THE BARLOW
RC HIGH SCHOOL

SERVE · PRAY · ACHIEVE · RESPECT

Rise up,
take courage,
and do it.

AI Policy
(Use of Artificial Intelligence)

Mission Statement

As a Catholic school, our mission is to show love through our respect for others.

We value our God-given gifts, talents and abilities.
Our aim is to bring out the best in everyone, within a safe and happy environment.

Everyone should know that we are followers of God by what we do, not just by what we say.

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1. Aims and scope

Here at The Barlow RC High School, we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by school staff, governors and pupils. This includes generative chatbots such as ChatGPT and Google Gemini (please note, this list is not exhaustive).

This policy aims to:

- Support the use of AI to enhance teaching and learning.
- Support staff to explore AI solutions to improve efficiency and reduce workload.
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part.
- Promote equity in education by using AI to address learning gaps and provide personalised support.
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils, including in compliance with intellectual property law.
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR.

2. Legislation and guidance

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

- Generative artificial intelligence (AI) in education, published by the Department for Education (DfE).
- Generative AI: product safety standards, published by the DfE.
- How Ofsted looks at AI during inspection and regulation, published by Ofsted.
- AI use in assessments, published by the Joint Council for Qualifications.

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. Roles and responsibilities

3.1 AI Lead

Our generative AI Lead is Saul Wright. They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

3.2 Governing Body

The Governing Body will:

- Take overall responsibility for monitoring this policy and holding the Headteacher to account for its implementation in line with the school's AI strategy.
- Ensure the Headteacher and/or AI Lead is/are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school.

Governors will adhere to the guidelines below to protect data when using generative AI tools themselves:

- Use only approved AI tools (see section 5 and appendix 1).
- Seek advice from the School Business Manager and the Designated Safeguarding Lead, as appropriate.
- Ensure there is no identifiable information included in what they put into generative AI tools.
- Acknowledge or reference any use of generative AI in their work.
- Fact-check results to make sure the information is accurate.

3.3 Headteacher

The Headteacher will:

- Liaise with the Data Protection Officer (DPO) to ensure that the use of AI in the school is in accordance with data protection legislation.
- Liaise with the Designated Safeguarding Lead (DSL) to ensure that the use of AI is in accordance with Keeping Children Safe in Education (KCSIE), and the school's Safeguarding Policy.
- Ensure that the guidance set out in this policy is followed by all staff.
- Review and update this AI Policy as appropriate, and at least annually.
- Ensure staff are appropriately trained in the effective use and potential risks of AI.
- Make sure pupils are taught about the effective use and potential risks of AI.
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO, AI Lead and data protection impact assessments.

3.4 Data Protection Officer (DPO) and Data Protection Lead

The Data Protection Officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is RADCAT Limited and is contactable via email and telephone (details provided by our school Data Protection Lead, Mrs Nicola Cooke, Finance and HR Manager).

3.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI.
- Updating and delivering staff training on AI safeguarding threats.
- Responding to safeguarding incidents in line with KCSIE and the school's Safeguarding Policy.
- Understanding the filtering and monitoring systems and processes in place on school devices.

The school's DSL is Mrs Rebecca Seddon and is contactable via r.seddon@thebarlowrchigh.co.uk

3.6 All staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- Use only approved AI tools (see section 5 and appendix 1).
- Seek advice from the Data Protection Officer / IT / AI Lead / DSL, as appropriate.
- Report safeguarding concerns to the DSL in line with our school's Safeguarding Policy.
- Ensure there is no identifiable information included in what they put into generative AI tools (unless it is strictly necessary and they are approved to do so – they should check with the DPO/AI Lead where appropriate).
- Staff must not enter personal data, special category data, safeguarding information, behaviour records, SEND information, assessment data or staff HR information into any AI tool unless a DPIA has been completed and the tool has been explicitly approved for that purpose.
- Acknowledge or reference the use of generative AI in their work.
- Fact-check results to make sure the information is accurate.
- Will ensure that when using Co-Pilot, they are logged into the programme to minimise risk.

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

3.7 Pupils

Pupils must:

- Follow the guidelines set out in section 7 of this policy ('Use of AI by pupils').
- They must not create, possess or distribute AI-generated images of staff, pupils or members of the public that could cause distress, reputational harm or safeguarding concerns.

The school will inform parents/carers where pupil-facing AI systems are adopted and provide information about the purpose, benefits, limitations and safeguards associated with their use.

4. Process for approving AI use

The Headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO and AI Lead.

Any use of generative AI by staff and pupils will be risk assessed, which will include plans for mitigating against unauthorised use cases. The intended use case will be specified and have clear benefits that outweigh the risks.
As part of this process, we will seek assurances from suppliers of AI tools about how their products meet the DfE's AI product safety standards.

If it is strictly necessary to use an AI tool to process personal data, we will carry out a data protection impact assessment (DPIA) in addition to the risk assessment. The DPO will advise on this. If the use case is approved, we will also update our privacy notices accordingly.

In the case of AI tools intended for use by pupils, the risk assessment process must consider:

- Age restrictions set by AI tools.
- Statutory requirements of KCSIE and our Safeguarding Policy.
- Filtering and monitoring standards to make sure we have the appropriate systems in place to protect pupils from harm.
- The DfE's AI product safety standards.

Due to the rapid changes in AI technology, the school will also have a separate living document that we will update as and when we come across a new AI tool that we would like to approve for our school, and the approved uses for each tool.

The table in Appendix 1 details this information.

5. Staff and governors' use of AI

5.1 Approved use of AI

We are committed to helping staff and governors reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete, but cannot replace the judgement and knowledge of a human expert. Technology, including generative AI, should not replace the valuable relationship between teachers and pupils.

Any content produced using AI requires critical judgement to check for appropriateness and accuracy. Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.

Any plans, policies or documents created using AI should be clearly attributed. Any member of staff or governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or governors for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Always consider whether AI is the right tool to use. Just because the school has approved its use doesn't mean it will always be appropriate.

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. They should contact the Headteacher to discuss any ideas they may have with regards to using AI, so they – in consultation with others, as appropriate – can assess whether they deem it to be a satisfactory new method of working.

5.2 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into generative AI tools or chatbots that have not been approved as safe for this use case.
If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Barlow RC High School will treat this as a data breach and will follow the personal data breach procedure outlined in our Data Protection Policy, which can be found in the school's Staff Shared Area, via the school office or on the school's website. Please also refer to section 11 of this policy.

5.3 Intellectual property

Most generative AI tools use inputs submitted by users to train and refine their models.

Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.

In addition, materials created by teachers may be copyright material. Examples of what may be deemed original creative work include:

- Essays, homework or any other materials written or drawn by a pupil aside from multiple-choice questions responses.
- Lesson plans created by a teacher.
- Prompts entered into generative AI tools.

We will not allow or cause intellectual property, including pupils' work, to be used to train generative AI models without appropriate consent or exemption to copyright.

We are aware that secondary infringement could happen if AI products are trained on unlicensed material and outputs and then used in schools or published more widely, such as on the school's website. This may include:

- Publishing a policy that has been created by an AI tool that used input taken from another school's policy without that school's permission.
- Using an image on a website that has been created by an AI tool using input taken from the copyright holder without their permission.

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.4 Bias

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output.

We will ensure we can identify and rectify bias or error by training staff in this area.

We also regularly review our use of AI to identify and correct any biases that may arise.

If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual complaints procedure, which can be found in the school's Staff Shared Area or on the school's website.

Central to ensuring that no bias is present is of vital importance to the school. It is the case that AI is used to support staff development and workload but that all outputs must be carefully scrutinised by the member of staff using AI to ensure no bias is present in what is produced and shared with pupils.

5.5 Raising concerns

We encourage staff and governors to speak to the Headteacher 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 led 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 Safeguarding Policy.

5.6 Ethical and responsible use

We will always:

- Use generative AI tools ethically and responsibly.
- Remember the principles set out in our school's Equality Policy when using generative AI tools, which can be found in the school's Staff Shared Area, via the school office or on the school's website.
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output.
- Fact and sense-check the output before relying on it.

Staff and governors must not:

- Generate content to impersonate, bully or harass another person.
- Generate explicit or offensive content.
- Input offensive, discriminatory or inappropriate content as a prompt.

6. Educating pupils about AI

Here at The Barlow RC High School, we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

Creating and using digital content safely and responsibly

Pupils learn that AI tools can support learning by helping users to:

- Generate ideas and overcome writer's block.
- Explain concepts in different ways.
- Support revision and retrieval practice.
- Improve the structure and presentation of work.
- Assist with coding, data analysis and problem-solving.
- Increase accessibility through features such as translation, text-to-speech and speech-to-text tools.

Pupils are encouraged to view AI as a support tool rather than a replacement for their own thinking, creativity and judgement.

Pupils are taught to:

- Create, edit and share digital content responsibly.
- Respect copyright, intellectual property and ownership of digital work.
- Protect personal and sensitive information when using online tools.
- Consider their digital footprint and the long-term impact of content shared online.
- Follow school policies regarding the ethical use of AI and digital technologies.
- Acknowledge when AI tools have been used to support their work where appropriate.

The limitations, reliability and potential bias of generative AI

Pupils learn that AI-generated content is not always accurate and may:

- Present incorrect information confidently.
- Omit important details or context.
- Reflect biases contained within the data used to train the system.
- Produce different responses to the same question.
- Generate content that appears credible but cannot always be verified.

As a result, pupils are taught to **critically evaluate AI-generated information**, compare it with trusted sources and recognise the importance of human judgement.

How information on the internet is organised and ranked:

Through direct teaching, pupils develop an understanding of:

- How search engines index and organise information.
- How algorithms determine which content appears first in search results.
- The influence of keywords, popularity, personalisation and advertising on search rankings.
- The difference between organic search results and paid-for content.

This knowledge helps pupils become more effective and critical users of online information.

Online safety to protect against harmful or misleading content

Pupils are taught strategies to protect themselves from harmful, misleading or inappropriate content online, including:

- Identifying misinformation, disinformation and manipulated media.
- Recognising scams, phishing attempts and online fraud.
- Evaluating the credibility, accuracy and purpose of online sources.
- Understanding how recommendation algorithms can influence what they see online.
- Knowing how to report concerns and access support when encountering harmful content.

Through these experiences, pupils develop the knowledge, skills and judgement needed to participate safely, responsibly and confidently in an increasingly digital world.

Individual curriculum areas will teach pupils their own individual best practice of using AI to support. With revision and independent learning.

7. Use of AI by pupils

We recognise that AI has many uses to help pupils learn.

Pupils may use AI tools:

- That have been approved for their use in school.
- As a research tool to help them find out about new topics and ideas.
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images.

All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- During assessments, including internal and external assessments, and coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work.
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations).

This list of AI misuse is not exhaustive.

Where AI tools have been used as a source of information, pupils should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

We consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in our Homework Policy and Examinations Policy.

Pupils must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils
- Input offensive, discriminatory or inappropriate content as a prompt

The school will not rely solely on AI-detection software when investigating suspected malpractice. Professional judgement and evidence-based investigation will be used.

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 Examinations / Whole School Assessment and Marking 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

The school recognises that Artificial Intelligence (AI) is a rapidly evolving area and is committed to ensuring that all staff develop the knowledge, skills and confidence needed to use AI safely, ethically and effectively. Staff will receive ongoing support to help them understand both the opportunities and potential risks associated with AI technologies.

How you ensure good understanding of AI

There will be training for staff at least annually and as required for staff on the use of AI.

All staff will be provided with appropriate training to develop a secure understanding of:

- What AI is and how it is used in education.
- The benefits and limitations of AI tools.
- Data protection, privacy and GDPR considerations when using AI.
- Appropriate and inappropriate uses of AI in teaching, learning and administration.
- The importance of professional judgement when using AI-generated content.
- Potential risks including bias, misinformation, safeguarding concerns and copyright issues.

Covering AI use in staff training on safe internet use and online safeguarding

AI will form part of the school's wider approach to online safety and safeguarding. Staff training on internet safety and safeguarding will include guidance on:

- The safe and responsible use of AI tools.
- Protecting personal and sensitive information.
- Recognising AI-generated content and potential misinformation.
- Managing risks associated with pupils' use of AI technologies.
- Reporting concerns relating to AI misuse, safeguarding or data security.

Updates will be incorporated into annual safeguarding and online safety training as new risks and developments emerge.

Who will be responsible for ensuring staff have access to continuing professional development (CPD) opportunities on AI

The DSL, Assistant Headteacher (teaching and learning and AI Lead, will ensure that adequate time is dedicated to will be responsible for ensuring that staff have access to high-quality continuing professional development (CPD) opportunities relating to AI.

Responsibilities will include:

- Identifying relevant training opportunities.
- Monitoring developments in AI and their implications for education.
- Supporting staff in implementing effective and responsible AI practices.
- Reviewing the impact of AI on teaching, learning and workload.

How the school will stay abreast of good practice and what mechanisms you have in place for sharing it

The school will actively monitor developments in AI through professional networks, government guidance and educational organisations.

The school will stay informed by:

- Engaging with professional associations and subject networks.
- Participating in conferences, webinars and training events.
- Reviewing guidance from the Department for Education and other relevant bodies.
- Collaborating with other schools and trusts to share emerging practice.

Sharing good practice

The school will establish regular opportunities for staff to share experiences, successes and lessons learned from using AI. This may include:

- Staff briefings and training sessions.
- CPD workshops and inset days.
- Professional learning communities and working groups.
- Sharing case studies and practical examples.
- Providing access to guidance documents, templates and recommended resources.

Staff are encouraged to reflect on their use of AI, share effective approaches with colleagues and contribute to the development of safe, ethical and innovative practice across the school.

The school will review its AI training and development provision regularly to ensure staff remain informed and confident as technologies and best practice evolve.

10. Referral to our Safeguarding Policy

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion
- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the school's Safeguarding Policy, and child protection referral process, which can be found in the school's Staff Shared Area, via the school office or on the school's website.

11. Breach of this policy

11.1 By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct, which can be found in the school's Staff Shared Area or via the school's Finance and HR Team.

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours.
- On an individual's own device or a school device.
- At home, at school or from a remote working location.

Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (whether or not it is one authorised by the school).
- Any relevant passwords or login details.

You must report any breach of this policy, either by you or by another member of staff, to the Headteacher immediately.

11.2 By Governors

Governors found in breach of this policy will be referred to the school's Headteacher for further action.

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our Behaviour Policy and our Safeguarding Policy. Both of which can be found in the school's Staff Shared Area, via the school office or on the school's website.

12. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolve and change rapidly. Consequently, this policy is a live document that must be kept updated by the Designated Safeguarding Lead whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full Governing Body at least annually.

All teaching staff are expected to read and follow this policy. The Designated Safeguarding Lead is responsible for ensuring that the policy is followed.

The AI Lead will monitor the effectiveness of AI usage across the school.

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

13. Links with other policies

This AI Policy is linked to our:

- Data Protection Policy
- Safeguarding Policy
- Whole School Assessment and Marking Policy
- Examinations Policy
- Homework Policy
- Behaviour Policy
- Code of Conduct for School Staff Policy
- Acceptable Use of IT Policy
- Online Safety Policy
- Equality Policy and Guidance
- Complaints Policy

Appendix: 1

THE BARLOW RC HIGH SCHOOL

Rise up, take courage, and do it.

Approved uses of AI tools (table)

We need staff to send in any AI tools that they are using for work. Anything with school data or on a school device

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES	ENSURE YOU DO NOT USE FOR.
KeyGPT	Teachers Governors Support staff	Letters to parents/carers Job descriptions and adverts Interview questions	Pupils' personal data or images.
Oak Academy AI lesson planner	Teachers	Lesson planning	Pupils' personal data or images.
Microsoft co-pilot	All staff	Resource creation Assessment support Drafting, editing and reviewing correspondence Data analysis Ensuring policy compliance	
Chat GPT	All staff	Resource creation Drafting, editing and reviewing correspondence	Pupils'/Staff's/Parent's carer's personal data or images.
Claude AI	All staff	Coding and de-bugging software	Pupils' personal data or images.