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The British School of Gran Canaria

Artificial Intelligence (AI)

Policy Document



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THE BRITISH SCHOOL OF GRAN CANARIA

ARTIFICIAL INTELLIGENCE (AI) POLICY

1. Rationale

AI is an already established and accelerating technological force that is increasingly shaping the modern world and redefining how we live and work. It presents both significant challenges and substantial opportunities for learning and innovation. At BSGC, we are committed to providing a secure and transparent environment where students can explore and understand these technologies.

We believe that a critical and considered approach to AI use is the best strategy for our students, fostered through openness and transparency.

Given AI is rapidly evolving, careful oversight is crucial. This policy is designed to allow flexibility as changes arise, and BSGC AI Working Party, formed specifically to stay abreast of these developments can be referred to for interpretation.

This document will be updated annually.

2. Guiding Regulations and Information

The following **laws and guidelines** form the foundation of our policies and practices regarding AI use at BSGC:

- **Spanish Law** – Including the ***Ley Orgánica de Protección de Datos Personales y Garantía de los Derechos Digitales (LOPDGDD)***, which aligns with GDPR and regulates data protection and digital rights in Spain.
- **EU AI Act** – The **Artificial Intelligence Act** (expected to be fully implemented in 2025) establishes a risk-based framework for AI regulation, ensuring ethical and safe AI use.
- **General Data Protection Regulation (GDPR)** – The EU's strict data protection law, ensuring responsible handling of personal data, including AI-generated data.
- **UK Law** – Relevant regulations such as the **UK Data Protection Act 2018**, which complements GDPR, and the **AI Regulation White Paper**, guiding AI development and use in British contexts.
- **UNESCO Guidance on AI Ethics** – A global framework promoting fairness, transparency, and accountability in AI systems.
- **Exam Board Regulations** – Policies from **Cambridge Assessment, Pearson Edexcel, and other examination boards** regarding AI use in assessments, plagiarism, and academic integrity.

These regulations ensure that AI is integrated responsibly, ethically, and in compliance with legal standards at BSGC.

3. Definitions

Throughout this document the following words, terms and phrases have the following meanings:

Artificial Intelligence (AI) – technologies designed to perform tasks that typically require human intelligence, such as problem-solving, decision-making, language processing, and pattern recognition.

Generative Artificial Intelligence (GAI) – a category of artificial intelligence systems capable of generating new material, including text, images, videos, audio, and code. GAI has gained mainstream attention since the launch of ChatGPT at the end of 2022. It is not limited to text generation but also encompasses tools capable of creating diverse media content.

Summative Assessment – work set for students where the principal purpose is to summarise pupil's understanding and report their ability.

Formative assignments – work set where the principal purpose is to further pupil's learning and understanding.

Working Party – a school-based group, composed of representatives from different teaching and administrative section of the school, tasked with guiding and informing the school in AI related matters.

4. Roles and Responsibilities

It is the responsibility of the **Governors** to:

- Ensure the school has effective policies and procedures for the use of AI within the school that aligns with Spanish and EU law and DfE guidance.
- Monitor the school's compliance with its policies, procedures and teaching in this area, including the identification of a Governor with assigned responsibility to supervise this monitoring.

It is the responsibility of the **Head** to:

- Oversee the process and policy implementation.
- Liaise with the AI Lead to monitor policy, process implementation and guide the integration of new developments.
- Ensure staff understand their roles and responsibilities in line with the school's AI Policy, providing support and training where necessary.

It is the responsibility of the **AI Lead** to:

- Lead implementation of the school's AI Policy and procedures.
- Ensure information and updates are shared with staff so they are aware of developments in this area.
- Ensure training requirements are provided for staff.

- Lead the school's AI Working Party

It is the responsibility of **staff** to:

- Identify learning opportunities to use AI with teaching and planning, so as to model and teach BSGC pupils about the benefits and issues related to AI. Look to explicitly share the concerns, as well as the positives.
- Seek advice and guidance on AI, and its use, especially if unsure or concerned. All staff are on a voyage of discovery and collegial support is invaluable.
- Look to share experiences, successes and issues, for the benefit of all.

5. Principles of AI Use

The following principles will guide the use of AI across BSGC:

- **Ethical and Responsible Use:** The dynamic and uncertain nature of AI means firm rules are often impractical due to ongoing complexities and uncertainties, however, AI should never be used for purposes that could lead to harm, such as AI-generated bullying, plagiarism, or manipulation. Additionally, the school adopts a common-sense approach, emphasizing ethical and responsible use in alignment with the school's core values and ongoing guidance from the BSGC working party.
- **Critical Use:** AI outputs should always be critically assessed, with steps taken to mitigate issues of bias, including gender and racial bias, which are known to be prevalent; content must be checked for accuracy and bias before being shared with students. Accuracy and reliability should be verified, and tools will be used to complement human judgment, not replace critical thinking processes.
- Teachers are responsible for verifying information to ensure that students are not exposed to false, misleading, or discriminatory content.
- **Transparency:** Users of AI should be honest and clear about its use. Declarations of AI use do not need to be made unless it has been used extensively and without human alteration. However, efforts to conceal its use are discouraged.
- **Privacy and Safety:** Sensitive or personally identifiable information must not be input into AI tools. Preference will be given to models that do not train on user data or that allow opt-out features. AI-powered tools that require user accounts should have appropriate privacy settings enabled to protect student identity and limit data sharing. The School's Data Protection Policy, GDPR and Spanish data protection laws must be strictly followed.
- **Accountability:** Individuals using AI tool to help create content, are fully responsible for the content created.
- **Age-appropriate and Safe Use:** Independent student use of AI tools must, at a minimum, comply with the age restrictions and rules established by the platform. For example, ChatGPT requires users to be at least 13 years old, with parental consent required for those under 18.

Any AI tool with open-ended interactions (eg. chatbots, generative AI-tools) must be carefully monitored to prevent exposure to inappropriate content or misinformation.

- **Legal and Exam Board Compliance:** AI use must comply with relevant legal and regulatory frameworks.

For work completed for exam boards (e.g., coursework), AI use must also adhere to exam board regulations, which will take precedence over the BSGC policy.

6. Student Use

It is expected that BSGC students will following these guidelines and use AI within these parameters:

- Students and staff must be educated on the ethical use of AI, emphasizing respect, integrity, and responsible digital citizenship.
- Students must be educated on critical thinking skills when engaging with AI, including how to identify misinformation and biases in AI outputs.
- Students will develop skills, awareness and understanding through explicit curriculum content and integrated use, so that they develop responsible, ethical and considered use of AI and AI generated material.
- At BSGC, summative assessments are conducted in controlled class/exam conditions where the use of AI is not allowed unless specifically mentioned in exam instructions.
- Coursework is governed by exam board regulations.
- Outside of summative assessment, students are encouraged to use AI to enhance their learning, provided they follow the '*BSGC Principles of AI Use*.' This includes work that is completed at home.
- When using AI in school, students should use their school email address for accountability and monitoring reasons.

7. Staff Guidance in Dealing With AI-related Issues

BSGC staff will need to act as AI facilitators and guides for our students, whilst also developing and growing in this area. The school will look to support staff development, whilst encouraging use and an understanding of staff working at different levels.

- Teachers must guide and support students' compliance with the '*BSGC Principles of AI Use*'
- Teachers will receive training to broaden understanding, skills and confidence. Department or year group blanket bans on AI use are not encouraged, except in summative assessments.
- Teachers, as subject specialists, have the ability to use their discretion in determining 'ethical and responsible use' in their subjects.

- Staff should ensure student compliance during summative assessments through direct supervision rather than retrospective checking (e.g., monitoring for AI-enabled devices such as smart glasses or watches).

Note: BSGC does not endorse the use of GAI detectors due to concerns regarding reliability and potential bias against EAL students.

8. Non-Compliance with BSGC Principles and Guidelines for Use

The school has clear guidelines and expectations, as well as legal that community members are expected to abide by. Failure to meet these expectations will be dealt with as set out below:

Students

- Pupils caught using AI during a summative assessment (through direct observation by the teacher – not retrospective) will be deemed to have been ‘cheating’ and dealt with in line with malpractice procedures.
- Student AI use that is deemed not to follow the ‘*BSGC Principles of AI Use*’ of use will be deemed misuse and dealt with as a behavioural issue through the appropriate policy.

Staff

- In line with EU AI laws, staff must not use unaltered AI-generated data for summative reporting without written permission, as this constitutes high-risk AI use requiring appropriate monitoring. This would constitute an extremely serious breach of acceptable practice.
- Staff may use AI at their discretion, provided it aligns with the ‘*BSGC Principles of AI Use*’ and ensures privacy and safety.
- Following appropriate training and controlled testing, staff are encouraged to use teacher-led AI tools in the classroom to enhance teaching and learning with children of any age, ensuring they are familiar with the tool's capabilities, limitations, and ethical considerations before classroom use.
- Teachers may only require students to use AI tools when accessed through a school-associated account or school email address.
- Teachers may assign tasks that permit the use of non-school AI accounts; however, an alternative non-AI task must always be provided to ensure all students can participate equitably.

9. Support and Guidance for Staff and Students

The school will support staff and students to ensure that skills, knowledge and competences, as well as ethical understanding, is developed by all.

- Staff will receive ongoing CPD in AI literacy and are expected to share their knowledge with students through their subject areas.

- The school will support an AI Working Party, consisting of staff representative across the school, tasked with guiding and informing the school in AI related matters.
- Dedicated, prominent channels will highlight AI literacy concepts and knowledge as well as identify misconceptions and dangers, specifically those related mistruths and falsehoods generated by AI, so that the school community is conversant with the positives and concerns related to AI.
- Staff and students and parents should be encouraged to collaborate and regularly review these resources.

10. Guidance for Parents

Supporting and working with parents is crucial in developing a shared vision and understanding, and to ensure consistency and coherence in our work with students.

- This policy will be available on the school's webpage.
- Workshops will be provided for parents.
- Parents are encouraged to use AI tools with their children in a supervised and guided manner, following the 'BSGC Principles of AI Use.' This parental involvement does not breach platform age rules, since the child is not using the tool independently.
- Resources will be shared through the school website.

11. Safeguarding and AI Use in Education

At the British School of Gran Canaria, safeguarding is a fundamental priority, and the integration of artificial intelligence (AI) in education must align with our commitment to student safety, wellbeing, and data protection. By implementing the safeguarding measures below, the British School of Gran Canaria ensures that AI is used responsibly and ethically while prioritising the wellbeing of all students.

1. Online Safety and Digital Wellbeing

- AI-powered content moderation and filtering tools should be used to enhance online safety, but their use must be transparent and regularly evaluated.

2. Ethical and Responsible AI Use

- Teachers must actively supervise AI use to ensure it aligns with safeguarding policies and does not contribute to harmful behaviors.

3. Safeguarding Monitoring and Oversight

- The Designated Safeguarding Lead (DSL) and senior leadership team will regularly review AI use in the school to assess potential safeguarding risks.

- Staff and students must use the school's Safeguarding procedures if they encounter any safeguarding concerns related to AI use.
- All staff members will receive training on AI-related safeguarding risks and appropriate intervention strategies.
- Teachers remain responsible for monitoring AI-assisted learning and ensuring that students engage with AI in a safe and beneficial manner.
- The DSL will work closely with IT staff to review AI tools and ensure they comply with safeguarding standards.