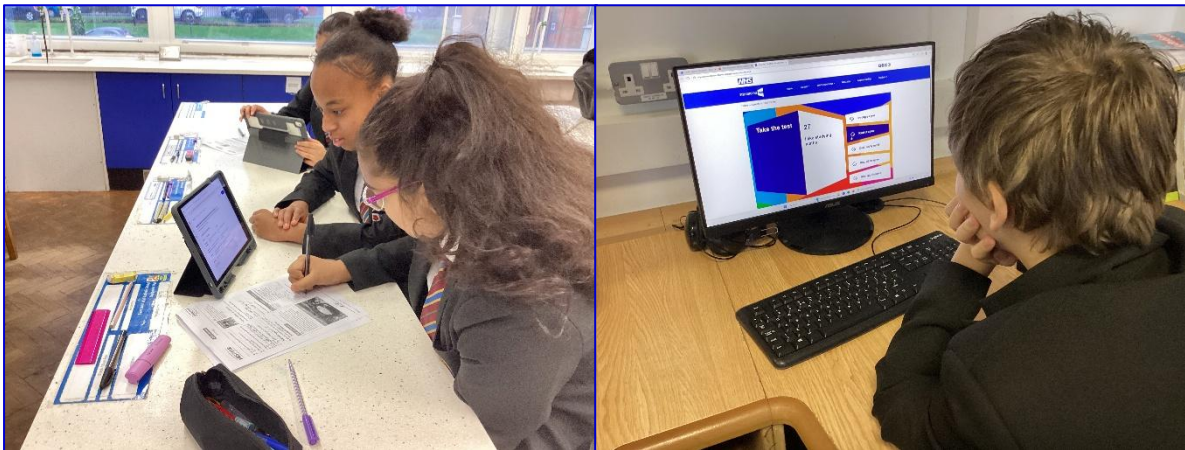




Saint John Wall Catholic School
A Catholic School For All

Mission Statement

*'To educate each and every unique child in our care to hear
and respond to what God calls them to be'*



AI (Artificial Intelligence) Policy

2026 – 2027

*"The Lord God took the man and put him in the Garden of Eden to work it
and keep it."*

Genesis 2:15

As stewards of creation, humans have a responsibility to use and manage
technology ethically.

QUALITY OF EDUCATION – AI (Artificial Intelligence) POLICY

Rationale

In order to realise our Mission Statement, 'to educate each and every unique child in our care to hear and respond to what God calls them to be', Saint John Wall Catholic School is committed to using artificial intelligence (AI) in a way that supports excellent teaching, meaningful learning, responsible stewardship and efficient school operations. AI can create opportunities for staff and pupils, but it can also produce inaccurate, biased, unsafe or inappropriate content and can introduce risks relating to safeguarding, privacy, assessment integrity and intellectual property. This policy sets out how the school will use AI safely, ethically and proportionately while maintaining human responsibility and professional judgement.

Scope

This policy applies to staff, pupils, governors, volunteers, contractors and other users of school systems when using AI for school-related teaching, learning, assessment, administration, communication or decision-making. It applies to generative AI and to AI features embedded within educational technology, productivity software, search tools and other digital services.

Definitions

- **Artificial intelligence (AI):** Technology that uses data and computational models to perform tasks such as recognising patterns, making predictions, classifying information or generating content.
- **Generative AI:** AI that creates new content such as text, images, audio, video or computer code in response to prompts or other inputs.
- **Large language model (LLM):** A type of generative AI trained on large quantities of text to generate and respond to language.
- **Hallucination:** An output that appears plausible or confident but is inaccurate, fabricated or unsupported.
- **AI bias:** Systematic or unfair differences in AI outputs that may arise from training data, model design, prompts or the context in which the system is used.

Key Principles

- AI will support, rather than replace, the teacher-pupil relationship, professional judgement, deep subject knowledge and pupils' own thinking and learning.
- AI will be used only where there is a clear educational or operational purpose and where its use is proportionate to the benefit sought.
- Pupil-facing AI will be age-appropriate, appropriately supervised and subject to suitable safeguarding, filtering and monitoring arrangements.
- Personal data, confidential information and intellectual property will be protected. Staff and pupils must use only approved systems for any use involving school data or school business.

- AI-generated outputs will be critically checked for accuracy, bias, safety, appropriateness, currency and copyright concerns before use or publication.
- The person using AI remains accountable for the work, communication, decision or resource produced with its assistance.

Guidance reference: DfE, Generative artificial intelligence (AI) in education

Governance, Roles and Responsibilities

- Governors will provide strategic oversight and seek assurance that AI use is consistent with safeguarding, data protection, equality, curriculum and assessment duties.
- The Headteacher and designated senior leader for AI/digital technology will oversee implementation of this policy, approval of AI tools and staff guidance.
- The Designated Safeguarding Lead (DSL) will advise on safeguarding risks and responses, including risks arising from pupil-facing AI, deepfakes and harmful or exploitative AI use.
- The Data Protection Officer (DPO) will advise on data protection, privacy notices, contracts, records of processing and Data Protection Impact Assessments (DPIAs).
- IT support will advise on cyber security, access controls, filtering, monitoring and technical configuration.
- The Exams Officer and relevant Heads of Department will ensure assessment practice follows current JCQ and awarding-organisation requirements.
- All staff and pupils are responsible for following this policy, related acceptable-use requirements and any task-specific instructions on AI use.

Approved AI Tools and Procurement

- AI tools used for school business, with pupils, or with school data must be approved for the intended purpose before use. The school will maintain an appropriate record of approved tools and their permitted uses.
- Before approving an AI-enabled product, the school will consider its educational purpose, intended age group, accessibility, equality implications, safeguarding controls, data flows, security, contractual terms, retention, model-training practices, intellectual property terms and the school's ability to supervise and control its use.
- The DPO and DSL will be consulted before procurement or deployment where the tool processes pupil information or creates material safeguarding risks.
- For pupil-facing generative AI, the school will have regard to the DfE Generative AI Product Safety Standards, including filtering, monitoring, privacy, security, cognitive development, emotional and social development, mental-health interaction and manipulation risks.
- Significant product updates or changes to how data is used may trigger a fresh review before continued use.

Integration into the Curriculum

- Approved AI tools may be used to enhance teaching, create or adapt resources, support planning, provide formative feedback, improve accessibility and support personalised learning where there is a clear educational benefit.
- AI-generated teaching materials must be checked by a member of staff before use. Staff remain responsible for curriculum accuracy, age-appropriateness, quality, accessibility and context.
- AI may support formative assessment and analysis, but teacher judgement remains central. AI will not replace appropriate professional assessment of pupil progress.
- The curriculum, including computing and personal development, will build age-appropriate AI literacy. Pupils will learn about bias, source verification, privacy, intellectual property, deepfakes, online safety and the risks of over-reliance on AI.
- Pupils will be taught that AI systems are tools, not people, and should not replace trusted adults, teachers, friendships or professional sources of support.

Pupil Use of AI

- Teachers will make the permitted level of AI use clear for relevant tasks. Depending on the purpose of the work, AI may be prohibited, permitted for specified support, or permitted with acknowledgement.
- Pupils must comply with the age restrictions and conditions of use for any AI service and may only use pupil-facing AI approved by the school for classroom use.
- Pupils must not enter personal, sensitive or confidential information about themselves or others into AI tools unless explicitly directed to use an approved school system designed for that purpose.
- Pupils must not use AI to impersonate another person; create bullying, abusive or discriminatory material; produce sexualised or intimate synthetic images; create deceptive deepfakes; facilitate grooming or exploitation; or seek or distribute illegal or harmful content.
- Pupils must not present AI-generated material as entirely their own work where this is not permitted. Where AI use is allowed, pupils must follow the teacher's instructions about acknowledgement, sources and retained evidence.
- Pupils remain responsible for checking claims, sources and calculations and should ask a teacher where an output appears unsafe, unreliable or inappropriate

Staff Use of AI

- Staff may use approved AI to support tasks such as planning, drafting, summarising generic information, adapting resources or generating ideas, provided professional judgement and appropriate review are applied.
- Staff must not place personal, special-category, safeguarding, confidential, commercially sensitive or HR information into an unapproved AI system. Safeguarding disclosures or records must never be entered into general-purpose public AI tools.
- Staff must verify factual accuracy, sources, calculations, tone, bias, accessibility and suitability before using or sharing AI-assisted content. Final responsibility remains with the member of staff.
- AI will not be the sole basis for consequential decisions about pupils or staff, including safeguarding, behaviour sanctions, SEND provision, assessment outcomes or HR matters. Human review and accountability are required.
- Where AI assists with communications to pupils, parents, staff or external bodies, the responsible member of staff must review the final communication before it is sent.

Homework and Independent Study

- The use of AI tools to complete SPARX Maths homework is prohibited. Pupils are expected to engage directly with the tasks so that the work develops and demonstrates their mathematical knowledge and skills.
- The use of AI tools to complete Bedrock homework is prohibited for the same reason: the work is intended to develop the pupil's own literacy knowledge and skills.
- For other homework and independent study, teachers will make clear whether AI is prohibited, permitted for defined support, or permitted with acknowledgement. Where independent knowledge or skill is being assessed, AI must not do the work on the pupil's behalf.

Assessment, Examinations and Malpractice

- For qualifications covered by JCQ regulations, the school will follow current JCQ and awarding-organisation requirements. Work accepted for assessment must be the pupil's own independent work, and AI misuse may constitute malpractice.
- Where AI use is permitted and an AI tool has been used as a source of information, pupils must acknowledge it in accordance with current JCQ requirements, including the name of the AI source and the date the content was generated.
- Where required by JCQ, pupils must retain the questions/prompts and the computer-generated content in a non-editable form and provide a brief explanation of how it was used, so that the teacher or assessor can authenticate the work.
- AI-generated material cannot demonstrate a pupil's own attainment of assessment criteria. Pupils will not receive credit for elements they have not independently produced or demonstrated.

- Teachers and assessors must not use an AI tool as the sole marker of qualification assessment. A human assessor must review the work in its entirety and remains responsible for the mark or grade.
- AI-detection tools may contribute evidence where authenticity is in question, but detector results will not be treated as proof on their own. Any concern will be considered holistically, including the pupil's previous work, drafts, supervised work, teacher knowledge and discussion with the pupil.
- Suspected misuse will be handled through the school's malpractice/assessment procedures and, where required, reported to the relevant awarding organisation.

Guidance reference: JCQ, AI Use in Assessments: Your role in protecting the integrity of qualifications (current guidance); JCQ, Plagiarism in Assessments: Guidance for Teachers/Assessors

Safeguarding and Online Safety

- Risks include harmful or inappropriate generated content; generative-AI interactions that simulate other users; grooming or exploitation; bullying and harassment; impersonation and fraud; deepfakes and deep nudes; AI-generated sexual abuse material; misinformation; and attempts to bypass safeguards.
- Pupils will be taught how and when to seek help if AI-generated or AI-enabled content causes concern, distress or harm.
- In line with KCSIE 2026 and DfE filtering and monitoring standards, the effectiveness of filtering and monitoring provision will be reviewed at least once every academic year by the responsible senior leader with support from the DSL and IT support, and appropriate checks/actions will be recorded.

Guidance reference: Keeping Children Safe in Education, its treatment of AI-generated deepfakes/deep nudes; DfE, Filtering and monitoring

Data Protection, Privacy and Confidentiality

- The school will process personal data in accordance with the UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act, together with the school's Data Protection Policy.
- Personal data should not be entered into generative AI tools.
- If AI is proposed for profiling or automated decision-making involving pupils or staff, the DPO must be consulted before deployment. The school will provide meaningful human oversight and will not rely solely on automated processing for significant school decisions.

Guidance reference: DfE, Data protection in schools - Generative artificial intelligence (AI) and data protection in schools; DfE, The Data Use and Access Act; DfE, Procuring

Intellectual Property and Copyright

- Staff and pupils must respect copyright and licensing when supplying material to AI tools and when using AI-generated outputs.

- Original pupil work must not be allowed or caused to be used to train a generative AI model unless the required permission has been obtained or an applicable copyright exception applies.
- Before publishing AI-generated or AI-assisted text, images, audio or video, staff must consider whether the output may reproduce or derive from protected material and whether the school has appropriate rights to use it.
- Where AI provides or suggests source material, users should verify the source independently rather than assuming the AI-generated citation is accurate.
Guidance reference: DfE, Generative artificial intelligence (AI) in education - Intellectual Property section; Copyright, Designs and Patents Act 1988.

Accessibility, Equality and Inclusion

- Approved assistive technologies, including speech-to-text and text-to-speech, may be used to support pupils with SEND and other accessibility needs where appropriate.
- AI tools will be considered for accessibility, age, SEND, EAL and potential bias before deployment. Reasonable adjustments and alternative approaches will be provided where needed.
- The school will consider its duties under the Equality Act and the Public Sector Equality Duty when AI systems or AI-assisted processes may affect groups differently.

Professional Development

- Ongoing professional development will support staff to use AI safely, critically and effectively, including training on safeguarding, data protection, intellectual property, accuracy, bias and assessment integrity.
- Staff guidance will be updated when significant changes occur in DfE, KCSIE, JCQ, ICO or other relevant requirements.

Reporting Concerns and Incidents

- Safeguarding concern or harmful AI content: report promptly to the DSL in line with the Child Protection/Safeguarding Policy.
- Personal-data concern or suspected data breach: report promptly to the DPO/data-protection lead in line with the Data Protection Policy.
- Cyber-security or access-control concern: report to IT support and the responsible senior leader.
- Suspected assessment malpractice: follow the school's examination/malpractice procedures and refer to the Exams Officer as appropriate.
- Concerns about an approved AI product should also be reported to the designated senior leader so that access, risk controls or approval can be reviewed.

Monitoring and Evaluation

- The implementation of AI will be monitored to ensure that it supports educational objectives, safeguarding, privacy, inclusion and ethical standards.
- Approved AI tools will be reviewed periodically and when there is a significant product update, material change in data use, safeguarding incident or relevant change in law or national guidance.

Link documents:

- Child Protection / Safeguarding Policy
- Online Safety / E-Safety Policy and Acceptable Use arrangements
- Data Protection Policy and privacy notices
- Examination Policies, including Non-Examination Assessment and Malpractice procedures
- Homework Policy
- Behaviour Policy
- SEND Policy / Accessibility arrangements
- Staff Code of Conduct and ICT / Information Security procedures

Ratified by Governors: 12/10/2026

Due for renewal: 12/10/2028

(This policy will remain in force beyond the review date if no updates are required)