

LSI INDEPENDENT COLLEGE
ARTIFICIAL INTELLIGENCE (AI) USE POLICY
Academic Year: 2026–2027
Reviewed by: Dr Iman Hami
Date of Review: September 2026
Next Review Due: August 2027

1. Policy Statement

LSI Independent College recognises that artificial intelligence, including generative AI, is increasingly used in education, employment and everyday life.

The College aims to enable students and staff to use AI confidently, responsibly, safely and ethically while protecting:

- Academic integrity;
- Student learning and independent thinking;
- Safeguarding;
- Personal and confidential information;
- Intellectual property;
- Assessment integrity;
- Equality and fairness.

LSI does not operate a blanket prohibition on artificial intelligence.

AI may be used as an educational and productivity tool where its use is appropriate, safe and consistent with College requirements and any applicable examination or awarding-organisation regulations.

AI should support, rather than replace, human learning, teaching and professional judgement.

2. Scope

This policy applies to:

- Students;
- Teaching staff;
- Administrative and support staff;
- Senior leaders;
- Governors;
- Contractors and other persons using AI on behalf of the College.

It applies to artificial-intelligence tools including, but not limited to:

- Generative AI chatbots;
- Large language models;
- AI writing assistants;
- AI image, audio and video generators;
- AI translation tools;
- AI transcription and summarisation tools;
- AI-powered educational software;
- AI-supported assessment and feedback systems;
- AI search and research tools;
- AI functionality embedded within other software.

3. Principles

AI use at LSI should be guided by the following principles:

Educational purpose

AI should support learning, teaching, administration or another legitimate College purpose.

Human responsibility

Responsibility for decisions and work remains with the individual using the AI tool.

Transparency

AI use should be acknowledged where required or where its contribution is material.

Accuracy

AI-generated information should not automatically be assumed to be correct.

Academic integrity

Students must submit their own work and comply with applicable assessment regulations.

Safeguarding

AI must not be used in a way that places students or others at risk.

Privacy

Personal, confidential or sensitive information must be protected.

Fairness

AI should not be used in ways that create unjustified discrimination or disadvantage.

Proportionality

The College will avoid unnecessary restrictions where responsible educational use of AI is appropriate.

4. Student Use of AI

Students may use AI for legitimate learning purposes where permitted by their teacher and the requirements of their programme.

Appropriate uses may include:

- Explaining difficult concepts;
- Generating revision questions;
- Brainstorming ideas;
- Supporting research;
- Exploring alternative explanations;
- Creating study plans;
- Checking understanding;
- Language practice;
- Developing outlines or plans;
- Receiving formative feedback;
- Identifying areas requiring further study.

Students should use AI actively and critically rather than simply accepting its output.

AI should help students develop their knowledge and skills rather than avoid the process of learning.

5. Teacher Instructions Take Priority

Teachers may determine whether and how AI may be used for a particular:

- Lesson;
- Homework;
- Assignment;
- Coursework task;
- Project;
- Examination preparation activity.

A teacher may:

- Permit AI use;
- Permit specified forms of AI use;
- Require AI use for a particular educational activity;
- Restrict or prohibit AI use where independent work is required.

Students must follow the instructions given for the particular task.

Permission to use AI in one context does not automatically mean it is permitted in another.

6. AI and Assessed Work

Work submitted for formal assessment must comply with the rules of the relevant awarding organisation.

Students remain responsible for ensuring that work submitted as their own is genuinely their own work.

Students must not:

- Submit AI-generated work as if they created it themselves;
- Copy or paraphrase substantial AI-generated material in a way that means the work no longer represents their own independent thinking;
- Use AI to complete assessment tasks where its use is prohibited;
- Use AI to generate analysis, evaluation, calculations or other assessed content and claim that work as their own;
- Conceal AI use where acknowledgement is required;
- Use AI to fabricate references, evidence, data or sources.

JCQ makes clear that candidates must submit their own work and that inappropriate use of AI may constitute malpractice.

7. Acknowledging AI Use in Assessments

Where AI use is permitted in an assessment, students must follow the relevant JCQ or awarding-organisation requirements.

Under current JCQ requirements, where AI has been used as a source in coursework, candidates may be required to record:

- The name of the AI tool;
- The date the content was generated;
- The prompts or questions used;
- The AI-generated output;
- A brief explanation of how the AI was used.

Relevant prompts and outputs should be retained in a non-editable form where required for authentication.

Students must also verify and appropriately reference sources relied upon through AI.

Simply acknowledging AI does not mean that AI-generated material becomes the student's own work or that marks will be awarded for it.

8. Academic Misconduct

AI misuse may constitute academic malpractice.

Examples include:

- Submitting AI-generated work as one's own;
- Using AI contrary to assessment instructions;
- Concealing significant AI use;
- Fabricating references through AI;
- Using AI to rewrite another person's work in order to disguise plagiarism;
- Generating false research or data;
- Using AI during an assessment where access is prohibited.

Suspected misuse will be addressed under the College's Exams Malpractice Policy and relevant awarding-organisation procedures.

The College will distinguish between deliberate malpractice and genuine misunderstanding and will respond proportionately.

9. AI Detection Tools

AI-detection software should be treated with caution.

An AI-detection score must not, by itself, be treated as proof that a student has used AI improperly.

Where authenticity is questioned, teachers should consider the wider evidence, which may include:

- Knowledge of the student's usual work;
- Drafts;
- Version history;
- Sources;
- Student discussion;
- Assessment conditions;
- Changes in writing style;
- The student's ability to explain the submitted work.

Any allegation of malpractice should be considered fairly and in accordance with applicable procedures.

10. Staff Use of AI

Staff may use appropriate AI tools to support their professional work.

Examples may include:

- Generating ideas for lessons;
- Drafting resources;
- Creating practice questions;
- Differentiating materials;
- Developing examples;
- Summarising non-confidential information;
- Producing initial drafts of administrative material;
- Supporting planning;
- Language editing;
- Generating formative activities.

AI-generated material must be checked before use.

The staff member remains professionally responsible for the final content.

AI output should never be assumed to be:

- Accurate;
- Complete;
- Unbiased;
- Age-appropriate;
- Factually reliable;
- Suitable for the particular student or class.

11. AI and Marking

AI may assist teachers with some elements of assessment administration or formative feedback where appropriate.

However, AI must not be used as the sole or primary means of making formal marking decisions where human judgement is required under awarding-organisation rules.

JCQ explicitly requires teachers to retain responsibility for marking and prohibits AI being used as the sole form of marking candidates' coursework.

The teacher remains responsible for:

- Reviewing the student's work;
- Applying the relevant assessment criteria;
- Determining the mark;
- Authenticating the work where required.

12. Significant Decisions About Students

AI should not independently make significant decisions about individual students.

Human professional judgement must remain central to decisions concerning matters such as:

- Safeguarding;
- Disciplinary action;
- Admissions;
- Academic warnings;
- SEND;
- Reasonable adjustments;
- Predicted grades;
- Examination access arrangements;
- Student progression.

Where AI has contributed materially to analysis supporting such a decision, the responsible member of staff must critically review the information before acting.

13. Personal and Confidential Information

Staff and students must not enter confidential or sensitive College information into publicly available AI services unless the tool and proposed processing have been approved for that purpose.

This includes, in particular:

- Safeguarding records;
- Student medical information;
- SEND information;
- Examination material that is confidential or secure;
- Passwords;
- Immigration documents;
- Passport information;
- Financial information;
- Private correspondence;
- Confidential personnel information;
- Personal data about students, parents or staff.

DfE recommends that personal data is not entered into generative AI tools unless its use is strictly necessary and appropriate safeguards and data-protection requirements have been addressed.

Where in doubt, staff should remove identifying information or seek advice before using AI.

14. Data Protection

Use of AI must comply with:

- UK GDPR;
- Data Protection Act 2018;
- The College's GDPR and Data Protection Policy;
- Relevant privacy notices;
- Appropriate data-retention arrangements.

Before adopting an AI system that processes personal data, the College will consider:

- What data the tool collects;
- Why the data is required;
- Where it is processed;
- Whether data is retained;
- Whether information is used to train the provider's models;
- Whether information is shared with third parties;
- Applicable age restrictions;
- Security arrangements;
- Whether a Data Protection Impact Assessment is required.

15. Safeguarding

AI use forms part of the College's wider safeguarding and online-safety arrangements.

Potential safeguarding risks include:

- Exposure to harmful content;
- Grooming;
- Sexual content;
- Self-harm content;
- Extremist material;
- Manipulation;
- Impersonation;
- Fraud;
- Harassment;
- Deepfakes;
- AI-generated sexual or intimate imagery;
- Cyberbullying;
- Misinformation and disinformation.

Safeguarding concerns arising from AI use must be reported to the DSL or DDSL in accordance with the Safeguarding Policy.

16. AI-Generated Intimate Images and Deepfakes

Creating, requesting, sharing or threatening to share AI-generated sexual or intimate images of another person is prohibited.

This includes images that:

- Appear realistic but are entirely AI-generated;
- Have been digitally altered;
- Place a person's face onto sexualised material;
- Manipulate an ordinary photograph to make it sexual.

Where the person depicted is under 18, the matter will be treated as a serious safeguarding concern.

The College may also consider:

- Police involvement;
- Children's social care involvement;
- Disciplinary action;
- Support for the victim;
- Risk to other students.

17. Misinformation, Disinformation and Hallucinations

AI systems may generate incorrect or fabricated information with apparent confidence.

Students and staff must therefore critically evaluate AI output.

This includes checking:

- **Facts;**
- **Statistics;**
- **Quotations;**
- **References;**
- **Sources;**
- **Legal information;**
- **Historical claims;**
- **Scientific information.**

AI-generated references must not be included in academic work unless the source has been independently checked and actually exists.

Students should understand the difference between:

- **Misinformation;**
- **Disinformation;**
- **Fabricated AI output;**
- **Reliable evidence.**

18. Bias and Equality

AI systems may reflect biases contained within their training data or design.

Users should be alert to output that:

- **Reinforces stereotypes;**
- **Discriminates;**
- **Misrepresents cultures or communities;**
- **Produces unfair assumptions;**
- **Uses inappropriate or offensive language.**

Staff should apply professional judgement and ensure that use of AI is consistent with the College's Equality, Diversity and Inclusion Policy.

19. Intellectual Property and Copyright

AI use does not remove normal copyright and intellectual-property responsibilities.

Staff and students should consider whether material entered into an AI system:

- **Belongs to another person;**
- **Is protected by copyright;**
- **Is confidential;**
- **Is College intellectual property;**
- **May be retained or reused by the AI provider.**

They should also consider whether generated output may reproduce copyrighted material.

DfE's AI product-safety standards identify intellectual property and unauthorised use of learners' and teachers' work as important considerations when evaluating AI products.

20. Student Work and AI Training

Student work should not knowingly be uploaded into an AI service for the purpose of training or improving an external commercial AI model unless there is a lawful and appropriate basis for doing so.

Particular care must be taken with work belonging to students under 18.

Staff should use approved educational tools and settings where available to reduce unnecessary retention or secondary use of student information.

21. Age Restrictions

Users must comply with the age requirements and terms of service of AI products.

The College will take account of:

- **The age of students;**
- **Product terms and conditions;**
- **Safeguarding risks;**
- **Data-protection considerations;**
- **Whether parental consent is required by the provider.**

A service being freely accessible online does not automatically mean that it is appropriate for College use.

22. Choosing AI Products

Where the College formally introduces an AI product for educational use, it will consider whether the product is appropriate for the intended purpose.

Relevant considerations may include:

- Safeguarding;
- Filtering;
- Age suitability;
- Data protection;
- Cyber security;
- Accessibility;
- SEND;
- Intellectual property;
- Reliability;
- Transparency;
- Human oversight.

DfE's January 2026 AI product-safety standards provide a useful framework for assessing educational AI systems.

23. Filtering and Monitoring

Generative AI will be considered as part of the College's online-safety risk assessment and filtering and monitoring arrangements.

The College recognises that:

- Some AI services may generate inappropriate material;
- Students may attempt to circumvent filters;
- AI may be embedded within legitimate educational software;
- Excessive blocking may unnecessarily restrict learning.

Controls should therefore be proportionate to LSI's student age range, educational needs and identified risks.

DfE updated its filtering and monitoring standards in June and August 2026 specifically to incorporate generative-AI risks and its AI product-safety standards.

24. Cyber Security

AI tools may create cyber-security risks, including:

- Phishing;
- Malicious code;
- Fraud;
- Account compromise;
- Disclosure of confidential information;
- Social engineering.

Students and staff must not use AI to:

- Circumvent College security;
- Obtain passwords;
- Access systems without permission;
- Create malicious software;
- Facilitate fraud or other unlawful activity.

Suspected cyber-security incidents should be reported promptly.

25. Responsible Student Learning

Students are encouraged to ask themselves:

- Am I still doing the thinking?
- Do I understand what the AI has produced?
- Can I explain this work myself?
- Have I checked whether it is correct?
- Am I allowed to use AI for this task?
- Do I need to acknowledge its use?
- Am I sharing information that should remain private?

A student who cannot explain or defend work they have submitted may be asked to demonstrate their understanding.

26. AI and Independent Thinking

The College recognises that excessive reliance on AI may undermine development of:

- Writing;
- Analysis;
- Problem-solving;
- Memory;
- Research skills;
- Creativity;
- Critical thinking;
- Subject knowledge.

Teachers should therefore design learning so that AI enhances rather than replaces cognitive effort.

DfE's 2026 product-safety standards specifically recognise the risk of cognitive deskilling and encourage safeguards against over-reliance on AI.

27. AI and SEND

AI may provide useful accessibility support for some students with SEND, for example through:

- Simplifying information;
- Speech-to-text;
- Text-to-speech;
- Organisation;
- Language support;
- Alternative explanations.

However, use of AI must not replace appropriate SEND provision or reasonable adjustments.

Where AI is used within a regulated assessment, examination access arrangements and awarding-organisation rules take precedence.

28. Staff Training

The College will provide proportionate AI awareness and training.

Training may cover:

- Safe use;
- Safeguarding;
- Academic integrity;
- Data protection;
- Intellectual property;
- Bias;
- Accuracy;
- Appropriate classroom use.

DfE provides free AI training materials for schools and colleges and recommends that all staff undertake its safe-use module.

29. Student Education

Students will receive appropriate guidance on AI through relevant aspects of:

- Induction;
- Subject teaching;
- Study skills;
- Online safety;
- PSHE/personal development;
- Assessment preparation.

Students undertaking coursework or NEA must receive clear guidance on the applicable AI rules before completing assessed work.

30. Breaches of This Policy

Concerns involving AI will be dealt with under the procedure most relevant to the circumstances.

This may include:

- Student Behaviour Policy;
- Exams Malpractice Policy;
- Safeguarding Policy;

- E-Safety and Online Safety Policy;
- Staff disciplinary procedures;
- GDPR and Data Protection Policy.

Responses will be proportionate to:

- Intent;
- Impact;
- Student age;
- Risk;
- Whether assessment regulations were breached;
- Whether safeguarding concerns exist;
- Whether the behaviour was repeated.

31. Roles and Responsibilities

The Principal and SLT are responsible for the overall approach to AI use and ensuring that relevant policies remain aligned.

The DSL is responsible for safeguarding concerns involving AI.

The Exams Officer ensures relevant JCQ and awarding-organisation requirements concerning AI and assessment are communicated and followed.

The SENCo advises on AI use where SEND or accessibility considerations arise.

Teachers are responsible for:

- Giving students clear instructions about permitted AI use;
- Checking AI-generated teaching material;
- Maintaining academic integrity;
- Remaining responsible for assessment decisions.

Students are responsible for:

- Using AI responsibly;
- Following teacher instructions;
- Protecting personal information;
- Checking AI outputs;
- Acknowledging AI use where required;
- Ensuring assessed work is genuinely their own.

32. Related Policies

This policy should be read alongside:

- Safeguarding Students Policy and Procedures;
- E-Safety and Online Safety Policy;
- Assessment Policy;
- Exams Policy;
- Exams Malpractice Policy;
- Curriculum Policy;
- GDPR and Data Protection Policy;
- Student Behaviour Policy;
- Staff Code of Conduct;
- SEND / Academic Support Policy;
- Equality, Diversity and Inclusion Policy;
- Prevent Policy.

33. Monitoring and Review

AI technology and regulatory expectations are developing rapidly.

This policy will therefore be reviewed annually and earlier where necessary following:

- Changes to DfE guidance;
- Changes to JCQ or awarding-organisation requirements;
- Changes to Ofqual requirements;
- Changes to data-protection guidance;
- Significant developments in AI technology;
- Safeguarding incidents;
- Experience of AI use within the College.

Next Review Due: August 2027

