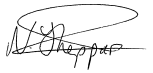




Artificial Intelligence (AI) Policy

Author	Natalie Sheppard
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1. Purpose

Artificial intelligence (AI), including generative AI, is increasingly embedded in education, employment and wider society. The school recognises that AI has the potential to enhance teaching, learning, inclusion, creativity, administration and staff workload when used appropriately.

The school also recognises significant risks associated with AI, including inaccurate or misleading information, bias, inappropriate content, safeguarding concerns, data protection breaches, plagiarism, academic misconduct, over-reliance on technology and the erosion of pupils' independent thinking and learning.

This policy establishes a whole-school framework for the safe, ethical, responsible and educationally purposeful use of AI.

The school's approach is: AI should enhance human learning and professional judgement, not replace them.

2. Scope

This policy applies to all pupils and students; teaching and support staff; school leaders and governors; volunteers, trainees and contractors; and parents/carers where their use of AI directly affects school activity. It applies to AI accessed through school-owned or personally owned devices where the use relates to school activity.

3. Definition of AI

AI includes systems capable of generating, analysing, transforming or responding to content or data. Generative AI includes tools that create text, images, audio, video, presentations, code, summaries, translations, feedback and other digital content. The list is not exhaustive.

4. Core principles

- Educational purpose: AI should be used because it improves learning, teaching, inclusion, efficiency or another identified purpose.
- Human responsibility: a human remains responsible for decisions, professional judgement and content produced using AI.
- Safeguarding: AI must be used consistently with the school's safeguarding duties.
- Privacy and data protection: personal, confidential or sensitive information must not be entered into unapproved AI systems.
- Transparency: material AI contribution should be acknowledged where required.
- Academic integrity: AI must not be used to misrepresent work as the pupil's own.
- Equity and inclusion: AI must not disadvantage pupils who cannot access tools outside school.
- Critical thinking: pupils should be taught to evaluate AI output rather than accept it uncritically.

5. Approved AI tools

The school will maintain an Approved AI Tools Register. Before an AI product is used for school purposes, consideration should be given to age restrictions, safeguarding, data protection, privacy, security, whether pupil data is used to train the system, accuracy, bias, accessibility, intellectual property, contractual terms, cost and educational value.

Staff must not require pupils to create accounts with an AI provider unless this has been approved by the school. Public availability does not mean that a tool is approved.

6. AI and safeguarding

The school will treat AI as part of its wider digital safeguarding responsibilities. Risks include exposure to harmful content, grooming or manipulation, cyberbullying, deepfakes, impersonation, misinformation, emotional

dependency, discriminatory content, self-harm or dangerous advice, inappropriate image generation and non-consensual intimate imagery.

Any safeguarding concern arising from AI use must be reported through normal safeguarding procedures. AI must never substitute for safeguarding professional judgement.

7. Data protection and confidentiality

Personal, confidential or sensitive information must not be entered into an unapproved AI system. This includes safeguarding, SEND, medical, behavioural, attendance, examination, HR, legal and parental information, passwords and security credentials.

Where AI is approved for processing personal data, staff must follow school data protection procedures and seek DPO advice where necessary.

8. Staff use of AI

Staff may use approved AI tools for lesson planning, quizzes, differentiation, adapting texts, generating examples, discussion questions, non-sensitive administrative drafting, summarising non-confidential information, accessibility and professional development.

AI-generated material must be checked before use. Staff remain professionally accountable for accuracy, curriculum alignment, safeguarding, bias, accessibility, copyright and final quality.

9. AI must not replace professional judgement

AI must not be the sole basis for decisions concerning safeguarding, exclusions, behaviour sanctions, SEND provision, admissions, complaints, staff performance, recruitment, disciplinary action, welfare, significant parental communications or educational assessment/progression decisions.

10. AI and teaching

Teachers should consider whether AI genuinely improves learning. Pupils should understand what the AI is doing, its limitations, how to check output and how bias can arise. AI should not routinely replace opportunities for pupils to read, write, solve problems, retrieve knowledge, think critically, discuss, practise skills or receive human feedback.

11. Pupil use of AI

Pupil access to AI may vary by age, subject, task, key stage, assessment requirements and the specific tool. Teachers must make clear whether AI is permitted, permitted with restrictions, or not permitted.

12. The pupil AI framework

GREEN – AI encouraged: revision questions, explanations, brainstorming, practice and feedback on a pupil's own work.

AMBER – AI permitted with teacher direction: specified planning, research or drafting support. The pupil remains responsible for the final work.

RED – AI prohibited: examinations, assessments or tasks explicitly designed to assess independent work, and any task where the teacher has prohibited AI.

13. Pupil responsibilities

Pupils must follow teacher instructions; be honest about AI use; check information; not submit AI-generated work as their own; not fabricate sources; not upload personal information; not create harmful or inappropriate material; not impersonate others; and not use AI to circumvent assessment rules.

14. AI and homework

Teachers should state whether AI is permitted for each homework task and specify acceptable uses. Where independent work is required, pupils must complete it without AI unless the task instructions expressly allow otherwise.

15. AI and assessment

The school will follow the requirements of the relevant awarding organisation for formal assessments. AI-generated content must not be presented as a pupil's own work where this would constitute malpractice. Pupils must follow subject and awarding-organisation requirements concerning AI use, authentication and declarations.

16. AI detection

The school will not regard an AI detector as definitive proof of AI use. Detection tools can be inaccurate. Where concerns arise, staff should consider the pupil's normal work, drafts, planning, version history, sources, discussion with the pupil, assessment conditions and professional judgement. Formal allegations must follow school and awarding-organisation procedures.

17. AI-generated misinformation

AI can produce incorrect, fabricated or misleading information. Staff and pupils should verify important claims, check original sources, avoid relying solely on AI-generated references, distinguish opinion from evidence and use authoritative sources where possible.

18. Copyright and intellectual property

AI-generated material should not automatically be assumed to be free of copyright restrictions. Staff and pupils must consider copyright and intellectual property when using text, images, music, video, pupil work and commercial resources.

19. Equality, bias and discrimination

AI systems may reproduce or amplify bias. Staff should check outputs for stereotyping, discriminatory language, exclusion, cultural or geographical bias and unsupported assumptions. AI must not be used to make discriminatory decisions about pupils or staff.

20. Accessibility and SEND

AI may support accessibility through adapted reading levels, alternative explanations, vocabulary support, translation, summarisation and alternative representations. AI must not replace specialist provision or professional assessment and should be consistent with individual pupil needs.

21. Parents and carers

The school will communicate its approach to AI clearly. Parents/carers will be encouraged to discuss responsible AI use with their children. School rules continue to apply when pupils complete school work, including work completed at home.

22. AI literacy

The school will develop pupils' AI literacy across the curriculum. This includes understanding AI, limitations, hallucinations, misinformation, bias, privacy, copyright, academic integrity, critical use and the impact of AI on society and employment.

23. Staff training

The school will provide appropriate training on safe AI use, data protection, safeguarding, prompting, checking output, academic integrity, assessment, copyright, bias and classroom application. Current DfE support materials should inform the programme.

24. Procurement and governance

Before adopting an AI product, the school should consider educational purpose, evidence of effectiveness, safeguarding, data protection, information security, age appropriateness, accessibility, contractual arrangements, data retention, model training, integration, cost, workload, equality and exit arrangements.

Approved tools should be recorded in an AI register.

25. Incident reporting

Concerns should be reported through existing school procedures, including harmful content, safeguarding concerns, data breaches, inappropriate pupil use, cyber incidents, discriminatory outputs, suspected malpractice, unauthorised tools or accidental disclosure of confidential information.

26. Monitoring and evaluation

The school will monitor AI use, safeguarding risks, data protection issues, academic malpractice, staff training needs, pupil understanding, educational impact and approved products. The policy will be reviewed annually or sooner where significant changes occur.

27. Related policies and guidance

This policy should be read alongside the Safeguarding/Child Protection Policy, Keeping Children Safe in Education, Data Protection Policy, Acceptable Use Policy, Online Safety Policy, Behaviour Policy, Assessment Policy, Examination and Malpractice Policy, SEND Policy, Equality Policy, Staff Code of Conduct and relevant copyright/intellectual property guidance.

Appendix 1 – Pupil AI Code

Using AI at Carisbrooke College

AI can be useful. It is not a substitute for thinking.

You CAN use AI when your teacher says you can to:

- generate ideas
- explain something you do not understand
- create revision questions
- practise a skill
- explore different viewpoints
- get feedback on your own work
- help plan your learning

You MUST NOT:

- submit AI-generated work as your own
- use AI when your teacher says it is not allowed
- use AI in an examination
- invent sources or references
- copy an AI answer without checking it
- upload someone else's personal information
- create harmful or inappropriate content
- use AI to impersonate someone
- use AI to cheat

ASK – CHECK – THINK – CREATE

ASK: Is AI allowed? CHECK: Is it true? THINK: Do I understand it? CREATE: Does the final work genuinely reflect my learning?

Appendix 2 – Teacher AI Task Statements

AI permitted

AI may be used for this task. You remain responsible for checking accuracy and ensuring the final work represents your own understanding.

AI permitted with restrictions

You may use AI for [specified purpose]. You must not use AI to write the final response. Any AI-generated information must be checked against reliable sources.

AI not permitted

AI must not be used for this task. This task is designed to assess your independent knowledge, understanding and/or skills.

Assessed work

You must follow the AI requirements provided by your teacher and the relevant awarding organisation. Unauthorised AI use may constitute academic malpractice.

Student AI Usage Framework (4-Level Standard)

Teachers will explicitly assign one of the four levels below for every set piece of work. If no level is stated, students must assume **AI Not Permitted** until clarified by their teacher.

Level	Status	Permitted Usage	Student Responsibility
 LEVEL 1	AI Permitted	AI tools may be used freely to support any stage of this task (e.g., brainstorming, drafting, explanations, or structure).	You remain 100% responsible for checking accuracy, verifying facts, and ensuring the final work reflects your true understanding.
 LEVEL 2	AI Permitted with Restrictions	You may use AI only for the specific purpose stated by your teacher (e.g., checking grammar, generating revision quizzes, or outlining ideas).	You must not use AI to write the final submitted response. Any AI-generated information must be checked against reliable sources.
 LEVEL 3	AI Not Permitted	AI must not be used at any point during this task.	This task is designed to assess your independent knowledge, understanding, and/or core skills. All work must be entirely your own.
 LEVEL 4	Assessed Work	You must strictly follow the explicit AI instructions provided by your teacher and the relevant awarding organisation (e.g., JCQ / exam board rules).	Unauthorised AI use in coursework, NEA, or controlled assessments constitutes academic malpractice and will be reported to the exam board.

Task Assignment Template for Teachers

(Copy and paste this snippet into assignment briefs, Google Classroom, or Microsoft Teams posts)

- **Task Name:** [Insert Task Name]
- **AI Level:** [Select: Level 1 / Level 2 / Level 3 / Level 4]
- **Specific Restrictions (if Level 2 or 4):** [e.g., "AI permitted for research outline only. Writing must be unassisted."]
- **Required Submission:** [e.g., Final essay + AI Disclosure Form / Rough drafts]

Appendix 3 – Whole-School AI Decision Test

- ☐ What educational or organisational problem does this solve?
- ☐ Is AI the best solution?
- ☐ Is the tool approved?
- ☐ Is it age appropriate?
- ☐ Are there safeguarding risks?
- ☐ Does it process personal data?
- ☐ Has the DPO/IT lead been consulted where necessary?
- ☐ Could the output be inaccurate or biased?
- ☐ Could it undermine independent learning?
- ☐ Is its use permitted under relevant assessment regulations?
- ☐ Is the activity accessible to all pupils?
- ☐ Can a member of staff appropriately check the output?
- ☐ Can the school explain and justify its use to pupils and parents?
- ☐ What evidence will show that AI improved outcomes or reduced workload?

Appendix 4 – AI Implementation Framework

Area	Implementation expectation
Governance	Named AI lead; approved-tools register; annual policy review; DPO/DSL/IT links.
Staff	Training; safe productivity use cases; prompt and verification skills; workload evaluation.
Curriculum	Explicit AI literacy across subjects; critical thinking; misinformation; ethics; future skills.
Teaching & learning	Clear green/amber/red expectations; purposeful classroom use; maintain independent learning.
Assessment	Consistent KS3–KS4 rules; awarding-body compliance; authentication; no reliance on AI detectors alone.
Safeguarding & GDPR	Age appropriateness; filtering/monitoring; approved tools; no unapproved personal/confidential data.
Student voice	Pupil consultation; teach responsible use; review emerging risks and opportunities.
Evaluation	Measure impact on attainment, inclusion, staff workload and pupil AI literacy; stop tools that do not add value.

Key national guidance

Department for Education – Generative AI in education

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>

Department for Education – Using AI in education: support for school and college leaders

<https://www.gov.uk/government/publications/using-ai-in-education-support-for-school-and-college-leaders>

Department for Education – Data protection in schools: generative AI and data protection

<https://www.gov.uk/guidance/data-protection-in-schools/generative-artificial-intelligence-ai-and-data-protection-in-schools>

Ofqual – AI in coursework: resources for schools

<https://www.gov.uk/government/publications/ai-in-coursework-resources-for-schools>