this policy as necessary to stay aligned with the latest guidance from relevant authorities overseeing education, safeguarding, technology, and data privacy. This ensures that our community continues to benefit from AI while maintaining a safe, ethical, and responsible learning environment. This policy will be updated periodically to reflect:

- Changes in UK Government regulations.
- Technological advancements and emerging risks.
- Best practices from peer institutions and educational organizations.

AI should be leveraged responsibly to enhance learning, improve operational efficiency, and uphold ASL's commitment to academic excellence.