



Bishop Chadwick Catholic Education Trust

Artificial Intelligence Guidance Policy

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Policy Digest

This policy states that staff must consider issues of safeguarding, reputational damage, cyber security, and data protection before they choose to provide data to AI tools, and that the same consideration must be applied to the use of the outputs from those tools.

The key risks associated with the use of AI are the need to protect personal information, and to check responses for accuracy, bias, and the potential for responses to cause harm to others if shared. The key benefits of AI to the wider work of BCCET include the potential to reduce workload, and for helping students to understand how to use AI safely and effectively.

The expectation is that AI will continue to develop and proliferate in every aspect of our work. This policy contains guidance that is available at the time of writing regarding mitigations for 'cheating', and the impact on assessment. Although this is intended to be helpful, it is likely that this will be superseded by wider sector guidance and policy, and BCCET's policy updated accordingly.

Current guidelines from the DFE (updated 10th June 2025) for all school staff can be found [here](#). Staff should familiarise themselves with the content covered in the four modules.

1. Introduction and definitions

- 1.1. Generative artificial intelligence (AI) is a technology that can create new content based on data. It is widely available in existing technology and gives software programs and commercial products the appearance of thinking and learning. Some examples of well-publicised AI tools at the time of writing are ChatGPT, Anthropic's Claude, Google Gemini, and Microsoft Copilot. Such AI tools can be very useful for education and productivity, but they also have limitations and present some significant risks to our staff and students.
- 1.2. This policy sets out BCCET's obligations, strategies, and guidance for the safe, effective, and compliant use of generative artificial intelligence (AI) tools and resources, and for the positive use of the content created by generative AI.
- 1.3. For the purposes of this policy:
 - 1.1.1. "BCCET" refers to Bishop Chadwick Catholic Education Trust, its head office, and its schools.
 - 1.1.2. "School Data" or "Data" relates to data that is owned by BCCET and for which BCCET is the data controller.
 - 1.1.3. "Artificial Intelligence" or "AI" refers to generative AI technologies, platforms, software, or services capable of executing tasks that normally require human intelligence. These may involve problem-solving, recognising patterns, understanding language, and learning from past experiences.

2. Scope

2.1. This policy addresses the use of AI at BCCET, whether accessed directly within systems provided by BCCET (e.g. Ask Arbor or Microsoft Copilot), or through third party systems accessed by staff and students in the course of their work.

3. Ethical use and development of AI tools

3.1. BCCET is committed to developing and using AI in accordance with key ethical principles, including:

- 3.1.1. Transparency: Being open and clear about when and how AI is being used.
- 3.1.2. Fairness: Ensuring that AI systems treat all individuals equitably and do not discriminate based on protected characteristics.
- 3.1.3. Digital Equity: Ensuring that every person and community has the necessary information technology resources to participate in society, democracy, and the economy fully. This refers not only to access to devices and the Internet, but also the ability to use and benefit from them effectively.
- 3.1.4. Accountability: Establishing clear lines of responsibility and oversight for AI development and deployment.
- 3.1.5. Privacy: Respecting the privacy rights of individuals and safeguarding their personal data.
- 3.1.6. Human rights: Upholding fundamental human rights and avoiding AI applications that infringe upon these rights.

4. Benefits, risks, and limitations of using AI

4.1. Benefits of AI

4.1.1. The following are examples of how the use of AI can help our work at BCCET:

4.1.1.1.

Enhance learning by providing marks, feedback, suggestions, or explanations for chosen topics.

4.1.1.2.

Reduce workload for staff, by creating content such as lesson plans, teaching resources, policies, or presentations.

4.1.1.3.

Improve collaboration and consistency by providing real-time answers to questions about policies, assessment criteria, or exemplar materials.

4.1.1.4.

Develop skills by teaching staff and students how to write good prompts, evaluate results, and use technology safely and appropriately.

4.1.1.5.

Rapidly analyse large sets of school data to identify patterns and trends for action and intervention in risk areas such as safeguarding, assessment, compliance, and wellbeing.

4.2. Risks and limitations of AI

4.2.1. To aid the tracking of any risks associated with AI, they will be added to the Trust Risk Register. Alongside the benefits above, BCCET recognises there are risks and limitations associated with the use of AI, which we need to mitigate and manage. For example, AI can:

4.2.1.1.

Produce unreliable, inappropriate and/or inaccurate information, so content **always** needs to be checked for bias, accuracy, and appropriateness.

4.2.1.2.

Encourage students to 'cheat' by generating responses to assessed assignments, as well as providing responses to ad-hoc summative or formative checks throughout their learning, meaning staff must triangulate responses more often using their own knowledge of the child.

4.2.1.3.

Never replace human expertise, so staff and students need to have the necessary knowledge and judgement to make effective and safe use of the content it provides.

4.2.1.4.

Actively store, use, and continue to learn from any data it is given, at any time, through any interaction, so the privacy of our staff and students, as well ownership of their data, needs to be controlled and protected.

4.2.1.5.

Perpetuate social biases, generate misleading or harmful content, and be manipulated or exploited by bad actors.

4.2.1.6.

Have unintended consequences and emergent risks that may arise as AI technology advances.

5. Safe use of AI

5.1. To ensure our students and staff can benefit from AI, while also managing and mitigating the risks inherent with its use, all BCCET staff are responsible for taking the following steps during their work:

5.2. AI generated content

- 5.2.1. Where observed, found, or provided, ensure that content produced by generative AI is checked for accuracy, appropriateness, bias, and/or the potential to cause harm to others, and is not taken out of context if used.
- 5.2.2. Ensure that all students are aware of the limitations of AI-generated content and understand how to critically evaluate such content (see Appendix 1).
- 5.2.3. Follow the guidance from the Information Commissioner's Office on AI and data protection.

5.3. Safeguarding

- 5.3.1. Wherever possible, avoid entering names, addresses, or other personal data of students or staff into AI.
- 5.3.2. Lots of authorised curriculum and operational software, products and platforms will contain AI. These should only be used for the purpose intended when access was granted, and use must follow this policy and policies related to child protection, data protection and the use of technology.
- 5.3.3. Never enter personal data into an unauthorised AI.
- 5.3.4. Follow all BCCET policies and practices for preventing personal data breaches, and for sharing the personal information of students and other staff.
- 5.3.5. Ensure that students and staff are aware of the importance of safeguarding personal data, and they understand how to report any concerns or incidents.
- 5.3.6. Ensure that AI-generated content used by BCCET respects applicable copyright laws and licensing agreements.

5.4. Cybersecurity

- 5.4.1. Ensure that the appropriate BCCET policies are followed when using AI, such as the Acceptable Use, Data Protection, and related policies.
- 5.4.2. Follow best practices in cybersecurity, including regular software updates and strong passwords.
- 5.4.3. BCCET's IT staff will adhere to relevant guidance from the National Cyber Security Centre, and keep authorised AI-related systems monitored for attacks and compromise.

5.5. Staff workload and improving effectiveness

- 5.5.1. BCCET will look to use AI to improve effectiveness in the workplace, including the automation of tasks to reduce undue workload.
- 5.5.2. Provide ongoing staff training and professional development opportunities to ensure responsible and effective use of AI in line with this policy, and ensure relevant AI options and skills are incorporated into CPD and training programs. Current

guidelines from the DFE (updated 10th June 2025) can be found: [Using AI in education settings: support materials - GOV.UK](https://www.gov.uk/government/publications/using-ai-in-education-settings-support-materials)

- 5.5.3. Ensure accountability for the adoption of new AI technologies through the established use of Data Protection Impact Assessments (DPIAs).
- 5.6. Data protection
 - 5.6.1. Maintain a clear understanding of data protection and privacy-related policies, including what personal data authorised AI systems use, and the potential implications of these processing activities for staff and students.
 - 5.6.2. Maintain awareness of their responsibilities relating to data protection in respect of all data inputs and outputs when using Generative AI tools and systems.
 - 5.6.3. Before creating or adopting new tools that use AI to generate content involving personal data, a Data Protection Impact Assessment (DPIA) will be completed and reviewed by the DPO. [All requests should be submitted via this form](#). This will be assessed by the IT support team and the relevant checks submitted to the DPO.
 - 5.6.4. Ensure that all students and staff are aware of these policies and understand their rights with respect to their personal data.

6. Identifying the use of AI in assessed work

- 6.1. AI is freely available and provides opportunity for 'cheating' in assessments, where all or part of the responses are generated by technology, not by the child. As the education sector adjusts to this change, teachers and exams officers at BCCET will do the following to help ensure the integrity of assessments:
 - 6.1.1. Look for signs of plagiarism, such as identical or nearly identical answers, or answers that are too complex or sophisticated for the student's level of knowledge.
 - 6.1.2. Look for signs of automation, such as answers that are generated too quickly or that contain similar phrasing or syntax.
 - 6.1.3. Look for signs of collaboration, such as answers that are too similar to those of other students or that contain similar errors or omissions.
 - 6.1.4. Look for signs of inappropriate content, such as answers that contain offensive or inappropriate language or images.
 - 6.1.5. Follow the latest guidance on AI produced by the Department for Education and sector regulators, such as the Joint Council for Qualifications, relevant examination boards, Ofqual and Ofsted.
 - 6.1.6. If a teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own.

7. Supporting parents, carers, and students

7.1. BCCET staff will incorporate advice on AI benefits, risks, and limitations into their work with parents, carers, and students. This may vary as AI use evolves, and according to the specific requirements of the school context.

8. Monitoring and evaluation

8.1. BCCET will regularly assess the effectiveness of this AI policy and its implementation across the organisation.

8.2. Feedback will be gathered from staff, students, parents, and other stakeholders, to identify areas for improvement and ensure that the policy remains relevant and effective.

DFE guidelines can be found [here](#)

Approved List of AI Tools can be found [here](#)

Request for AI Tool form can be found [here](#)