



# St. Gregory's Catholic High School

## SAFE USE OF AI POLICY

### Monitoring

The implementation of the policy will be monitored by the Assistant Headteacher Teaching and Learning.

### Evaluation

The policy was reviewed by Assistant Headteacher Teaching and Learning and Senior Leadership Team on 2<sup>nd</sup> March 2026 prior to submission of the policy to Governors' Resources Committee for scrutiny and recommendation to the Full Governing Board for approval.

### Key policy dates:

**Ratified by the Full Governing Board:** 18<sup>th</sup> March 2026

**Review frequency:** Annually

**Next policy review commences:** Spring Term 2027

## **Mission Statement**

Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ. We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect. We will follow Jesus by embracing our God given charisms to carry out our mission to serve. We are one family inspired to learn.

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## Statement of intent

At St. Gregory's Catholic High School, we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' 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 pupils 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 pupils have not independently demonstrated their own attainment.

## 1. Legal framework

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

- Computer Misuse Act 1990.
- Data Protection Act 2018.
- The UK General Data Protection Regulation (UK GDPR).
- DfE 'Keeping children safe in education 2024.
- DfE 'Generative artificial intelligence (AI) in education'
- DfE 'Meeting digital and technology standards in schools and colleges'.
- JCQ 'AI Use in Assessments: Your role in protecting the Integrity of qualifications.'
- JCQ 'Suspected Malpractice Policies and Procedures.'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Cyber Security Policy
- GDPR Policy
- Teaching and Learning Policy
- Examinations Policy
- Non-examination Assessment Policy
- Malpractice Policy (Exams)
- Behaviour and Safeguarding Policy
- Accessibility Policy

## 2. 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.
- Oversee budget allocation for approved AI tools, training/CPD, DPIAs and enabling infrastructure.

The **Headteacher** will be responsible for:

- Ensuring that staff receive annual, 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.
- Chairs the AI Tool Approval process (with ICT Network Manager, DSL and DPO). Only approved tools may be used by staff or pupils.
- 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 pupils' 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 an annual basis.

**ICT Network Manager** will be responsible for:

- Maintain an Approved AI Tools Register (see Appendix 3)
- 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.
- Publish protocols for AI-related data storage, sharing and deletion for each tool and deliver annual data-in-AI CPD.
- 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.
- Consulting 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 (see Appendix 1).
- 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.
- Subject leaders will be responsible for evaluating proposed AI tools for their subject in conjunction with the DPO and ICT Network Manager, integrate into schemes of work, coordinate pilots, share cross-curricular best practice.

**Pupils** will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies (see Appendix 2).
- 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.

### **3. 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 pupils 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 pupil data processed through AI tools for administrative purposes is not identifiable.

Data audits will be conducted on an annual 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.

Any AI tool that processes personal or special category data must have a completed and approved DPIA before use. Contracts with AI providers must set out controller/processor roles, purposes, retention/deletion, security and international transfer safeguards.

For each approved tool, the Register will record the data location (e.g., UK/EEA/other) and applicable transfer safeguards.

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 pupils 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.

## **4. 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 pupils 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 pupil (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 pupils' 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 pupil, as the copyright owner.
- The pupil's parent or legal guardian, if the pupil is unable to consent independently.

The school will ensure that any use of pupil 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.

## 5. Using AI tools

The school will ensure that AI tools are used appropriately to achieve the following aims:

- To reduce workload
- To free up teachers’ time
- To assist with the production of high-quality and compliant administrative plans, policies, and documents
- To support the teaching of a knowledge-rich computing curriculum
- To teach pupils:
  - How to use emerging technologies safely and appropriately.
  - About the limitations, reliability, and potential bias of AI tools.
  - How information on the internet is organised and ranked.
  - How online safety practices can protect against harmful and misleading content.

To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.

Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:

- Inaccurate.
- Inappropriate.
- Biased.
- Taken out of context and without permission.
- Out of date or unreliable.

AI tools will not be used for educational resources without appropriate factchecking and quality assurance measures in place.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work, especially if the work is for an assessment, to allow teachers and assessors to review how AI has been used and whether it was appropriate. Pupils' references to AI sources will show the name of the AI source and the date that the content was generated.

Pupils will retain a copy of the questions and AI generated content for reference and authentication purposes in a non-editable format, e.g. a screenshot. Pupils will also provide a brief explanation of how AI tools have been used.

Staff have default access to the AI tool, Microsoft 365 Copilot as part of their professional Microsoft package.

When using approved AI tools (see Appendix 3), staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy. Staff must comply with the latest GDPR Data Protection Policy **and must not use their own personal email addresses to access AI tools in school or on school equipment.**

Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work.

Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils acquiring their own knowledge, expertise, and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought from students over 18; however, for pupils under 18, consent will be sought via their parents.

## 6. 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 pupils with regular reminders.
- Allocating time for sufficient portions of pupils' work to be completed in class under direct supervision, where appropriate.
- Examining intermediate stages in the production of pupils' 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 pupils understand the material.
- Engaging pupils 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, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use.

AI-detection tools may inform academic judgement but will not be the sole basis for sanctions. Concerns must be corroborated with teacher judgement and evidential review.

**The appropriate student sanction for the misuse of AI tools can be found within the Assessment Policy on page 8.**

### **Identifying misuse**

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

When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members 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 members 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 pupil 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 pupil 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 pupil'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 members will be mindful that the above tools will give lower scores for AI-generated content which has been subsequently amended by pupils and should spend time getting to know how the detection tools work to understand their capabilities. Teachers will also use their own understanding of pupils' past work to gain a holistic oversight of the authenticity of work that has been submitted.

## **7. 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.

Pupils 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. Pupils will be made aware that it is not acceptable to submit work that has been produced with an AI tool. Pupils 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 pupils 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 pupils' use of AI tools in the school.

Pupils 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 pupil is able to demonstrate that the final submission is the product of their own independent work and thinking.

Pupils will be required to sign a declaration to confirm that they understand what AI misuse is, and that it is unacceptable. Pupils 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](#). Pupils 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 pupil'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.

## **8. 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 pupils are not able to access or be exposed to harmful content.

Specific AI-related safeguarding risks include generation of harmful/age-inappropriate content; bias or discriminatory outputs; grooming/manipulation through AI systems; deepfakes/synthetic media used to deceive or harm; and privacy risks from children's data. Where a safeguarding concern arises, the school will pause the implicated tool's use pending review and investigation.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils 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 pupils 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 pupils 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.

### **1. Responding to an incident or disclosure**

Our response is always based on sound safeguarding principles and follows school safeguarding and disciplinary processes. It is calm, considered and appropriate and puts the learner at the centre of all decisions made.

- All AI incidents (including data breaches and/or inappropriate outputs) must be reported promptly to the relevant internal teams. Effective reporting helps mitigate risks and facilitates a prompt response.
- Where relevant / required incidents will be reported to external agencies e.g., Police, LADO, DPO, ICO.
- All AI related incidents will be recorded through the school's normal recording systems.

In the case of misuse of AI by staff, the normal staff disciplinary processes will be followed.

## 9. Teaching pupils about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils 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 pupils for changing workplaces.
- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability, and potential bias of AI tools.
- Help pupils 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.

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

# Appendix 1 – Staff Use of AI Acceptable Use Agreement

## School Policy

Emerging technologies, including Artificial Intelligence (AI), are increasingly integrated into educational settings and the lives of staff and learners. These technologies have immense potential to enhance creativity, promote personalised learning, and improve operational efficiency. However, their use also presents risks that require clear policies and practices to ensure safety, security, and ethical application.

This acceptable use policy aims to ensure:

- Staff and volunteers are responsible users of AI and emerging technologies, prioritising safety, and ethical considerations.
- School systems and users are protected from misuse or harm resulting from the use of AI.
- Staff have a clear understanding of their responsibilities when engaging with AI and emerging technologies in professional and personal contexts.

## Acceptable Use Policy Agreement

I understand that I must use AI and emerging technologies responsibly to minimise the risk to the safety, privacy, or security of the school community and its systems. I acknowledge the potential of these technologies for enhancing learning and will endeavour to integrate them in a way that aligns with the school's policy, ethos, and values.

### For my professional and personal safety:

- I understand that the school will monitor my use of AI tools and technologies.
- I will only use AI tools and technologies for purposes authorised by the school and will ensure compliance with data protection laws (e.g. UK GDPR) when handling personal data.
- I will ensure that any sensitive or personally identifiable information about staff, students, or parents/carers is only entered into AI systems that have explicit approval and robust security measures in place.
- I will report any AI-related incidents or anomalies that could indicate misuse, bias, or harm to the appropriate person immediately.

### In my communications and actions:

- I will respect copyright, intellectual property, and ethical standards when uploading content to prompt AI output.
- I will critically evaluate the outputs of AI systems to avoid spreading misinformation or biased content and will ensure that all AI-assisted decisions are made with appropriate human oversight.
- I will communicate professionally and responsibly when using AI systems.
- I will ensure transparency through appropriate attribution where AI has been used.

### When engaging with learners:

- I will support learners on the safe, ethical, appropriate, and effective use of AI.
- I will use AI tools to engage with learners in ways that uphold and enhance their privacy, wellbeing, and trust.

### When using the school's systems and resources:

- I will use AI systems in compliance with established security measures and access protocols.

- I will ensure that any AI applications used in teaching or administration are vetted and comply with the school's policies.
- I will ensure generative AI tools are not used to impersonate others or create deceptive or harmful content.

**When handling data:**

- I will ensure compliance with the school's data protection policies when using AI for data analysis or reporting.
- I will ensure I have explicit authorisation when uploading sensitive school-related information into generative AI systems.

**Responsibility and Accountability:**

- I will use generative AI tools responsibly to create authentic and beneficial content, ensuring respect for individuals' identities and well-being.
- I understand that misuse of AI or emerging technologies could lead to disciplinary actions, including warnings, suspension, or referral to the appropriate authorities.
- I acknowledge that this agreement applies to all AI-related activities within and outside of school premises that are connected to my professional responsibilities.

**By signing below, I agree to follow the school's AI guidelines and use AI responsibly.**

Staff Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2: Student Use of AI Acceptable Use Agreement

### Responsible, Safe and Fair Use of AI Tools

At St. Gregory's Catholic High School, we believe AI (Artificial Intelligence) can support your learning, creativity, and future career, but it must be used responsibly and ethically.

By signing this agreement, you confirm that you understand and agree to follow the school's rules on AI use.

### What You Can Expect from Us:

- Guidance: You will be taught how to use AI safely and effectively.
- Support: Staff will help you understand AI's risks and benefits.
- Protection: Your personal data and privacy will be protected.
- Fairness: AI will not be used to make decisions about your future.

### You MUST:

- Use AI tools only when permitted by your teacher.
- When permitted, AI is only to be used to help with research and gathering information.
- Think critically about AI-generated content – do not accept it blindly.
- Cite any AI use in your work (tool, date, purpose).
- Follow JCQ rules on AI use in assessments and coursework.

### You MUST NOT:

- Use AI to complete work for you or avoid real learning.
- Share personal data with AI tools unless approved by the school.

### Remember:

AI is a tool, not a shortcut. Use it to support your learning, not replace it.

**By signing below, I agree to follow the school's AI guidelines and use AI responsibly.**

Pupil Name: \_\_\_\_\_ Form: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer Signature (if under 16): \_\_\_\_\_

## Appendix 3 – Approved AI Tools Register

### Fields to use in AI Tools Register by ICT Network Manager/DPO:

*Tool name, vendor, version/model*

*Owner/department & intended purpose*

*Subject(s) and year groups*

*Age suitability; SEND/EAL notes*

*Data processed (if any), data location/jurisdiction, retention*

*Controller/Processor role; lawful basis*

*DPIA link/date/approver*

*Safeguarding notes & risk rating*

***Approval date, pilot notes, next review date & change-log***

*Access controls (SSO/MFA), export/deletion routes*