St Benedict's Catholic College

AI (Artificial Intelligence) Policy

Date reviewed	Autumn 2026
Ratified by governors	Autumn 2026
Date of next review	Autumn 2029

Intentions/Guiding Principles:

"Education in the use of forms of artificial intelligence should aim above all at promoting critical thinking. Users of all ages, but especially the young, need to develop a discerning approach to the use of data and content collected on the web or produced by artificial intelligence systems. Schools, universities and scientific societies are challenged to help students and professionals to grasp the social and ethical aspects of the development and uses of technology." (Pope Francis, 2024)

- The intention to integrate AI tools into the curriculum comes from our commitment to enhance students' learning experiences and foster skill development.
- The use of AI is strategically employed as a supplementary tool to potentially support and expand upon classroom instruction, facilitating personalised learning opportunities and increasing accessibility.
- Used effectively, AI can provide students with access to a broad range of potential learning experiences. Through its use, we can promote independent research, curiosity, critical thinking, and problem-solving skills.
- Teachers will guide and monitor students' use of AI, ensuring that it aligns with the college's curriculum objectives and learning outcomes.
- Teachers will ensure their pedagogical, behavioural, and pastoral knowledge is complemented and not undermined by AI tools.
- AI will not replace direct instruction or teacher interaction but will serve as an additional resource to enrich the educational experience.
- Investing in learning with AI will support the lifelong learning, future education and employment prospects of our students.

Scope:

This policy applies to all staff, including temporary staff, consultants, governors, volunteers, and contractors, and anyone else working on our behalf. It is also applicable to students, but this group will require support and guidance from staff as part of their learning.

1. Introduction

This policy outlines clear rules to all students, teachers, staff and governors when using generative AI.

This policy outlines the guidelines for using artificial intelligence (AI) in schools. The policy is designed to provide a holistic framework for the integration and management of AI in encompassing ethical compliance, educational enhancement, workload reduction, data security, and innovation, whilst ensuring the safeguarding and protection of our students are at the heart of what we do at St. Benedict's Catholic College.

When using generative Artificial Intelligence (AI), it is important that our college ensures we are able to harness the benefits of AI to improve the overall experience and progress of our students while minimising any risks or concerns in terms of student well-being and safe use of the internet. Our college completely recognises the benefits of technology, especially in supporting students with special educational needs (SEN). However, we must ensure that we comply with guidelines on plagiarism and exam malpractice to maintain academic integrity.

2. Definitions

- *AI*: **A**rtificial **I**ntelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).

- LLM: Large Language Models such as ChatGPT, Microsoft Copilot, Google Gemini, Grok and Claude which have generative capabilities. These models are prone to filling knowledge gaps with hallucinations.

- *NLP*: **N**atural **l**anguage **p**rocessing such as Alexa / Siri - differs from the above and has fewer opportunities for bias and hallucination.

- *Generative AI*: Refers to artificial intelligence that involves training models to create original content. These models learn patterns from existing data and generate new data based on those patterns.

- *Predictive AI*: focuses on using historical data and machine learning algorithms to analyse patterns and make predictions about future events or trends.

- *Image generation from LLM*: images can be created via text prompts which can be inappropriate or subject to bias.

- *Deepfake*: a synthetic media which can be used to create realistic and convincing videos or audio of people saying or doing things they haven't. These can be used to spread misinformation or impersonate someone to commit cyber fraud.

- *Hallucination*: when an artificial intelligence system generates false, misleading, or completely fabricated information and presents it as a hard fact. The output often sounds very smart, smooth, and confident, which makes the mistake hard to spot

3. General Policy Summary

3.1 The College will comply with the UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018, Keeping Children Safe in Education (KCSIE), and all relevant safeguarding and data protection legislation when adopting or using AI technologies. Where appropriate, parental information, consent, or other lawful processing arrangements will be implemented.

3.2 AI Applications:

Staff should consult our IT systems manager about any AI app/tool they use to support with any aspect of teaching and learning. A Data Protection Impact Assessment (DPIA) will be completed by the Data Manager before it can be Approved. Approval can be withdrawn at any point if a risk is identified. Once approved, this app/tool will be added to a centrally held list which will be regularly reviewed. A central register of approved AI tools will be maintained by the College. This register will identify authorised tools, permitted users, age restrictions, approved purposes and any associated safeguards.

3.2.1 AI Governance and Oversight

The College recognises that effective governance is essential to the safe and ethical use of AI technologies. The principal retains overall accountability for the implementation and oversight of AI within the College. The College will identify appropriate leads responsible for:

- AI strategy and implementation
- Data protection and DPIA oversight
- Safeguarding considerations
- Professional development and staff training
- Review and approval of AI systems
- Monitoring incidents involving AI misuse

The approved use of AI technologies will be reviewed annually or sooner if significant developments in technology, legislation or regulatory guidance occur.

3.3 Use of AI for Academic Purposes:

3.3a – Students
AI can be used as an aid for academic purposes such as research, home learning and assignments. However, it is essential to note that students should never solely rely on AI to complete their work. The use of AI must be in line with academic integrity guidelines, and students must clearly indicate that AI has been used and cite the source.

Students should disclose significant use of AI within NEA coursework, home learning and projects where required by the teacher or examination board.

Acceptable uses may include brainstorming ideas, generating revision questions, structuring work, research support and improving understanding.

Students must not submit AI-generated content as their own work.

3.3b – Teachers
Language learning models and AI tools can help educators create engaging, lesson-ready learning materials for students of all ages and abilities. Examples include, but are not limited to, lesson planning, quiz creation, and flashcard generation. Teachers MUST verify the suitability, accuracy, and curriculum alignment of any AI-generated materials as information is 'hallucinated' (generated without any authentication/verification of truth/accuracy).

3.3c - Catholic Ethical Principles
The College will ensure that the use of AI reflects Catholic values and the principles of Catholic Social Teaching. Students will be encouraged to consider:

- Human dignity
- Truth and misinformation
- Justice, fairness and bias
- The ethical use of technology
- Digital responsibility
- Respect for others online
- The impact of emerging technologies on society

3.4 Workload Reduction:
AI can help teachers and support staff save time and streamline their workflows by automating administrative tasks and providing virtual assistants.

3.4.1 Marking & Feedback:
Teachers must not solely rely on AI apps to mark students work/assessments or provide formative feedback. Any AI assisted technology used in this way must be approved by the

college and appropriate training undertaken. AI-generated feedback should supplement, not replace, professional teacher feedback. Staff remain accountable for all assessment decisions. Students must give permission for AI tools to be used to assist teachers in marking their work if the AI tool being used shares data with external models.

3.5 Prohibition of AI During Exams:

AI must not be used during exams as this constitutes exam malpractice. Students must not use AI to answer exam questions or seek assistance during the exam. Teachers and staff should ensure that students are aware of this policy and the consequences of violating it. The college will follow and adhere to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications or individual exam board requirements – https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/01/IFC_AI_Assessments.pdf

The College will follow the most current Joint Council for Qualifications (JCQ) guidance regarding AI use in assessments. Students must acknowledge any permitted AI use in assessed work in accordance with examination board requirements. Failure to appropriately declare AI use may constitute malpractice.

3.6 Plagiarism and Copyright Infringement:

The use of AI must not result in plagiarism or copyright infringement. Students must understand the concept of plagiarism and be able to use AI ethically. Teachers and staff must educate students on how to use AI without violating plagiarism guidelines and copyright laws. Further guidance available here: https://www.gov.uk/guidance/the-governments-code-of-practice-on-copyright-and-ai

3.7 Safeguarding and Safe Internet Use:

The college recognizes the importance of student wellbeing and safe use of the internet. Students should only use AI in a safe and responsible manner. Teachers and staff must educate students on the safe use of AI and the internet. The college's safeguarding policies must be followed to ensure the safety and wellbeing of students. Any AI-generated content which appears to impersonate, exploit, threaten or misrepresent students, staff or members of the community shall be treated as a safeguarding concern and reported in line with safeguarding procedures. The College acknowledges the increased risks associated with deepfakes, voice cloning and synthetic media and will educate students about these risks.

a. Staff must not upload any identifiable student data into any AI tool they use.
b. Staff must remember that AI generated content is not always correct or accurate. Staff must check for errors, validate accuracy and always ensure it is age appropriate.

3.8 Developing Students' IT Skills and Curiosity:

The college is committed to developing students' IT skills and curiosity about the world. AI can be used to develop digital literacy, critical thinking, information literacy, creativity, problem-solving and future employability skills, and teachers and staff should encourage its use where appropriate (students 13+). AI literacy education will be developed across the curriculum including Computing, English, PSHE, Religious Education and Citizenship where appropriate.

3.9 Use of AI Detection Tools

AI detection tools may be used as part of an investigation into potential malpractice but must not be relied upon as sole evidence of wrongdoing. Any concerns regarding AI misuse should be supported through professional judgement, student discussion, review of previous work and other available evidence.

3.9.1 Sanctions for Inappropriate Usage

Inappropriate usage of AI by staff and students will be dealt with in line with college policies.

4. Use of AI by Staff

4.1. AI tools will be used responsibly, ensuring they complement staff professional judgment and expertise, without replacing them.

4.2 Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. Examples of such tasks may include marking and feedback, report writing, lesson planning and professional development. AI can provide valuable support when aligned with professional judgment and expertise.

4.3 Staff remain professionally responsible and accountable for the accuracy, appropriateness and quality of any content or output generated by AI, however generated or used.

4.3.1 Staff must not enter confidential, personal, safeguarding, medical, SEND, HR, disciplinary or sensitive data into AI systems unless the College has formally approved the tool and appropriate safeguards are in place. Staff must ensure all AI outputs are checked for:

- Accuracy
- Bias
- Appropriateness
- Safeguarding concerns
- Copyright implications

4.4 Staff will receive appropriate training and support to effectively integrate AI into their work including professional development opportunities focused on AI tools and their effective integration into college administrative and teaching practices. Training and support will be planned as part of staff personal development reviews and appraisals or on an as-needed basis. Staff have a responsibility to identify any training and development needs to ensure they adhere to this policy and should discuss these with their line manager.

4.5 AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI-based platforms can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure student learning and assessment objectives are met.

4.6 AI tools can be utilised to automate certain aspects of marking of student work, such as multiple-choice or fill in-the-blank assessments. Teaching staff can use AI-powered marking software to speed up scoring fact-based responses to objective questions, providing more time to support students individually.

4.7 Teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff will review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgement, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.

4.8 Teaching staff can also support students to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow students to receive instant personalised and valuable feedback and improvement strategies on their work, helping to identify misconceptions and gaps in knowledge, as well as helping them develop more structured or creative writing. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.

4.9 Teaching staff can use AI to assist in writing student reports, ensuring accuracy and efficiency while maintaining their professional judgment. Where AI has been used to support with report writing, the staff member must always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback. Where AI has been used substantially to draft reports or

communications, staff remain solely responsible for the final content and must ensure it reflects their professional judgement.

4.10 Staff can use AI as a starting point to gather relevant information and identify patterns in student attainment, but they should rely on their expertise to provide a comprehensive and holistic evaluation of each student's progress. By using AI responsibly in student progress analysis, staff can streamline the process, save time, and ensure consistency. However, they remain the key decision-makers in evaluating and providing feedback on students' academic achievements and overall development.

4.11 Where staff use AI as part of their work, they will be transparent regarding its use where appropriate and will ensure all outputs are reviewed, amended and approved by a member of staff prior to publication or distribution.

4.12 Automated Decision-Making - AI must not be used as the sole basis for decisions relating to:

- Safeguarding
- Admissions
- Exclusions
- Behaviour sanctions
- SEND provision
- Staff appraisal
- Student progression
- Pastoral decisions

Human oversight and professional judgement must be maintained at all times.

5. Use of AI by Students

5.1 As part of child protection and safeguarding policies and processes, the college will ensure that its students will continue to be protected from harmful content online, including that which may be produced by AI technology and that any AI tools used are assessed for appropriateness for individual students' age and educational needs. We will ensure that staff are aware of the risks of AI which may be used to generate harmful content including deepfake and impersonation materials.

5.2 In the case of Language Learning Models like ChatGPT, we must observe their own policy that *"ChatGPT is not meant for children under 13, and we require that children ages 13 to 18 obtain parental consent before using ChatGPT. While we have taken measures to limit generations of undesirable content, ChatGPT may produce output that is not appropriate for all audiences or all ages and educators should be mindful of that while using it with students or in classroom contexts. We advise caution with exposure to kids, even those who meet our age requirements, and if you are using ChatGPT in the education context for children under 13, the actual interaction with ChatGPT must be conducted by an adult."* Therefore, students in Year 7 and 8 can be shown ChatGPT created content in lessons but only after it has been reviewed and confirmed as appropriate by the classroom teacher. Read more here: https://help.openai.com/en/articles/8313401-is-chatgpt-safe-for-all-ages

5.3 Students will be permitted to explore and experiment with age-appropriate AI-based projects, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.

5.4 A culture of responsible AI use will be fostered through engaging students in conversations about data privacy, bias, safeguarding, and the social impact of AI applications.

5.5 Students will be taught not to enter personal, confidential, sensitive or identifying information into AI tools unless specifically authorised by a member of staff using an approved platform into Generative AI tools [including their email addresses].

5.5.1 Inclusion and Accessibility

AI may be used to support inclusion and accessibility for students, including those with SEND, literacy difficulties, English as an Additional Language (EAL), or other identified needs.

Examples may include:

- -Translation
- -Speech-to-text
- -Text-to-speech
- -Vocabulary support
- -Reading assistance
- -Scaffolded learning materials

Such use will always be subject to staff oversight.

5.6 AI education will be incorporated into the curriculum to provide students with an understanding of AI's capabilities, limitations, and ethical implications via KS3 I.T. and PSHE and reemphasised in all subjects where students are completing work for external grading. An “Emerging Technologies” unit will be introduced into our Year 8 I.T curriculum.

5.7 Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

5.8 AI tools and technologies may be integrated into teaching and learning activities across various subjects and year groups, providing students with hands-on experience and opportunities to develop AI literacy and skills.

5.8 Summary of Appropriate Use of AI by Students:

Example	Comments
Posing an essay question to an AI and then passing this off as your own work	This is plagiarism and is unacceptable.
Posing an essay question to an AI and making edits before submitting this to your teacher	This is still plagiarism (although better than the example above). In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.
Providing the AI with some bullet points to include and asking it to create an essay	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.
Ask AI to provide statistics or evidence to back up your arguments	Caution required here. AI can 'hallucinate' and it is often difficult to find out where it is getting its information.
Write a first draft of an essay, ask AI to critique and give feedback, then rewrite the essay based on the feedback	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
Use AI to generate retrieval practice questions	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it hadn't made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.
Asking an AI to translate a passage into English	This depends on the purpose. If this translation has been set by your Spanish teacher to assess your understanding of Spanish, then this would be unacceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.
Asking AI to produce a summary of longer texts	This would be a good way to do some initial research, for example, to find out whether the longer texts are appropriate. However, it is then really important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
Asking AI to explain a concept you are finding tricky	This would be a good way to interrogate your own understanding of a topic as you can have a conversation with the AI and ask it to elaborate or re-explain using different examples. However, it must be used with caution and you must always check your final understanding against other sources of information such as your teacher.
Using AI as a dictation tool	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you don't understand the summary it produces, you probably don't have as good a grasp of the concept as you think.
Use AI as a way of generating multiple different ideas	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
Ask AI to provide some suggestions for further reading around a topic	This would be a good use of AI, particularly if you give it some detailed prompts.
Talking to an AI in a foreign language for extra practice	This would be a great way to use AI though bear in mind that some of the information it includes in its conversations may not be factually correct

6. Potential Misuse of AI

6.1 Students will receive guidance on responsible and ethical AI use, including the potential risks and consequences of relying solely on AI tools to complete assignments, coursework, or homework. Students will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.

6.2 Teaching staff will emphasise the importance of critical thinking, creativity, and originality in student work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to students regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.

6.3 The college will follow and adhere to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications or individual Exam Board requirements - https://www.jcq.org.uk/wp-content/uploads/2024/04/AI-Use-in-Assessments_Feb24_v6.pdf

6.4 Teaching staff will employ various assessment methods to evaluate student understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilizing diverse assessment strategies, teaching staff can verify students' comprehension beyond what AI tools can assess, promoting deep learning and authentic student engagement.

6.5 Teaching staff will educate students on the potential misuse of AI by those seeking to deceive or trick students into actions that they would otherwise not contemplate, for example interaction with others who are not who they claim to be but who can imitate who they claim to be using AI technology.

7. Ethical Use of AI

7.1 The use of AI systems, in particular *Generative AI*, will be carried out with caution and an awareness of their limitations. Whether staff are using AI for teaching or college administrative purposes, or with students who will make use of this technology, they should be mindful of, and instruct students about, the following considerations:

7.1a *Bias* - data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.

7.1b *Accuracy* – information may be inaccurate when generated so any content should be fact-checked.

7.1c *Currency* – some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

7.1d *Transparency* - Users should be transparent about the use of AI when required and should not attempt to misrepresent AI-generated content as wholly their own work.

8. Data Protection Implications of Using AI

8.1 Staff and students must not upload personal, confidential, safeguarding, commercially sensitive or special category data into AI systems unless the platform has been formally approved by the College and appropriate contractual, security and data protection safeguards are in place. All users should assume that information entered into publicly available AI systems may be retained, analysed or used in accordance with the provider's terms of service.

8.2 Staff who wish to utilise AI tools must ensure that the potential new use is assessed to consider if a Data Protection Impact Assessment is required and follow the college Data Protection Policy and Data Protection Impact Assessment Process.

8.3 When signing up to use certain Generative AI models, names and email addresses may be required; this data sharing may require a Data Protection Impact Assessment (DPIA) to be carried out.

8.4 Any DPIA or assessment of the data protection aspects of the use of AI will include:

- The nature, scope, context and purposes of any processing of personal data and whether individuals are likely to expect such processing activities.
- What alternatives (both AI and non-AI) are there to the planned processing and what justification is there in choosing this method and how it is fair.
- A clear indication where AI processing and automated decisions may produce effects on individuals.
- Consideration of both individual and allocative harms (for example, where the harm results from a decision to not permit a student to take a certain subject at GCSE) and representational harms (for example, selecting groups of students for different interventions results in gender or racial bias).

- How the use of the AI tool is proportionate and fair by assessing the benefits against the risks to the rights and freedoms to individuals and/or whether it is possible to put safeguards in place.
- An analysis of any bias or inaccuracy of algorithms which may result in detriment to individuals.
- If the use of AI replaces human intervention, a comparison of the human and algorithmic accuracy in order to justify the use of the AI tool in the DPIA.
- If automated decisions are made, how individuals will be informed about this and how they can challenge those decisions.
- Relevant variation or margins of error in the performance of the system, which may affect the fairness of the processing (including statistical accuracy) and describe if/when there is human involvement in the decision-making process.
- The potential impact of any security threats.
- A summary of completed or planned consultations with stakeholders. These are recommended unless there is a good reason not to undertake them. It may be appropriate to consult with individuals whose data you process as they are important stakeholders.
- Whether processing is intentionally or inadvertently processing special category data- there are many contexts in which non-special category data is processed, but infers special category data (for example, where a postcode infers a particular race).
- A consideration of the rights and freedoms of individuals generally, not just in a data protection context, such as rights under the Equality Act 2010.

8.5 Intellectual Property and Copyright

Staff and students must understand that AI-generated content may raise intellectual property and copyright considerations. Users should:

- Respect copyright law
- Acknowledge AI assistance where appropriate
- Check usage rights before publishing AI-generated content
- Avoid uploading copyrighted materials into AI systems where doing so may breach licence agreements or intellectual property rights.

9. Cyber Security

9.1 Our college will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies, including:

- Implementing rigorous cybersecurity protocols and access controls through measures such as encryption, security patches and updates, access controls and secure storage.
- Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity.
- Ensuring that any suspected or confirmed security incidents are reported to our Network Manager and the Data Protection Officer.
- Carrying out an evaluation of the security of any AI tool before using it. This includes reviewing the tool's security features, terms of service and data protection policies. This work will form part of the DPIA process.

- Maintaining vigilance against material that may be a deepfake.
- Training staff and students to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cyber-crime.
- The College will maintain awareness of emerging AI-related cyber threats, including phishing, deepfake impersonation, social engineering, synthetic identities and automated cyber-attacks.

10. Approved AI Tools Register

The College will maintain a separate Approved AI Tools Register (Appendix 1) identifying:

- Approved AI systems
- Permitted staff and student use
- Age restrictions
- Data protection requirements
- Educational use cases
- Any additional safeguarding controls

Only approved AI tools may be used for College business or teaching and learning activities.

11. Conclusion

Our college recognises the benefits of using AI in education and is committed to providing a safe and supportive learning environment for our students. The guidelines outlined in this policy are in place to ensure academic integrity, safeguarding, and maintain ethical standards.

All students, teachers, staff and governors must adhere to this policy when using AI.

12. Supporting Links & Documents

For more information on safeguarding, please visit https://www.nspcc.org.uk/keeping-children-safe/

and for safe internet use, please visit https://www.internetmatters.org/.

Related St Benedict's Policies

Online Safety Policy
Safeguarding & Child Protection Policy

Appendix 1 - Approved Artificial Intelligence (AI) Tools Register

Version 1.0
Last Updated Autumn 2026

Purpose

This register identifies approved AI tools, safeguarding requirements, data protection controls, age restrictions and permitted educational uses. Only approved tools may be used for school business and teaching and learning.

Approval Categories

Approved = permitted;
Approved with Restrictions = additional controls;
Pilot = limited evaluation;
Not Approved = must not be used.

Staff AI Tools

Tool	Status	Permitted Use	Restrictions
Microsoft Copilot (M365)	Approved	Planning, resources, reports, communications	No safeguarding/confidential data
Microsoft Designer	Approved	Images and presentations	Review before publication
Adobe Express AI	Approved	Graphics and classroom resources	Copyright checks required
Canva Magic Studio	Approved with Restrictions	Presentation design	No pupil personal data
ChatGPT Edu/Team	Approved with Restrictions	Resource creation, differentiation	No personal data
Claude	Approved with Restrictions	Drafting and planning	No confidential information
Gemini	Approved with Restrictions	Research and workflow support	Outputs checked for accuracy
Grammarly AI	Approved	Writing support	User responsible for final content

Student AI Tools

Tool	Status	Year Groups	Permitted Use
Microsoft Copilot	Approved	Y9-11	Research, revision, study support
Microsoft Reading Coach	Approved	Y7-11	Literacy support
Quizizz AI	Approved	Y7-11	Revision
Canva Education AI	Approved with Restrictions	Y9-11	Presentations
ChatGPT	Approved with Restrictions	Y9-11	Research and planning only

Approved Uses for Students

- Generate revision questions
- Create study plans
- Improve understanding
- Language practice
- Project ideas
- Formative feedback
- Grammar support
- Research support
- Accessibility support

Prohibited Student Uses

- Submit AI work as own
- Use AI in exams unless authorised
- Generate harmful content
- Create deepfakes
- Upload photos of staff/students
- Input confidential information
- Bypass monitoring systems
- Bully or harass others

Safeguarding Controls

- All tools must meet age requirements
- DSL review where appropriate
- UK GDPR compliance
- Moderation systems in place
- Filtering and monitoring applied where possible
- Harmful content reported immediately

Data Protection Requirements

- Never upload child protection records
- Never upload SEND records
- Never upload medical information
- Never upload HR information
- Never upload examination materials
- Follow approved DPIAs and Data Protection Policy

Catholic Ethical Framework for AI Use

- Human Dignity
- Truth
- Justice
- Stewardship
- Common Good
- Human Responsibility

Annual Review Checklist

- New AI products
- DfE guidance
- JCQ requirements
- Safeguarding concerns
- Data protection implications
- Training needs
- AI literacy provision
- Accessibility impacts