



Robert Clack School of Science

Use of Artificial Intelligence (AI) Policy 2026 - 2027

Approved by Executive Headteacher:

Date: September 2026

Signed by Chair of Governors:

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1. Aims and scope

Here at Robert Clack 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, pupils and visitors. 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

The school has appointed a designated member of staff as the AI Practitioner.

3.0 AI Practitioner

Our AI Practitioner is Zain Qamar. They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

3.1 Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the Executive Headteacher to account for its implementation in line with the school's AI strategy

- Ensure the Executive Headteacher and AI Practitioner 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 AI Practitioner and the designated safeguarding lead, as appropriate
- Ensure there is no identifiable information included in what they put into generative AI tools (unless strictly necessary and they have been approved to do so – check with your AI Practitioner where appropriate)
- Acknowledge or reference any use of generative AI in their work
- Fact-check results to make sure the information is accurate

3.2 Executive Headteacher

The Executive 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 child protection and safeguarding policy
- Ensure that the guidance set out in this policy is followed by all staff
- Review 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 Practitioner, and data protection impact assessments

3.3 Data Protection Officer (DPO) and School Business Manager

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 Yvonne Rogers and is contactable via DPO@robertclack.co.uk.

Our School Business Manager manages the data protection day to day. The School Business Manager is Emily Lines and is contactable via office@robertclack.co.uk.

3.4 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 child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices

The school's DSL is John Course and is contactable via safeguarding@robertclack.co.uk.

3.5 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 School Business Manager / AI Practitioner / DSL, as appropriate
- Report safeguarding concerns via CPOMS in line with our school's child protection and 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 AI Practitioner where appropriate)
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

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.

3.6 Pupils

Pupils must:

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

4. Process for approving AI use

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

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 child protection and 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](#)

The table in Appendix 1 suggests how you might lay this out.

5. Staff and governors' use of AI

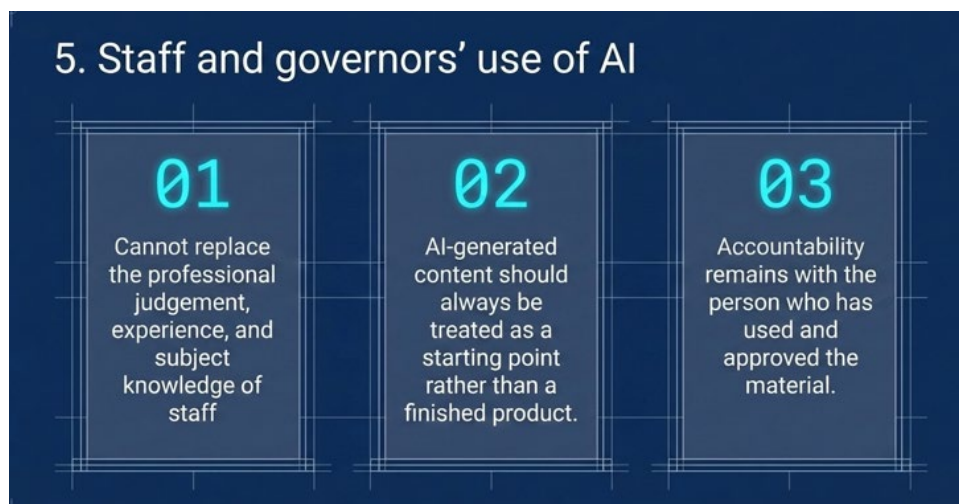
5.1 Approved use of AI

We are committed to supporting staff and governors in reducing workload while maintaining high professional standards. Generative AI tools can assist in making certain administrative and written tasks quicker and more efficient; however, they cannot replace the professional judgement, experience, and subject knowledge of staff. Technology, including AI, should enhance teaching and learning, not replace the essential relationships between staff and pupils.

Any content produced using AI must be reviewed with critical judgement to ensure it is accurate, appropriate, and fit for purpose. Regardless of the tools used, the quality, integrity, and final content of any lesson, communication, policy, or document remains the full professional responsibility of the individual who created or adapted it. AI-generated content should always be treated as a starting point rather than a finished product.

Where AI has been used to support the creation of plans, policies, or other professional documents, this should be clearly acknowledged where appropriate. Staff and governors must only share AI-generated content with others if they are confident in its accuracy and suitability, recognising that accountability remains with the person who has used and approved the material.

Staff should always consider whether AI is the most appropriate tool for the task. Although its use is supported, it will not always be suitable. Staff are encouraged to explore responsible and innovative ways of using AI to improve outcomes for pupils and reduce workload, and should discuss any new approaches with the Executive Headteacher or designated AI lead so they can be reviewed and approved where necessary.



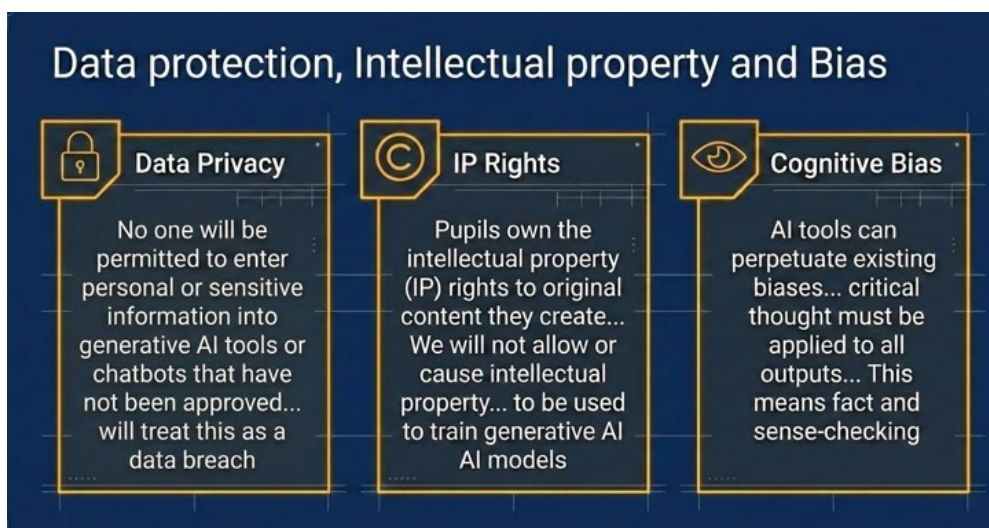
For complete information, please see Page 12, Appendix 1 (table) for the approved tools.

Appendix 1: Approved uses of AI tools		
MS 365 Copilot & Google Gemini	Approved for Teaching Staff, Non-Teaching Staff, Governors, Pupils.	Lesson planning, Resources Development, Letter to parents/carers, Job descriptions and adverts, Newsletters, Administrative Tasks
ChatGPT	Approved for Teaching Staff, Non-Teaching Staff.	Lesson planning, Resources Development
		Conditional use: Do not put any personal/sensitive information
NotebookLM & Chalkie	Approved for Teaching Staff, Non-Teaching Staff.	Lesson planning, Resources Development

5.2 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter personal or sensitive 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, Robert Clack School will treat this as a data breach and will follow the personal data breach procedure outlined in our [data protection policy](#). 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](#).

5.5 Raising concerns

We encourage staff and governors to speak to the Executive 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 via CPOMS in accordance with our school's child protection and 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
- 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

5.7 Leavers

When leaving Robert Clack School, Staff should take all reasonable steps to:

- Delete any AI prompts, chat histories, or generated content containing school-related information
- Ensure no confidential or sensitive data remains accessible in personal AI accounts
- Not retain or reuse such material for personal or professional purposes outside the school

These expectations support compliance with the UK General Data Protection Regulation (UK GDPR) and the school's safeguarding responsibilities. Failure to comply may result in formal action under staff conduct and data protection procedures.

6. Educating pupils about AI

At Robert Clack School, pupils are supported to become informed, responsible users of technology, including generative AI. They are taught about the potential benefits of AI tools in supporting learning, while recognising that these tools should not replace independent thinking or original work.

Pupils receive guidance on the safe and responsible use of digital content, including expectations around academic integrity. In line with JCQ guidance, they are made aware that all assessed work must be their own and that misuse of AI may constitute malpractice.

Teaching also addresses the limitations, reliability, and potential bias of AI, ensuring pupils understand that AI-generated content may be inaccurate, incomplete, or biased. Pupils are encouraged to critically evaluate information, including understanding how online content is organised and ranked.

Online safety is reinforced throughout, helping pupils recognise and respond appropriately to harmful or misleading content.

7. Use of AI by pupils

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

Pupils may use AI tools:

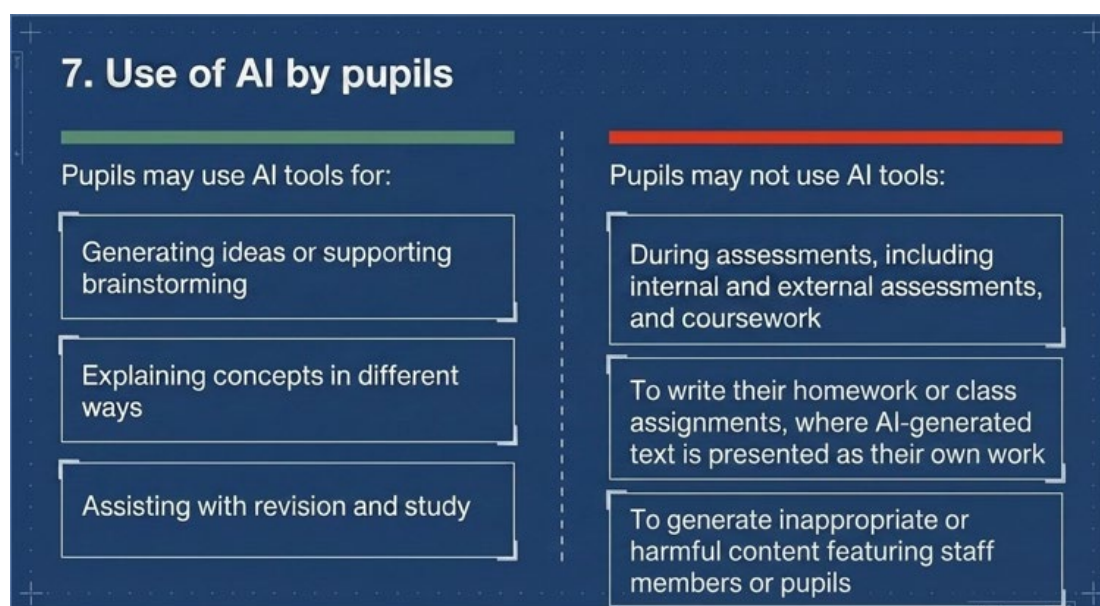
- Generating ideas or supporting brainstorming
 - Explaining concepts in different ways
-

- Assisting with revision and study
- Supporting research in the same way as textbooks or websites
- 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 the plagiarism procedures as set out in [Examination Information from JCQ for Students](#) and [JCQ - Suspected Malpractice Policy and Procedures](#).

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, for example, staff or pupils
- Generate or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils and staff
- Generate or share Deep fake images and videos featuring pupils or staff
- Input offensive, discriminatory or inappropriate content as a prompt

8. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

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

9. Staff training

The school is committed to ensuring that all staff have a clear and up-to-date understanding of artificial intelligence (AI) and its appropriate use in an educational setting. Staff will be supported to develop their knowledge and confidence in using AI effectively, safely, and responsibly as part of their professional practice.

Training on AI will be incorporated into ongoing professional development, including safeguarding and online safety training. This ensures that staff understand both the opportunities and risks associated with AI, including data protection, ethical considerations, and safe usage in line with school policies.

Responsibility for leading and coordinating AI training sits with the designated AI Practitioner, who will ensure that staff have access to relevant and high-quality continuing professional development (CPD) opportunities. These will include structured CPD sessions, workshops, and guidance delivered through appropriate channels to keep staff informed of expectations, updates, and emerging best practice.

The school will actively monitor developments in AI and education to stay informed about current guidance and effective practice. Opportunities for sharing knowledge and good practice will be embedded within staff development systems, ensuring that staff can continuously improve their use of AI to support teaching, learning, and workload management.

10. Referral to our child protection and 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 via CPOMS immediately.

Any such incident will be dealt with according to the procedures set out in the school's [child protection and safeguarding policy](#), and child protection referral process.

11. Breach of this policy

11.1 By staff

Breach of this policy by staff will be dealt with in line with our staff disciplinary procedure. Review the internal staff Code of Conduct Policy on Staff Hub.

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 Executive Headteacher immediately.

11.2 By governors

Governors found in breach of this policy will be considered in accordance with the school's governance procedures, or complaints procedures.

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our [behaviour](#) and [safeguarding](#) policy.



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 AI Practitioner 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 board at least annually.

All teaching staff are expected to read and follow this policy. AI Practitioner and the School Business Manager are responsible for ensuring that the policy is followed.

AI Practitioner 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/child protection policy
- Artificial Intelligence Policy
- Exams policy
- Homework policy
- Behaviour policy
- Staff code of conduct
- Computer Resources Policy
- Online safety policy
- Equality policy
- Complaints policy

Appendix 1: Approved uses of AI tools (table)

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
MS 365 CoPilot	• Teaching Staff • Non-Teaching Staff • Governors • Pupils	• Lesson planning • Resources Development • Letter to parents/carers • Job descriptions and adverts • Newsletters • Administrative Tasks • Research • Communication
Google Gemini	• Teaching Staff • Non-Teaching Staff • Governors • Pupils	• Lesson planning • Resources Development • Letter to parents/carers • Job descriptions and adverts • Newsletters • Administrative Tasks • Research • Communication
ChatGPT	• Teaching Staff • Non-Teaching Staff	Sensitive information must not be entered • Lesson planning • Resources Development • Research
NotebookLM	• Teaching Staff • Non-Teaching Staff	• Lesson planning • Resources Development • Research
Chalkie	• Teaching Staff • Non-Teaching Staff	Sensitive information must not be entered • Lesson planning • Resources Development
We may approve more tools in the future.		