



AI Policy

Policy Issue Date: March 2026
Policy Review Date: March 2028

Use of artificial intelligence (AI) policy

Contents

1. Introduction	1
2. Aims and Scope	2
3. Legislation	2
4. Regulatory Principles	3
5. Roles and Responsibilities	4
6. Ethical and Responsible Use of AI	6
7. Responsible use by Teaching Staff	7
8. Responsible use by Support Staff	8
9. Responsible use by Students	8
10. Integrity and Avoidance of Plagiarism	9
11. Intellectual Property	10
12. Bias	10
13. JCQ (UK Exam Board) Guidance On The Use Of AI in Assessments	10
14. Breach of this policy	11
15, Monitoring and transparency	12

1. Introduction:

Chauncy School recognises that AI (Artificial Intelligence) and generative AI technology provides a good opportunity for children and young people to learn. 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.

We are committed to ensuring that all students, staff and governors will be able to use AI, including generative AI technology, ethically and safely.

This policy aims to provide a robust framework for the ethical and efficient use of generative AI technologies at Chauncy School. Its principal purpose is to provide a set of guidelines to uphold our shared values to ensure the successful incorporation of AI into our school community.

2. Aims and Scope of the Policy

This policy applies to all staff, students, governors, volunteers and visitors who utilise generative AI resources both on and off the premises. It covers all forms of generative AI technology that support learning, teaching, assessment, student wellbeing and administrative processes.

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

Use of AI tools and data/content created using such tools must comply with the following policies:

- o Behaviour Policy
- o Child Protection Policy
- o Feedback, Marking and Assessment Policy
- o Homework and Independent Study Policy
- o NEA Policy
- o Online Safety Policy
- o Word Processing Policy

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 pupils for a future in which AI technology will be an integral part
- Promote equality 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
- Protect the privacy and personal data of staff, governors and pupils in compliance with UK GDPR

3. 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)

Data, Privacy, Security and Compliance

We recognise and respect our obligations under the General Data Protection Regulation (GDPR) and other UK data protection laws to safeguard student and staff data privacy when deploying generative AI technologies. Given the intrinsic data-driven nature of these technologies, protecting personal information is paramount. Data used or generated by generative AI tools must be anonymised where possible and stored securely. For example, don't use "Write a report for STUDENT NAME in year 8 who has dyslexia and struggles with....", instead use "Write suggestions for supporting a Year 8 student with dyslexia who.....".

4. Regulatory Framework

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

Regulatory principle	WE WILL ...
Safety, security and robustness	<ul style="list-style-type: none">· 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	<ul style="list-style-type: none">· Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	<ul style="list-style-type: none">· 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	<ul style="list-style-type: none">· Ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	<ul style="list-style-type: none">· 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

5. Roles and Responsibilities

5.1 AI lead

Our generative AI leads are Pablo Ardiles (Assistant Head) and Owen Hawkrige (Head of Computing and ICT). They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

5.2 Governing board

The governing board 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 leads are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school

Adhere to the guidelines below to protect data when using generative AI tools:

- Use only approved AI tools (see Appendix A)
- Seek advice from the data protection officer / IT / AI lead, as appropriate
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

5.3 Headteacher

The headteacher will:

- Liaise with the data protection officer (DPO - Ian Rooke) to ensure that the use of AI is in accordance with data protection legislation
- 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 [amend as appropriate]
- 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 [delete if you don't have one], and data protection impact assessments

5.4 Data protection officer (DPO) - Ian Rooke (Assistant Head)

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 and is contactable via ian.rooke@chauncy.org.uk

5.5 Safeguarding lead

The safeguarding lead 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 Keeping Children Safe in Education (KCSIE)

SPECIFIC RISKS TO BE AWARE OF:

- Deepfakes and image manipulation: Students creating or sharing manipulated images of peers
- Inappropriate content generation: AI tools generating harmful content
- Grooming and exploitation: Predators using AI to create convincing personas
- Mental health: Over-reliance on AI for emotional support
- Misinformation: Students believing false AI-generated information

5.6 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 Appendix A)
- Seek advice from the data protection officer / IT / AI lead, as appropriate
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate
- Report any safeguarding concerns involving AI to the DSL immediately
- Monitor student AI use in lessons
- Teach students about AI-related risks as part of online safety education

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.

5.7 Pupils

Pupils must:

- Never share personal information with AI tools
- Report concerning AI-generated content
- Not use AI to create images or content about other people without permission
- Follow the guidelines set out in section 9 of this policy ('Use of AI by pupils')

6. Ethical and Responsible Use of AI Technology

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.

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 produces it.

Any plans, policies or documents created using AI and generative AI technology 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 does not mean it will always be appropriate.

6.1 General Principles of Ethical and Responsible Use:

We will always:

- Use AI tools ethically and responsibly
- Remember the principles set out in our school's equality policies when using generative AI
- 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

6.2 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 lead to adverse consequences or unfair treatment.

7. Responsible use by Teaching Staff

Teachers are expected to model responsible and ethical use of AI. This includes the appropriate integration of these technologies into their lessons, in a manner that enhances teaching and learning, without compromising academic integrity. Teachers should strive to use these tools to inspire creativity and original thinking among students, rather than for direct content creation. Teacher’s discretion is key in ensuring that the use of AI aligns with the schools’ educational objectives and ethical standards.

Use by Teacher	Considerations
Drafting ideas for lesson plans and other activities.	The output may be factually incorrect or lack sound pedagogical foundations. However, it can be a good starting point.
Help with design of assessment questions or other forms of assessment.	Generative AI tools can quickly generate multiple choice quizzes and assessment ideas, but they should be reviewed carefully.
Customising materials (simplifying language, adjusting to different reading levels, creating tailored activities for different interests)	Generally, when asked to customise material, generative AI tools won’t introduce new concepts so are less likely to introduce factually incorrect information.
Providing custom feedback to students.	Generative AI tools should not be used to mark student work.
Writing reports.	Our parental body expects reports to be written by their teachers and not by generative AI tools. Teachers must not use it for this purpose.

<p>Detecting whether work is written by AI.</p>	<p>There are multiple AI and plagiarism checkers available but care should be taken as these are not totally reliable and often give conflicting reports.</p>
<p>Anything involving personal information.</p>	<p>You should never put personal information into any system where we do not have a proper contract in place and have made a full assessment of its data privacy policies etc. Generative AI services like ChatGPT are no exception.</p>

*Disclaimer: Not an exhaustive list. For representational purposes only.

7.1 Guidance on suspected AI Misuse

Teachers should be alert to indicators of misuse such as:

- Sudden changes in writing style or ability
- Vocabulary or concepts beyond the student's usual level
- Lack of personalisation or specific examples
- Generic responses that don't address the specific question

When staff suspect AI misuse:

1. Have a conversation with the student first
2. Ask them to explain their thinking/working
3. Request they complete a similar task under supervised conditions
4. Do NOT rely solely on AI detection software
5. Document concerns

8. Responsible use by Support Staff

Support staff, including administration and ICT teams, should also adhere to responsible use of AI technologies. Any interaction with AI tools should prioritise the protection of student data and respect for privacy. It is crucial for support staff to understand their responsibilities for ethical use and to ensure these tools are employed in a secure manner that benefits the school community.

Use by Support Staff	Considerations
Streamlining administrative tasks e.g. drafting emails, generating reports, newsletters, and meeting minutes.	Whilst generative AI tools can assist in these tasks it should not be relied upon. Manual checking is essential.
Anything involving personal information.	You should ensure that student data is kept secure and that all AI systems comply with data protection regulations. Data used or produced by generative AI tools should be anonymised and stored securely.

*Disclaimer: The above provides a representation and is not an exhaustive list.

9. Responsible use by Students

Generative AI technologies hold great potential for enhancing learning, but this also brings responsibilities. Students are expected to use these tools in a manner that respects Chauncy School's academic and ethical principles. This includes acknowledging the sources of AI generated content and using these tools to support, rather than replace their original thinking or creativity. It should not be used to generate coursework which must be the students own work.

Use by student:	Considerations:
To formulate ideas, for example, creating essay structures.	Generative AI tools are generally effective in producing outlines as a starting point for an assignment but the student's written work must be their own and not copied from AI tools.
To provide feedback on writing.	Generative AI will proofread and correct text for students in a similar way to grammar tools. It will also provide feedback on style and content. Students will need clear advice on when this should be declared.
As a research tool.	A good understanding of the tool and its limitations is crucial, particularly the tendency for generative AI tools

	to give misinformation. Any research should be collaborated with other sources and any written work must be the students own.
Generating images to include in assignments.	The best image generation tools come at a cost and students need to be aware of copyright concerns.

*Disclaimer: The above provides a representation and is not an exhaustive list.

In general, students must understand the following principles:

- AI tools used in academic work must not be used for cheating, plagiarism or any other unethical behaviour.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful or offensive.
- AI generated content should not be considered a substitute for student effort or original work. Students are required to put in their own effort to understand the material and produce unique content.
- It is the responsibility of students to verify the accuracy of information received from any AI sources (including search engines) used.
- Students must always clearly credit/acknowledge the use of known AI technology in their work when they have actively engaged with it, the use of the particular AI model, as well as the prompts used.
- Aside from internal schoolwork and assessments, students must also be made aware that the inclusion of AI content in work submitted to an external qualification (e.g. NEA or coursework) is malpractice and may have to be reported to the exam board leading potentially to disqualification from that unit, qualification or all qualifications with that exam board (see JCQ regulations section below).
- Students must maintain confidentiality in their interactions with AI tools and must not disclose any confidential or personal information about themselves or any other people to the AI model since the information may be in the public domain and accessible to others.
- Students should not use AI tools for advice on emotionally socially complex problems or other sensitive issues (for example medical diagnoses or wellbeing concerns).
- Students who breach this policy may face disciplinary action by the school.

Some examples of ACCEPTABLE USE (with acknowledgment):

- Brainstorming ideas for essays
- Checking grammar and spelling
- Explaining difficult concepts
- Creating study materials (flashcards, quizzes)
- Generating images for presentations (with citation)

Some examples of USE WITH CAUTION (requires teacher approval):

- Getting feedback on draft work
- Researching topics (must verify with other sources)
- Translating texts for language learning

Some examples where student use of AI is NEVER ACCEPTABLE:

- Any assessed coursework or NEA submissions
- Homework that will be marked
- Any work for external qualifications
- Creating work to submit as your own
- During examinations or formal assessments

10. Integrity and Avoidance of Plagiarism.

Plagiarism is a serious offence at Chauncy School. Whilst generative AI technologies can provide beneficial insights, it is important that the work students produce is reflective of their understanding and knowledge. Students must not represent AI generated content as their own original work. Instead, it should serve as a tool to stimulate their ideas and enrich their assignments while upholding Chauncy School's values of honesty and integrity.

11. Intellectual Property

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

11.1 AI-GENERATED CONTENT:

- Content generated by AI tools may not be protected by copyright
- Staff and students should be aware that AI-generated content may:
 - Incorporate copyrighted material without attribution
 - Be generated for multiple users (not unique)
 - Have unclear ownership rights

11.2 IMAGES and MEDIA

- AI-generated images must be clearly labelled as such
- Students must not use AI to create images of real people without permission
- Check the terms of service for any AI image generator used

11.3 STUDENT WORK:

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

Pupils' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright.

- Students own the copyright to their original work
- Staff must not input student work into AI tools without consent
- Student work must not be used to train AI model

Exemptions to copyright are limited.

12. Bias

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

We will ensure that 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 biases that may arise.

13. JCQ (UK Exam Board) Guidance On The Use Of AI in Assessments

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations of Approved Centres (<https://www.jcq.org.uk/exams-office/general-regulations/>), all work submitted for qualification assessments must be the candidates' own;
- Candidates who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Candidates must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidates and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.
- Teachers assessing the work must only accept work for assessment which they consider to be the candidates own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and

- Where teachers have doubts about the authenticity of candidates' work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

14. Breach of this policy

Breach of this policy by staff and governors will be dealt with in line with the schools code of conduct:

[Click here for Staff Code of conduct](#)

[Click here for Governors Code of conduct](#)

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.

Breaches involving student misconduct will be addressed under the Behaviour Policy:

[Click here for link to Behaviour Policy](#)

15. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated 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. Pablo Ardiles and Owen Hawkridge responsible for ensuring that the policy is followed.

Pablo Ardiles and Owen Hawkrige will monitor the effectiveness of AI usage across the school.

Appendix A - Approved Closed AI systems

Any use of AI that involves student, staff or school data must only use a closed AI system approved by the school.

Closed systems:

KeyGPT using secure school login. Data is deleted after 72 hours

Gemini using secure school login. Data is secure within the organisation

Google Classroom plagiarism checker

Open systems: Pupil, staff or school data should not be used on Open AI systems. Data should be anonymised. For example, "Write a report for STUDENT NAME in year 8 who has dyslexia and struggles with..." should be written as "Write suggestions for supporting a Year 8 student with dyslexia who struggles with..."