

Our Lady Queen of Peace

Catholic High School



Safer Use of AI

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Contents

Contents	Page
Statement of Intent	3
Legal Framework	3
Roles and responsibilities	4
Data and protection and cyber-security	5
Intellectual property (IP implications	6
Examples of Original Creative Work	6
Permission to Use	6
Secondary Infringement Awareness	6
Misusing AI tools	7
Exams and assessments	8
Safeguarding	9
Teaching Students about the safe use of AI	9
Monitoring and review	10

Mission Statement

In Christ We Grow

As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

Statement of Intent

At Our Lady Queen of Peace, we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop Students' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our students to contribute to society and the future workplace.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI algorithms that generate new outputs based on the data they have been trained on.
- **Misuse of AI** – Any use of AI which means that Students have not independently demonstrated their own attainment.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2025) 'Generative artificial intelligence (AI) in education'
- DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- JCQ (2025) 'AI Use in Assessments: Your role in protecting the Integrity of qualifications'
- JCQ (2024) 'Suspected Malpractice Policies and Procedures'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Cyber-security Policy
- Cyber Response and Recovery Plan
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Device and Technology Acceptable Use Agreement for Students
- Device and Technology Acceptable Use Agreement for Staff
- Secondary Examinations Policy
- Non-examination Assessment Policy
- Exam Preparation Policy

Roles and responsibilities

The Governing Board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of the use of AI tools in the school is up to date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.

The Headteacher will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.
- Communicating with parents to ensure they are kept up to date with how AI tools are being used in the school, how this will impact Students' education and how the school is ensuring the tools are being used safely and effectively.
- Working with the governing board to review and update this policy on an annual basis.
- Ensuring that AI practices are audited and evaluated on a regular basis.

ICT technicians will be responsible for:

- Providing technical support in the development and implementation of the school's AI practices, policies and procedures.
- Implementing appropriate security measures.
- Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The DPO will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the school.
- Understanding and maintaining awareness of what the use of AI means for data protection in the school.
- Advising the school on how to integrate the use of AI while complying with data protection regulations.

The DSL will be responsible for:

- Taking the lead responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.
- Reporting to the governing board about the use of AI tools on a termly basis and how it links to safeguarding.

All staff members will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Taking responsibility for the security of the AI tools and data, they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.

- Familiarising themselves with any AI tools used by the school and the risks they pose.

Students will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Submitting work that is demonstrably their own.

Data protection and cyber-security

The school is aware of the data privacy and cyber-security implications that come with using generative AI tools and will ensure that all AI tools are used in line with the school's Data Protection Policy and Cyber-security Policy. The school will follow the procedures in these policies to continue to protect Students from harmful online content that could be produced by AI tools.

The school will use data anonymisation techniques, e.g. by using pseudonyms, to ensure that any Student data processed through AI tools for administrative purposes is not identifiable.

Data audits will be carried out on a quarterly basis to ensure that AI tools are not capturing or processing personal data inadvertently.

Only authorised staff members will be permitted to use AI for data-related activities.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's [cyber standards](#) are followed at all times.

The school will:

Protect personal and special category data in accordance with data protection legislation.

Be aware of intellectual property (IP) implications in line with the below section.

Review and strengthen cyber security by referring to the DfE's cyber standards.

Ensure that the school's response to cyber security breaches considers AI-specific issues, e.g. data leakage from AI-generated output.

Be mindful that generative AI could increase the sophistication and credibility of cyber-attacks.

Ensure that Students are not accessing or creating harmful or inappropriate content online, including through AI tools.

- Refer to the DfE's [Filtering and monitoring standards for schools and colleges](#) to ensure that the appropriate systems are in place.
- Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with data protection legislation.

If it is necessary to use personal and special category data in AI tools, the school will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data.

The school will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

Intellectual property (IP) implications

The school will ensure that all uses of generative AI tools adhere strictly to IP laws and best practices. The school will recognise the importance of being aware of the IP implications when using these technologies and only use IP materials to train AI if explicit permission from the copyright holder has been granted, or if a statutory exception applies.

Materials created by students and teachers will be recognised as copyright material, provided they meet the statutory standard for copyright. This standard is considered to be low and does not depend on the quality of the work produced.

The school will understand that copyright law is distinct from data protection law, and any consents or data processing agreements for personal data are separate from issues of compliance with copyright legislation.

The school will remain mindful that many free-to-access generative AI tools may use the inputs submitted by users to further train and refine their models. In contrast, certain paid tools may allow users to opt out of their inputs being used for such purposes. The school will evaluate the terms of use for each AI tool to ensure compliance with copyright and intellectual property laws.

Examples of Original Creative Work

The school will recognise the following as examples of original creative work that may be protected by copyright:

- Essays, homework, or any other materials written or drawn by a student (not including responses to multiple-choice questions, as these are less likely to constitute copyright work).
- Lesson plans created by a teacher.
- Prompts entered into generative AI tools that produce substantial content.

Permission to Use

The school will not allow or cause Students' original work to be used to train generative AI models unless explicit permission is obtained, or an exception to copyright applies. Permission will need to be granted by:

- The student, as the copyright owner.
- The student's parent or legal guardian, if the student is unable to consent independently.

The school will ensure that any use of Student or teacher-created content is handled with full compliance with copyright laws. Where exceptions to copyright may apply, the school will seek legal advice to ensure lawful usage.

Secondary Infringement Awareness

The school will be vigilant in avoiding secondary infringement of intellectual property. This could occur if AI-generated products are trained on unlicensed materials and are then used in educational settings or published more widely—for example, on the school's website.

The school will acknowledge the following as potential risks associated with secondary infringement:

- Publishing a policy generated by an AI tool that used input derived from another school or college's policy without obtaining permission.
- Using an image created by an AI tool that was trained on copyrighted material without the copyright holder's consent.

The school will put measures in place to verify the intellectual property rights of any AI-generated outputs before their use in public or educational contexts.

Misusing AI tools

Preventing misuse

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

- Restricting access to online AI tools on school devices and networks, especially on devices used for exams and assessments
- Setting reasonable deadlines for submission of work and providing Students with regular reminders
- Allocating time for sufficient portions of students' work to be completed in class under direct supervision, where appropriate
- Examining intermediate stages in the production of students' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that students understand the material
- Engaging students in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
- Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
- Investing in educating and training staff, students and parents on the use of AI tools and raising awareness of the risks and issues that come with its use

Identifying misuse

Staff will continue to use the skills and observation techniques already in use to assure themselves that Students' work is authentically their own when attempting to identify a misuse of AI tools.

When reviewing Students' work to ensure its authenticity, staff members will compare it against other work created by the student. Where the work is made up by writing, teachers will make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.
- General understanding and working level.
- The mode of production, i.e. whether the work was handwritten or word-processed.

Staff will be aware of and look out for potential indicators of AI use, which include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not appropriate to the working or qualification level.
- A lack of direct quotations and/or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.

- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a student has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.
- The submission of student work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.
- Overly verbose or hyperbolic language that may not be in keeping with the student's usual style.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Where necessary, the school will make use of the following programmes and services that are able to analyse content and determine the likelihood that it was produced by AI:

- [Copyleaks](#)
- [GPTZero](#)
- [Sapling](#)
- [Turnitin AI writing detection](#)

Staff will be mindful that the above tools will give lower scores for AI-generated content which has been subsequently amended by Students and should spend time getting to know how the detection tools work to understand their capabilities. Teachers will also use their own understanding of students past work to gain a holistic oversight of the authenticity of work that has been submitted.

Exams and assessments

The school will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding exams and assessments. The school will follow the Assessment and Examination Policy, Non-examination Assessment Policy and the Exam Preparation Policy at all times and ensure that these policies address the appropriate and inappropriate use of AI tools.

Students will be made aware of the school's approach to plagiarism and malpractice, appropriate and inappropriate uses of AI tools, and the consequences of its misuse. Students will be made aware that it is not acceptable to submit work that has been produced with an AI tool. Students will also be made aware of the risks of using AI tools to complete exams and assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/or harmful answers.
- Submitting work that contains fake references.

The school will ensure that Students are issued with, and fully understand, the JCQ [Information for Candidates](#). The school will also ensure that parents are issued with a letter informing them of the risk of using AI tools, what constitutes as misuse, and the school's approach to malpractice.

Teachers, assessors and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing Students' use of AI tools in the school.

Students will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the student is able to demonstrate that the final submission is the product of their own independent work and thinking.

Students will be required to sign a declaration to confirm that they understand what AI misuse is, and that it is unacceptable. Students will be made aware of the consequences of submitting a false declaration, and any AI misuse that is detected after a declaration has been signed will be reported to the relevant awarding organisation. The misuse of AI constitutes malpractice, as defined in the [JCQ's guidance](#). Students will be made aware that possible sanctions for committing malpractice through the misuse of AI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. Misuse of AI tools includes, but is not limited to, the following:

- Copying or paraphrasing sections, or whole responses, of AI generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge the use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references and/or bibliographies

The school will not, under any circumstances, accept work which is not the students' own.

Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the procedures set out in the Child Protection and Safeguarding Policy and the Online Safety Policy to ensure that Students are not able to access or be exposed to harmful content.

Students will be taught about the risks of using AI tools and how to use them safely. Students will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will engage with parents via letter to inform them of the safeguarding risks that come with using AI tools, and how the school is protecting Students online. The school will ensure that parents are aware of who to speak to about any concerns or issues regarding the use of AI.

The school will ensure that the appropriate filtering and monitoring systems are in place to protect Students online, following the DfE's [filtering and monitoring standards](#).

All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated.

Teaching Students about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that Students benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Students will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

The school will:

- Prepare Students for changing workplaces.
- Teach Students how to use emerging technologies, including AI tools, safely and appropriately.

- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Help Students to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Teach about the impact of technology, including disruptive and enabling technologies.
- Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.

Students will be supported to identify and use appropriate resources to support their ongoing education using age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

Monitoring and review

The governing board and headteacher will review this policy in full on an annual basis and following any incidents that occur due to the use of AI tools, e.g. data protection or cyber-security. The next scheduled review date for this policy is date.

Any changes made to this policy are communicated to all members of the school community.