



Artificial Intelligence (AI) Policy

Purpose and Scope

Haileybury Malta recognises the significant role that Artificial Intelligence (AI) plays in modern life and acknowledges its potential to support learning when used ethically and appropriately. This policy defines how AI should be used across the whole school, ensuring that it enhance (not replaces) pupils' authentic thinking, creativity, and academic development.

This policy applies to all pupils, teaching and support staff, and parents. It supports academic regulations established by Cambridge International (IGCSE) and the International Baccalaureate Diploma Programme (IBDP). It must be read alongside the school's Academic Honesty Policy, as well as the IB Academic Integrity Policy (2021), IB Assessment Principles & Practices (2022), and the Cambridge International Handbook for Exams.

Guiding Principles

Our approach to AI is shaped by the IB's core values of honesty, trust, fairness, respect, responsibility, and courage, combined with the Cambridge expectation that all assessment is secure, authentic, and reflective of genuine student understanding. AI should support learning without compromising authenticity or diminishing the intellectual effort required of pupils.

We believe that AI literacy is an important component of modern education. Pupils should learn to use AI critically and responsibly, recognising both its strengths and its limitations, and understanding its ethical implications in academic and real-world contexts.

Section 1: Definitions

Artificial Intelligence

AI includes all digital tools capable of generating, transforming, analysing, or predicting content. This includes generative chatbots (e.g. ChatGPT), translators with generative features, image and video generators, coding assistants, predictive text tools, and algorithm-based writing aids.

Assistive vs Generative Tools

To ensure clarity:

- **Assistive tools** (e.g. spell-check, grammar-check, screen readers, text-to-speech) are permitted for general use and, in some cases, during assessment with appropriate access arrangements.
- **Generative tools** (e.g. chatbots, AI translators, content creators) may be used **only** for teacher-approved, non-assessed learning activities.

Misuse

Misuse occurs when AI is used to generate content, ideas, analysis, arguments, translations, data, images or structure *that is then presented as the pupil's own*. Misuse also includes sharing confidential assessment materials with AI systems.

Section 2: Acceptable Use of AI in Learning

AI may enhance learning when used thoughtfully and under the guidance of teachers. Pupils may use AI to support brainstorming, consolidate understanding, practise skills, or improve clarity in drafts. However, AI must never replace a pupil's own ideas, reasoning, or subject knowledge.

Pupils are expected to engage critically with AI outputs, questioning accuracy, bias, and reliability. They must be transparent about any acceptable AI assistance by acknowledging it clearly in their work, even in non-assessed tasks.

Teachers may use AI to support lesson planning, differentiation, or resource development. All AI-generated material used with pupils must be checked for accuracy, appropriateness, and academic integrity.

Section 3: AI Bias, Accuracy and Digital Literacy

AI tools frequently produce biased, incomplete, or fabricated information. Haileybury Malta is committed to developing pupils' digital literacy by teaching them to:

- evaluate AI outputs critically
- cross-check information with authoritative sources
- recognise hallucinations and fabricated citations
- analyse underlying biases in datasets or algorithms
- understand the ethical consequences of AI-generated content

This forms a core part of preparing pupils for university, work, and responsible digital citizenship.

Section 4: Prohibited Use of AI

AI must never be used to complete assessed work or misrepresent a pupil's understanding. This includes, but is not limited to:

Cambridge IGCSE

AI use is prohibited for:

- coursework
- oral assessments
- practical write-ups
- portfolio tasks
- controlled assessments
- any form of assistance in examinations

Upload or discussion of any Cambridge exam content within AI tools is strictly forbidden.

IB Diploma Programme

AI may not be used for:

- TOK exhibitions or essays
- Extended Essay (research, drafting, argument development, writing)
- Internal Assessments in any subject
- Individual orals (Group 1 or Group 2)
- CAS reflections that misrepresent experience
- Generating ideas, data, analysis, or solutions for assessed tasks

General Whole-School Prohibitions

AI must not be used to:

- impersonate others or produce inauthentic work
- generate deepfakes or misleading imagery
- assist cheating, plagiarism, or collusion
- access inappropriate material
- upload sensitive personal data
- Upload copyrighted material
- Infringe upon intellectual property

Explicit Assessment Security Requirement

No IB or Cambridge assessment materials—past papers, exam questions, briefs, stimuli, internal assessment tasks, coursework titles, or secure content may ever be input into any AI system.

This is a direct requirement from both exam boards.

Section 5: AI Use in Assessed Work

All assessed work must be the pupil's own. AI may not generate or shape the content of any assessed task. Teachers authenticate work through drafts, class discussions, process evidence, and, if necessary, viva voce interviews.

While similarity-checking software may support authenticity checks, it does not determine misconduct. Judgement rests on the teacher, supported by the IBDP Coordinator, Deputy Head or Exams Officer in line with board regulations.

AI Declaration Requirement

Pupils must include a simple declaration—where applicable—such as:

“I confirm that this work is my own and that any permitted use of AI has been acknowledged.” This supports transparency without replacing the authentication process.

Section 6: Roles and Responsibilities

Pupils

Pupils are expected to engage with AI in ways that enhance learning while upholding the highest standards of academic integrity. They must recognise that AI is a support tool, not a substitute for genuine thinking, understanding, or creativity. Pupils are responsible for ensuring that their use of AI reflects honesty, transparency, and respect for school and examination board expectations.

- use AI ethically and transparently
- acknowledge any permitted AI assistance
- avoid uploading sensitive or confidential information
- seek guidance when unsure

Teachers

Teachers play a key role in modelling and promoting responsible use of AI across the curriculum. They support pupils in developing digital literacy skills, help them understand the boundaries of acceptable use, and ensure that assessments remain authentic and compliant with IB and Cambridge regulations. Teachers must stay informed about evolving AI technologies and their implications for academic integrity.

- teach responsible use and digital literacy
- clarify when AI is allowed or not
- model ethical AI use
- ensure authenticity of assessed work
- report concerns promptly

Parents and Guardians

Parents and guardians share responsibility for helping pupils develop healthy, ethical digital habits. They should reinforce the school's expectations for independent, authentic work and ensure that any support provided at home does not cross into inappropriate assistance. Parents are key partners in fostering integrity, balance, and good judgement in the use of AI applications.

- support responsible AI use
- avoid editing or contributing to assessed work
- understand limitations of tutor support

School / IBDP Coordinator

The Senior Management Team, alongside the IBDP Coordinator and Exams Officer, ensures that AI use aligns with external assessment regulations and supports pupils' digital development. They are responsible for maintaining secure processes, monitoring emerging risks, and providing ongoing training and policy updates so that the entire school community understands how to use AI safely, ethically, and in compliance with international standards.

- ensure compliance with IB and Cambridge regulations
- maintain secure assessment environments
- monitor AI-related malpractice patterns
- update policies and training regularly

Section 7: Teacher Training and Professional Development

The school is committed to equipping staff with the knowledge and skills required to manage AI responsibly. Each year, teachers receive training on:

- ethical AI use in education
- identifying AI-generated work
- designing assignments that reduce misuse
- AI bias, hallucinations, and factual inaccuracy
- subject-specific implications for IGCSE and IBDP
- secure assessment procedures and evolving exam board guidance

This ensures consistency, confidence, and compliance across departments.

Section 8: Safeguarding, Data Protection, and GDPR

AI tools often store or analyse user data, and pupils and staff must never upload personal information, photographs, or confidential school materials. Use of AI must always comply with GDPR and safeguarding policies.

Section 9: Responding to AI Misuse

All AI misuse is treated as academic misconduct and addressed using the school's Academic Honesty Policy. Consequences may include resubmission, disciplinary action, withdrawal of coursework entries, or referral to Cambridge or the IBO. Serious misuse may affect predicted grades or exam entry eligibility.

Section 10: Policy Communication

This policy is published on the school website and learning platforms. Pupils and parents are introduced to the policy during IGCSE and IBDP Induction, and expectations are revisited regularly through Form Time, assemblies, Extended Essay workshops, and lessons.

Policy Review

The policy is reviewed annually by the Senior Management Team, the **IBDP Coordinator**, the **Exams Officer**, and the SENDCo, with input from staff, pupils, and parents.

Version history		
Date	Reviewed by	Notes
November 2025 (Created)	SOK – Deputy Head	
Michaelmas Term 2026	SMT	