

THIS: Trondheim International School

Artificial Intelligence Policy

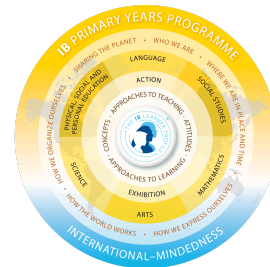
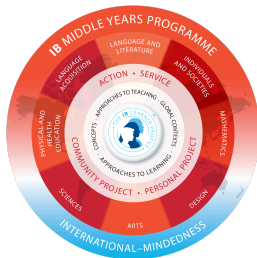


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Aims

The aims of this policy are aligned with the school's Vision: **Explore, Collaborate, Empower**, to support our school community in thoughtfully and safely exploring the opportunities and challenges of Artificial Intelligence while remaining grounded in the values and educational philosophy of THIS.

Explore – Develop critical and informed AI literacy

To encourage students and staff to safely explore AI with curiosity and critical thinking, developing an understanding of its possibilities, limitations, risks and impact. AI should be used to support inquiry, creativity and authentic learning, without replacing the thinking and engagement that are essential to the learning process.

Collaborate – Develop a shared and responsible approach

To establish clear, accessible and consistent expectations for AI use across the school community, and to engage students, staff and families in developing a shared understanding of appropriate, ethical and responsible AI use in teaching and learning while maintaining privacy.

Empower – Prepare students for the future

To equip students to make thoughtful and informed decisions about when, how and when not to use AI, enabling them to act responsibly and independently in an increasingly technology-driven world.

1. Introduction and Purpose

1.1 Rationale

Trondheim International School built on a foundation of innovation and a commitment to shaping capable, future-ready young people, recognizes its primary responsibility to equip its community with the ethical framework and skills for insightful AI use. This dynamic strategy, born of a modern and innovative approach, empowers students, staff, and families to thrive in a rapidly changing world by ensuring AI enhances human connections and pedagogical depth.

By implementing this policy, the school aims to secure family trust, invest in educator learning, preserve its reputation for "modern tradition" and innovation, and prepare every student to responsibly adapt and lead in a technology-enriched world, ultimately championing ethical AI adoption with integrity, confidence, and a commitment to educational excellence. Trondheim International School sees AI as a tool to enhance curriculum, but emphasizes the importance of human relationships and community connections.

1.2 Policy Scope

This policy applies to all members of the school community including students, teaching staff, non-teaching staff, leadership, board members, parents/guardians, when using AI technologies for school-related purposes, whether on school premises or elsewhere, and on school-owned or personal devices.

1.3 Relationship to Other Policies

This policy operates in conjunction with other school policies including:

- Child Protection Policy
- ICT User Agreements
- Academic Integrity Policy
- Code of Conduct

1.4 Transparency Statement

As a learning community, we are committed to fostering a culture of transparency, honesty, and integrity in our use of artificial intelligence (AI). All staff and students are expected to clearly disclose when and how AI has been used in the development of teaching materials, assessments, communications, and student work. This includes, but is not limited to, declaring AI involvement in curriculum documents, feedback, reports and official correspondence where appropriate.

Our goal is to prioritize authentic communication. AI is a tool to enhance and help facilitate understanding; THIS will continue to prioritize decisions that support the community. We recognize transparency as fundamental to academic integrity and effective professional communication. As such, all members of our community must consistently and honestly acknowledge AI-generated content, provide clarity about its role and encourage authentic conversations about its use and impact.

Disclosure supports not only legal and ethical compliance but also our shared responsibility to safely guide students with the responsible and reflective use of as emergent technologies evolve in the future.

1.5 Sustainability Statement

The operation of AI systems requires significant energy and computational resources, contributing to an environmental cost and CO2 emissions.

Trondheim International School is committed to promoting and supporting sustainable practices. Therefore, all students and staff are responsible for ensuring AI use is purposeful and deliberate to minimize this environmental impact.

Particular consideration should be given to resource-intensive AI activities, such as generating images, videos and world models. These tools should be used when they have a clear educational purpose and add meaningful value to teaching and learning.

1.6 Trondheim International School acts in accordance with the national guidelines concerning AI.

Guidelines released June 2026 state;

- På 1-7. Trinn skal elevene i all hovedsak ikke gis tilgang til generative KI.
In 1st through 7th grade students should generally not be given access to AI.
- På 8-10. Trinn kan generative KI brukes gradvis og forsiktig, gitt at lærerne først har tilegnet seg tilstrekkelig kompetanse før elevene får opplæring og tilgang.
In 8th to 10th grade, generative AI can be gradually and carefully introduced provided the teacher is competent with the platform and students receive guided instruction.

Trondheim International School's policy reflects the Norwegian national recommendations as platforms are vetted and ranked according to risk and grade level. The policy aims at providing clarity for what can be used by teachers and students while staying compliant within national recommendations.

2. Definitions

2.1 Artificial Intelligence (AI)

Artificial Intelligence: Artificial intelligence, or AI, is technology that enables computers and machines to simulate human intelligence and problem-solving capabilities. A.I. can be broadly classified into 3 categories:

Reactive	Predictive	Generative
• Task specific • An input always delivers the same output	• Use algorithms to analyze data and make predictions • Provides recommendations not content • Focused on pattern spotting only	• Uses algorithms to analyze data and then generates content based on the patterns observed in other content • Is only as good as the available data it analyzes • Is it creative or derivative?

Example: Typing something into Google and getting some results, or basic spell check on a document	Example: Grammarly helps make an essay better by providing synonyms and advanced sentence structure	Example: ChatGPT writes a response from a prompt. Claude generates creative content based on a prompt
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2.2 AI Tools

AI tools include but are not limited to:

- Large Language Models (e.g., ChatGPT, Claude, NotebookLM)
- Image generation tools (e.g., DALL-E, Midjourney, Stable Diffusion)
- Voice and video generation tools
- AI-powered educational applications and platforms (Toddle)
- AI analytical and research tools
- Tools that polish grammar and writing beyond basic spell check (e.g., Grammarly)

2.3 AI-Generated Content

Any text, image, audio, video, code, or other material that has been partially or fully created by an AI system.

3. Responsibilities

3.1 Leadership Team

- Ensure staff receive appropriate training on AI safeguarding
- Review and approve AI tools for school-wide use
- Appoint an AI Officer

3.2 Teaching Staff

- Supervise student AI use appropriate to age and context
- Integrate AI literacy into curriculum delivery
- Model appropriate AI use
- Report concerns to the school according to established procedures

3.3 Students

Use AI tools in accordance with policy and associated agreements

- Report concerns about inappropriate AI content or use
- Properly attribute AI-generated content according to academic guidelines

- Report concerns to the school according to established procedures
- [Overview of Student AI Use \(tab: Student Use\)](#)

3.4 Parents/Guardians

- Support the school's approach to AI safeguarding
- Monitor home use of AI technologies
- Engage with school about AI use
- Report concerns to the school according to established procedures

4. Authorized AI Use in School

4.1 Approved AI Platforms & Tools

There is a hierarchy or levelled approach to teacher and student use of AI which can be visualised as:

1. Approved - (Most Secure)

Use AI tools inside the provided ecosystem (e.g., Gemini, Toddle, etc.) where data privacy, compliance, and security are ensured by the organization.

When experimenting or testing AI functionality, anonymised, pseudonymised or fictional data should be used wherever possible.

2. Medium Risk - (School-Recommended Tools)

Use additional tools that have been specifically recommended or vetted by the school.

These are explicitly listed as safe, often reviewed for privacy and compliance, but may include some freemium or paid options.

If staff want to use something in this category, they should consult or seek guidance if unsure.

This structure is designed to encourage safe exploration while protecting student and staff data.

Current approved platforms include: [Toddle, Gemini, NotebookLM, Kialo, Ludia, Goblin Tools, Napkin, Flourish, ChatGPT] with no use of PII.

3. High Risk - (Require Permission)

If a tool falls outside the above categories, staff are asked to meet with school leadership before using it.

Use of these tools is discouraged unless explicit guidance and permission are granted.

4. Prohibited - (Not Permitted)

Tools that haven't been reviewed or approved—in particular, any AI tools in which the organization cannot guarantee privacy, data security, or compliance.

Staff are instructed to avoid these, especially for the next six months.

Personal data, including student names, images, voiceprints, or any PII, must not be uploaded to such unvetted tools.

4.2 Approval Process for New AI Tools

Staff wishing to use AI tools not on the approved list must submit a request to Leadership, which evaluates:

- Educational purpose
- Privacy and data protection
- Content safety features
- Terms of service
- Accessibility considerations

5. Appropriate Student Use Guidelines

5.1 General Principles

AI tools should be used to:

- Enhance learning, not replace thinking
- Support creativity, not substitute for it
- Develop digital literacy and critical evaluation skills
- Assist research and information processing

5.2 Prohibited Uses

AI tools must not be used to:

- Generate harmful, discriminatory, or inappropriate content
- Circumvent legitimate assessment of student capabilities
- Impersonate others or spread misinformation

- Attempt to bypass safety filters or monitoring
- Process personal data of others without consent

5.3 Academic Integrity Guidelines

When using AI for academic work:

- All AI assistance must be transparently acknowledged
- The nature and extent of AI use must be disclosed
- Students remain responsible for accuracy of final work
- AI use must comply with subject-specific guidelines

A list of all use cases is available in the [Overview of Student AI Use \(tab: Student Use\)](#)

Approved - Low Risk	Accessibility Tools (Speech-to-text) Inquiry & Research (Brainstorming) Breaking Down Deadlines Coding Logic Support Reading Level Adaptation Interactive Quizzing	Fact-Checking Translation Support Formatting & Citations Special Event Planning Acknowledging & Citing AI Use
Approved - Medium Risk with Oversight	Study Guide Adaptation Self-Assessment Feedback Refining Feedback Voice-Mode Language Practice Debating AI Personas Summarizing Themes/Quotes	Digital Class Libraries Visual/Diagram Generation Integrated Unit Planning Cross-Curricular Links Maths: Method & Explanation
Restricted - High Risk - Only allowed in Defined Circumstances	MYP Individual Assessment Uploads Drafting Assignments Detection Tool Usage AI as a Primary Source Creative Work Training	
Prohibited - Very High Risk - Never Allowed	PII Entry (Names, Photos, ID) "Humanizer" / Paraphrasing Tools Voice/Likeness Cloning Do anything now - Jailbreaking Prompts World Model Experimentation Bullying/Harmful Content	Unapproved Tool Selection Mental Health/Stress Tracking AI Use in Group Work (undisclosed) Detection Tools (to disguise AI use) AI as Confidant / Emotional Reliance Submitting AI-Generated Code as Own Maths/Problem Sets: Answer Only

	Copyright Infringement Unvetted Academic Data Entry Bypassing Age Restrictions AI Wearables in Class Recording Lessons/Groups	AI Use During Exams/Controlled Assessment Misrepresenting AI Output as a Peer's
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6. Appropriate Staff Use Guidelines

6.1 Professional Use

Staff may use approved AI tools to:

- Generate ideas and resources for teaching
- Assist with administrative tasks
- Support differentiation and personalization
- Analyze student data to inform teaching (no PII)

6.2 Restrictions on Staff Use

Staff must not use AI to:

- Generate sensitive communications to parents/guardians
- Make significant decisions about students without human review
- Create content that would infringe copyright or intellectual property
- Process student personal data on unapproved platforms

6.3 Professional Boundaries

Staff should:

- Maintain professional judgment when using AI-generated content
- Review AI outputs for accuracy and appropriateness
- Model appropriate attribution and critical evaluation
- Maintain awareness of AI limitations

A granular list of all use cases is available in the [Overview of Teacher AI Use \(tab: Teacher Use\)](#).

Approved - Low Risk	Lesson planning Assessment tools Resource creation Content knowledge Translation
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	Differentiation Interdisciplinary connections Special events and projects Teaching about AI
Approved - Medium Risk with oversight	Curriculum design and adaptation Assessment support Polishing and drafting communication Parental disclosure AI detection Image and media generation In class use / research
Restricted - High Risk - Only allowed in Defined Circumstances	Recording meetings Official feedback Reporting trends Learning support Reference letters Unapproved tools Feedback generation Report writing
Prohibited - Very High Risk - Never Allowed	Personally Identifiable information (PII) Sensitive student work Safeguarding & wellbeing data Confidential documents Copyrighted material Biometrics & visuals Sensitive personal data Student, parent, or staff direct communication Marking and grading

7. Appropriate AI Use in Social Media

7.1 General Principles

AI tools may be used to support school social media and communications to:

- Generate ideas and support content planning
- Assist with drafting and refining text
- Support translation and accessibility
- Create appropriate visual or creative content
- Improve efficiency while maintaining the school's authentic voice

All AI-assisted content must be reviewed and approved by a staff member before publication.

7.2 Restrictions on AI Use in Social Media

AI must not be used to:

- Process personal or sensitive information without appropriate approval

- Upload student or staff images, names, voices, or other PII to unapproved AI tools
- Generate or manipulate the likeness or voice of students, staff, or members of the school community without appropriate permission
- Create misleading content or portray fictional events, achievements, or experiences as real
- Generate responses to sensitive, confidential, or safeguarding matters
- Automatically publish content without human review
- Create content that infringes copyright or intellectual property

These restrictions align with the existing prohibition on entering PII, voice/likeness cloning and inappropriate use of personal data.

7.3 Professional Responsibility

Staff responsible for social media should:

- Maintain human oversight of all AI-assisted content
- Check AI-generated information for accuracy and appropriateness
- Consider privacy, consent, copyright, bias, and reputational risk before publishing
- Ensure AI supports rather than replaces authentic communication
- Be transparent about AI-generated content when appropriate

Guiding principle: AI can support how THIS communicates, but responsibility for what THIS communicates always remains with people.

8. Education and Training

8.1 Student Education

- Age-appropriate AI literacy curriculum covering:
 - How AI works and its limitations
 - Critical evaluation of AI-generated content
 - Responsible and ethical AI use
 - Academic integrity in an AI context

8.2 Staff Development

- Mandatory basic AI awareness training for all staff
- Additional training for teaching staff on educational applications
- Specialized training for designated safeguarding (AI Officer)
- Regular updates on emerging AI capabilities and risks

8.3 Parent Education

- Information sessions on school AI approach
- Guidance on supporting appropriate AI use at home
- Regular updates on school AI practices

9. Incident Response

The purpose of incident reporting is to identify and manage risk, protect members of the school community, support learning and improve practice. Reporting an incident does not in itself establish that a breach or misconduct has occurred. Incidents will be reviewed fairly and proportionately before conclusions or consequences are determined.

9.1 Categories of Incidents

AI-related incidents are categorized as:

- Minor: Unintentional misuse without harmful content or intent
- Moderate: Intentional misuse or exposure to inappropriate content
- Serious: Creation of harmful content, significant privacy breach, or pattern of misuse

9.2 Reporting Procedures

- Students should report concerns to any staff member
- Staff should document incidents using the [AI Incident Report Form](#)
- Serious incidents must be reported to the AI Officer and Head of School immediately

9.3 Response Protocols

- Minor incidents: Teacher intervention and education
- Moderate incidents: Formal documentation, parent notification, potential restrictions
- Serious incidents: Full investigation, leadership team involvement, possible external reporting

9.4 Support for Affected Individuals

- Access to appropriate pastoral support
- Clear communication with parents/guardians
- External referrals where necessary