



Registered Charity 1171812

Artificial Intelligence (AI) Policy

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1. Aims and Scope

To harness AI to create inclusive, personalised, and accessible learning experiences that enhance teaching, support all learners, and prepare students for the future while upholding the highest standards of safety, ethics, and academic integrity.

This policy aims to:

- Support staff to use AI to improve efficiency and reduce workload
- Prepare staff and students for an AI-integrated future
- Personalise learning to meet individual needs and pace
- Enhance communication, literacy, and numeracy through assistive AI tools
- Promote equity by addressing learning gaps with targeted support
- Ensure ethical and responsible use of AI across the school
- Safeguard privacy and data in line with UK GDPR

1.1 Definitions

This policy refers to both ‘open’ and ‘closed’ generative AI tools. These are defined as follows:

- **Open generative AI tools** are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information
- **Closed generative AI tools** are generally more secure, as external parties cannot access the data you input

2. Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

- [AI regulation white paper](#), published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- [Generative artificial intelligence \(AI\) and data protection in schools](#), published by the Department for Education (DfE)

This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2020](#)
- [Data Protection Act 2018 \(DPA 2018\)](#)

3. Regulatory principles

We follow the 5 principles set out in the [AI regulation white paper](#).

REGULATORY PRINCIPLE	WE WILL ...
Safety, security and robustness	• Ensure that AI solutions are secure and safe for users and protect users' data • Ensure we can identify and rectify bias or error • Anticipate threats such as hacking
Appropriate transparency and explainability	• Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	• Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate
Accountability and governance	• Ensure that the trustee board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	• Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology • Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment

4. Roles and responsibilities

4.1 AI Lead

Jenny Young, our Lead, oversees the leadership of AI use across the school, working with the DSL to ensure alignment with Keeping Children Safe in Education and safeguarding policies.

They ensure this policy is consistently followed, that staff are trained in the effective and responsible use of AI, and that students are taught both its benefits and potential risks.

4.2 Designated safeguarding lead (DSL)

The DSL, George Leighton, oversees compliance with safeguarding requirements in relation to AI. This includes monitoring emerging AI-related risks, providing staff training on safeguarding, responding to incidents in line with KCSIE and the school's safeguarding policy, and alongside the Network Manager ensuring effective filtering and monitoring systems are in place on school devices.

4.3 All staff

To reduce staff workload and improve student outcomes, staff are encouraged to use approved AI tools in line with this policy.

When using AI, staff must:

- Use only approved tools (see section 5 and appendix 1)
- Avoid entering any identifiable or sensitive information
- Seek advice from the AI Lead where appropriate
- Report safeguarding concerns to the DSL in line with school policy
- Check and verify AI-generated content for accuracy
- Acknowledge use of AI in their work

All staff also have a responsibility to help students understand the benefits and risks of AI, including how to critically evaluate AI-generated information and its limitations.

4.4 Classroom Practice

We will audit needs and tools by mapping SEND requirements against appropriate AI solutions, including support such as adapting text to reading levels and breaking tasks into manageable steps to enhance learning opportunities.

Staff may use AI to support:

- Lesson planning and resource creation (e.g. worksheets, presentations, schemes of work)
- Differentiation of tasks for mixed ability and SEND learners
- Simplification of text into accessible reading levels
- Creation of exemplar answers, success criteria, and model responses
- Generation of retrieval practice questions and quizzes
- Initial drafting of assessment materials (must be reviewed before use)

Subject-specific expectations:

- Resources must be checked for accuracy and curriculum alignment before use.
- Teachers remain responsible for all AI-generated content.
- AI must not be used to produce unverified marking decisions without professional review.

4.5 Students

Students must:

Follow the guidelines set out in section 7 of this policy ('Use of AI by students')

5. Staff and trustees' use of AI

5.1 Approved use of AI

We are committed to supporting staff and trustees in reducing workload. AI may be used to support written tasks, but it does not replace professional judgement or expertise. The quality and content of any plans, policies, or documents remain the responsibility of the author, regardless of the tools used. Any AI-generated content must be clearly attributed and carefully checked for accuracy before being shared, as responsibility for its use remains with the individual.

5.2 Process for approval

Staff are encouraged to explore and trial new ways of using AI to improve pupil outcomes and reduce workload. Any new ideas or tools should be discussed with the AI Lead, with staff providing feedback on their effectiveness to support ongoing evaluation and development.

The Digital Planning Group is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI lead.

5.3 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, CRLT will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

5.4 Intellectual property

Most generative AI tools use user inputs to train and improve their models.

Students retain intellectual property (IP) rights over their original work, including any material showing working or extending beyond simple multiple-choice responses.

Staff must not use student work to train generative AI models without appropriate consent or a valid copyright exemption. Where there is uncertainty about copyright compliance, legal advice will be sought.

5.5 Bias

We recognise that AI tools may reflect or amplify existing biases, including those related to protected characteristics such as sex, race, and disability. All AI outputs must therefore be critically reviewed, including fact- and sense-checking.

Staff will be trained to identify and address bias or error, and we will regularly review our use of AI to mitigate any emerging issues.

Any concerns or complaints from parents, carers, or students about unfair treatment or negative outcomes linked to AI use will be handled through the school's usual complaints procedure.

5.6 Raising concerns

We encourage staff to speak to the AI Lead in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's child protection and safeguarding policy.

5.7 Ethical and responsible use

We will always use generative AI ethically and responsibly, in line with the school's equality policy. Staff must consider tool limitations (e.g. access to up-to-date information) and critically fact- and sense-check all outputs.

Staff and trustees must not use AI to impersonate, bully, or harass others, generate explicit or offensive content, or input discriminatory or inappropriate prompts.

6. Educating students about AI

Here at CRLT, we recognise that students benefit from a knowledge-rich curriculum that develops informed, critical users of technology who understand its wider impact on society. Strong foundational knowledge enables students to use generative AI effectively and responsibly.

We will regularly review impact, refine practice and expand successful approaches.

7. Use of AI by students

Student use of AI must be:

- Directed and supervised by staff where appropriate
- Clearly linked to learning outcomes
- Explicitly stated where AI has been used (especially in coursework or assessed work)

Students should use AI to:

- Generate ideas and prompts (not final answers in assessed work unless permitted)
- Support revision and practice questions
- Rephrase or clarify understanding of concepts
- Access differentiated explanations

Students must **NOT**:

- Submit AI-generated work as their own in assessed coursework
- Rely on AI for final written responses where independent writing is being assessed (e.g. English extended writing)
- Use AI tools that are not approved by the school or exam board guidance

Exam board restrictions (e.g. RSL, GCSE specifications) must always be followed. Where AI is used as a source, students must reference it, including the tool name and date used.

Students must also use AI responsibly and must not use it to impersonate, bully, or harass others, or to generate or share offensive, discriminatory, or inappropriate content.

8. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. See our exams / assessment policy for more details.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on [AI use in assessments](#).

9. Staff training

CRLT will equip staff with AI-driven insights and resources to reduce workload and enhance planning. Good practice will be shared through subject-level SWOT analyses, which will inform future CPD priorities. CRLT will also provide and source ongoing professional development focused on AI literacy, accessibility tools, and the ethical use of student work in line with our online safety policy. Impact will be reviewed regularly, enabling continuous refinement of practice and the scaling of successful approaches.

10. Referral to our child protection and safeguarding policy

We recognise that the use of generative AI may give rise to safeguarding concerns, including sexual grooming, harassment, exploitation, harmful content, bullying, and related risks.

Any safeguarding concern arising from AI use must be reported immediately to the DSL and will be managed in line with the school's Child Protection and Safeguarding Policy and referral procedures.

11. Breach of this policy

11.1 By staff

Breaches of this policy will be managed in line with the staff code of conduct. Disciplinary action may apply regardless of when or where the breach occurs, including on personal or school devices and during or outside working hours.

Staff must cooperate fully with any investigation, including providing access to relevant AI tools and account information where required.

Any suspected breaches must be reported immediately to the Senior Leadership Team.

11.2 By students

Any breach of this policy by a pupil will be dealt with in line with our behaviour policy.

12. Monitoring and transparency

AI technology, and the associated benefits, risks, and harms, evolves rapidly. This policy is therefore a live document and will be updated whenever there are significant changes in AI use or related risks. It will also be reviewed regularly to reflect emerging best practice, technological developments, and regulatory changes.

All teaching staff are expected to read and comply with this policy and are responsible for ensuring it is followed.

The Headteacher will monitor the effectiveness of AI use across the school. We will also keep the school community informed about the use of AI in education, with feedback from students, parents/carers, and staff used to inform ongoing review and development.

This policy will be reviewed annually.

13. Links with other policies

This AI policy is linked to our:

Data protection policy

Safeguarding/child protection policy

Assessment policy

Exams policy

Behaviour policy

ICT acceptable use policy

Online safety policy

Equality policy

Appendix 1: Approved uses of AI tools (table)

Note that open-source AI tools / open AI tools, meaning tools that anyone can access and modify, should only be used for tasks that don't require personal information to be input.

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
Microsoft Co-Pilot	• Staff • Trustees • Students	• Admin • Planning • Teaching
Oak Academy AI lesson planner	• Teachers	Lesson planning
Gradewise	Staff	
Eedi	Staff Students	
sAlnaptic	Staff	
MedlyAI	Staff	
ExamJam	Staff	
Revision Genie	Staff	
GCSE prepper	Staff	
Claude Ai	Creative staff	

Appendix 2 – Subject Specific Implementation

Business & Animal Care

- Use AI for worksheet creation and research support
- Avoid reliance on first-response research outputs
- Build structured tasks that develop critical thinking beyond AI summaries

Digital Media

- AI may be used for ideas and scenario development only
- All creative outputs must reflect original student work
- Ensure compliance with exam board restrictions on AI-generated content

English

- Use AI for:
 - Differentiated writing frames

- Grade exemplars (Level 1–4)
 - Text type transformation activities
- Do not allow AI to replace extended writing practice or timed writing tasks

Humanities / HSC

- AI can be used for scheme of work refresh and planning support
- Student use must be tightly controlled due to exam board limitations

Maths

- Use AI tools alongside platforms such as Eedi for targeted practice
- Ensure tasks maintain appropriate challenge and progression
- Check all AI-generated questions for accuracy and curriculum fit

Science

- Use AI to:
 - Generate exam-style questions
 - Support lesson planning
 - Provide instant explanation of concepts (teacher-led use only)
- Approved platforms may include:
 - GradeWise
 - sAlnaptic
 - Medly AI
 - ExamJam
 - Revision Genie
 - GCSE Prepper
- All outputs must be verified for scientific accuracy

Art / Photography

- AI may support idea generation and artist research
- Students must not rely on AI-generated images as final creative outcomes
- All AI use in assessed units must be declared

Child Care

- AI may be used for worksheet and planning support
- Staff must review all outputs for accuracy and suitability
- Students must be monitored to avoid unacknowledged AI use in coursework

Quality Assurance and Review Process

To ensure consistent implementation:

- Departments will complete **termly AI impact reflections**

- Each subject area will maintain a simple AI usage log (optional but encouraged)
- Work will be sampled to ensure:
 - Appropriate AI use
 - Accuracy of content
 - Maintenance of independent learning standards
- A school AI steering group will review practice and update guidance each term

Appendix 3

AI in Teaching & Learning – Staff Quick Guide (Flowchart Procedure)

This document provides a clear step-by-step flow for staff using AI in teaching, learning, planning, and classroom practice. It ensures safe, ethical, and consistent use of AI across the school.

START

Do I want to use AI to support teaching, learning, or planning?

YES → proceed

NO → do not use AI

Step 1: Purpose Check

AI use should be linked to:

- Lesson planning or resource creation
- Differentiation or SEND support
- Worksheets, assessments, or questions
- Supporting student learning
- Demonstrating AI in class

If not clearly linked → stop and reconsider

Step 2: Data Safety Check

Do NOT input:

- Student names
- SEN information
- Behaviour data
- Coursework with identifiers

If YES → STOP

If NO → continue

Step 3: Tool Approval Check

Approved tools only:

- Microsoft Copilot (staff and students)
- Oak Academy AI Lesson Planner (staff)

-Refer to AI Policy appendix 2
If not approved → do not use

Step 4: Output Quality Check

Check AI output for:

- Accuracy
- Age appropriateness
- Curriculum/exam alignment
- Bias or unsafe content

Edit or discard if needed

Step 5: Educational Value Check

AI should:

- Improve differentiation or accessibility
- Reduce workload without lowering quality
- Support (not replace) independent thinking

Step 6: Student Use of AI

Allowed when:

- Teacher directed
- Linked to learning objectives
- Exam board compliant

Not allowed when:

- Submitting AI work as own
- Using without permission
- Replacing independent thinking

Step 7: Subject Checks

Apply subject rules:

- English: independent writing required
- Digital Media: AI must be declared
- Humanities/HSC: exam board restrictions apply
- Art: AI must not replace creativity
- Science/Maths: accuracy must be checked

Step 8: Professional Judgement

Ask:

- Would I trust this without checking?
- Could I explain it to SLT/parents?
- Does it preserve independence?

Final Action

If all checks pass → use AI output

If any fail → revise or do not use

If in Doubt

- Consult AI Lead or SLT
- Prioritise safeguarding, accuracy, and curriculum integrity