

Use of artificial intelligence (AI) policy

Clitheroe Royal Grammar School

Person(s) responsible: Deputy Headteacher (i/c New Technologies)
ICT Network Manager

Governors' Committee Curriculum and Achievement

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1. Aims and scope

Here at Clitheroe Royal Grammar 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 and students. 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 students 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
- Promote the ethical and responsible use of AI technologies by all staff, governors and students
- Protect the privacy and personal data of staff, governors and students in compliance with the UK GDPR

1. Definitions

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

2. 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 \(DPA 2018\)](#)

3. Regulatory principles

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"> • Aim for AI solutions to be secure and safe for users and protect users' data • Aim to identify and rectify bias or error • Anticipate threats such as hacking
Appropriate transparency	<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"> • Define clear roles and responsibilities for the governing board and staff have 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

4. Roles and responsibilities

4.0 AI lead

- Our generative AI lead is the Deputy Headteacher (Main School) who is the lead for Digital Technologies They are responsible for the day-to-day leadership, ownership and management of AI use in the school.
- Review and update this AI policy as appropriate, and at least annually
- Staff will be appropriately trained in the effective use and potential risks of AI
- Make sure students are taught about the effective use and potential risks of AI

4.1 Governors

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
- Support the headteacher and AI lead 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 section 5 and appendix 1)
 - Seek advice from the data protection officer / AI lead and the designated safeguarding lead, as appropriate

- Check whether they are using an open or closed generative AI tool
- Check 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

4.2 Headteacher

The headteacher will:

- Liaise with the data protection officer (DPO) to see that the use of AI is in accordance with data protection legislation
- Liaise with the DSL to see that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy
- Check that the guidance set out in this policy is followed by all staff
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO, AI lead and data protection impact assessments

4.3 Data protection officer (DPO)

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 the Deputy Headteacher of Main School and is contactable via j.renold@crgs.org.uk

4.4 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 Keeping Children Safe in Education (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 DSLs are: the Deputy Headteachers of Main School and Sixth Form.

4.5 All staff

As part of our aim to reduce staff workload while improving outcomes for our students, 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 data protection officer / AI lead, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Check whether they are using an open or closed generative AI tool
- Check 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

All staff play a role in ensuring that students understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide students in critically evaluating AI-generated information, understanding its limitations and using referencing effectively. ***When using AI for NEAs JCQ regulations must be followed.***

4.6 Students

Students must:

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

5. Staff and governors' use of AI

5.1 Approved use of AI

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 produced it.

Any plans, policies or documents created using AI 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 doesn't mean it will always be appropriate.

5.2 Process for approval

Staff are welcome to suggest new ways of using AI to improve student outcomes and reduce workload. Staff should contact the headteacher to discuss any ideas they may have with regards to using AI, so the headteacher can take the suggestions forward if they deem it to be a satisfactory new method of working.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI lead, the DPO and data protection impact assessments.

5.3 Data protection and privacy

No one will be permitted to enter personal and sensitive data into unauthorised generative AI tools or chatbots, such that such data remains secure.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Clitheroe Royal Grammar 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 10 of this policy.

5.4 Intellectual property

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

Students 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.

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

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.5 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 do all we can to 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 students 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.

5.6 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.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's child protection and safeguarding policy.

5.7 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

6. Educating students about AI

Here at Clitheroe Royal Grammar School we acknowledge that students benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will help students develop the right skills to make the best use of generative AI.

Our digital curriculum includes students exploring:

- The creation and use of digital content safely and responsibly
- The benefits of using AI tools for creativity, modelling and fact finding and checking
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content
- How to reference AI effectively
- How to follow JCQ regulations for the use of AI in NEAs

7. Use of AI by students

We recognise that AI has many uses to help students learn. We also recognise that there are some scenarios where AI should not be used and where strict regulations need to be adhered to. Please see Appendix 3 for these scenarios and examples.

This list of AI use and misuse is not exhaustive in Appendix 3 and this may be amended and communicated regularly,.

We consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures.

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) including [AI use in assessments](#).

9. Staff training

Staff training involves our CRGS Pathways, training videos, TES Develop, INSET days and training evenings. We will aim to cover the following key focus areas:

- Developing Understanding of AI
 - Provide all staff with a foundational overview of what AI is and how it is already shaping education.
 - Include practical examples of AI tools relevant to teaching, learning, and school operations.
 - Explore the ethical implications of AI, including bias, misinformation, and data privacy.
- AI and Online Safety/Safeguarding
 - Embed AI into existing training on e-safety and digital safeguarding.
 - Highlight emerging risks such as AI-generated content, impersonation, and online manipulation.
 - Share practical strategies for recognising and responding to AI-enabled threats.
- Staying Up to Date and Sharing Good Practice
 - Subscribe to AI-in-education updates from trusted sources
 - Set up a staff champion network to share insights and test new tools.
 - Build in time during INSETs or staff briefings for short “AI in Action” showcases by staff.

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 to the DSL 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 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.

11.2 By students

Any breach of this policy by a student will be dealt with in line with our behaviour policy.

12. 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 by the AI Lead 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. The AI Lead is responsible for ensuring that the policy is followed.

The AI lead will monitor the effectiveness of AI usage across the school.

We will aim to 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 students, 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:

- › GDPR policy
- › Safeguarding/child protection policy
- › Assessment, Recording and Reporting policy
- › Examinations policy
- › Behaviour policy
- › Staff code of conduct
- › Online safety policy
- › Equality policy

Date of last review: June 2025

Date of approval by Governors: July 2025

Date of next review: July 2026

Appendix 1: Approved uses of AI tools (table)

Note that open-source AI tools / open AI tools, meaning tools that anyone can access and modify, should only be used for tasks that don't require personal information to be input.

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
Co-pilot as part of our Office 365 license (closed)	Teachers Students Governors	Research Modelling Generating ideas Generating resources
Oak Academy AI lesson planner (open) AILA	Teachers	Lesson planning
ChatGPT (open)	Teachers	Research Lesson Planning
Gemini (open)	Teachers	Research Lesson Planning
KeyGPT (open)	Teachers Governors	<ul style="list-style-type: none"> • Letters to parents/carers • Job descriptions and adverts • Interview questions
Claude	Teachers	Research Lesson Planning

Appendix 2:

Guidelines for Staff – Use of AI at Clitheroe Royal Grammar School

These guidelines help support staff to use artificial intelligence (AI) tools **ethically, responsibly, and securely** in line with school policy.

What You Can Do

- Use only approved AI tools listed in Appendix 1 (e.g. KeyGPT, ChatGPT, Microsoft Copilot).
- Use AI to support your work, including:
 - Drafting lesson plans
 - Generating ideas or resources
 - Writing reports, letters, and communications
 - Preparing questions or assessments (with final review by you)
- Always check the accuracy of AI-generated content before using it.
- Clearly acknowledge AI use if it contributed to any official documentation, planning, or reports.
- Seek approval from the Headteacher if you'd like to suggest a new AI tool or method.

What You Must Avoid

- **X** Do not enter personal, identifiable, or sensitive data into open AI tools (e.g. ChatGPT).
- **X** Do not rely on AI for factual content without verification.
- **X** Do not use AI tools to impersonate, bully, or generate offensive material.
- **X** Do not upload or submit student work into AI tools unless anonymised and consent has been obtained if necessary.

Data and Privacy

- Understand the difference between **open AI tools** (e.g. ChatGPT) and **closed systems** (e.g. Copilot within Office 365).
- For any task involving **student data**, only use **closed and secure platforms**.
- Treat any input of sensitive data into unauthorised tools as a **data breach** — report this immediately to the DPO.

Use Your Professionalism

- Make sure that you follow JCQ regulations regarding use of AI in NEAs
- AI is a **support tool**, not a decision-maker. All output must be reviewed and adapted by you.
- Consider if AI is the *right* tool for the task — sometimes it isn't.
- If you're unsure, **ask the AI Lead or DPO** for advice.

If Something Goes Wrong

- Report any concerns (ethical, data-related, or safeguarding) to:
 - The **Headteacher** or **AI Lead** (for general/technical concerns)
 - The **Data Protection Officer** (for data concerns or breaches)
 - The **DSL** (for any safeguarding concerns)
- Mistakes or misuse should be reported promptly — openness is encouraged, not penalised.

Appendix 3:

Guidelines for Students – Use of AI at Clitheroe Royal Grammar School

These guidelines help you use AI safely, responsibly, and fairly during your time at CRGS.

You Can Use AI Tools to support your learning by:

- researching new topics and ideas (e.g. background reading).
- Helping to generate creative ideas (e.g. for art, design, or stories).
- learning how AI works, especially during lessons that explore technology or ethics.
- supporting your thinking or organisation (e.g. planning an essay or structuring notes).
- Checking your spelling, grammar, or vocabulary in your writing.

If you use AI in your normal schoolwork, you **must always say where and how** you used it (e.g. “This summary was generated using ChatGPT on 1 June 2025”).

AI must be used with strict adherence to regulations in the following scenarios

- Using AI information in NEAs (non-examined assessments) – all JCQ regulations must be followed here

If AI is used for NEAs your teachers will show you how to reference and this must be adhered to

You Must Not Use AI to:

- Cheat in classwork, homework, coursework, or exams.
- Copy and paste AI-generated answers and pretend they are your own work.
- Use AI during any formal assessment (unless your teacher says otherwise).
- Create or share content that is offensive, harmful, or inappropriate.
- Generate content that bullies, impersonates, or harasses someone else.

Unfair use of AI (like plagiarism or cheating) will be treated seriously and may affect your grades or lead to further consequences.

Staying Safe Online

- Never share your personal information with any AI tool or chatbot.
- Don't upload pictures, files, or details about yourself, your family, or others.
- If you ever see something worrying or upsetting, tell a trusted adult or a member of staff straight away.

Remember: AI is not always accurate. Always check facts with reliable sources or ask your teacher.

Be Smart and Responsible

- AI is a tool to help you think – not to replace your thinking.
- Use it to **learn more, not do more for you.**
- Be curious, but also be cautious.

If you're ever unsure about using AI for a task or project, **ask your teacher first.**

Appendix 4: DfE Resources and Training Videos

Using AI in Education for school and college leaders

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

Materials for School and College Staff

<https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials>