USE OF AI POLICY

INTRODUCTION

Salesian College recognises the evolving role of Artificial Intelligence (AI) in education and is committed to employing AI technologies to enhance students' learning experiences and administrative processes, while ensuring ethical and responsible use. This policy outlines the guidelines and principles for the use of AI within the College. For the purposes of this policy, AI refers to machine or software systems that perform tasks normally associated with human intelligence, such as perception, learning from data, reasoning and decision-making, language understanding and generation, and planning and problem-solving. Generative AI is a type of AI that can create new content, such as text, images, audio, video or code, by learning patterns from large datasets.

Purpose

The purpose of integrating AI at Salesian College is to:

- **Enhance teaching and learning:** use of approved, GDPR-compliant, AI tools to support teaching methods, help staff to adapt resources, and provide appropriately differentiated learning materials and guidance for students.
- **Foster digital literacy:** develop staff and students' understanding of how AI works, its limitations and risks (including bias and misinformation), and how to use AI tools critically and responsibly, in line with relevant curriculum expectations and national guidance (*'Building a world-class curriculum for all'* Curriculum Review November 2025)
- **Improve administrative processes:** use AI where appropriate to streamline administrative tasks and reduce workload, enabling staff to focus on high-quality teaching, pastoral care and student support, while maintaining confidentiality, data protection and professional judgement.

GUIDELINES FOR AI USE

Educational Integration

A clear and consistent process for the selection, deployment and ongoing evaluation of Artificial Intelligence tools has been established (see Appendix A and Monitoring Accountability and Privacy). The Assistant Headteacher will review these arrangements regularly to ensure they are in line with the online safety requirements, including Keeping children safe in education 2025, Meeting digital and technology standards in schools and colleges - Filtering and monitoring: core standard - Guidance - GOV.UK and other relevant legislation and regulatory guidance including the Online Safety Act 2023. The Digital Learning Strategy Group, under the direction of the Safeguarding Team and Assistant Headteacher, will oversee the operational implementation of this policy. This includes ensuring that the use of AI supports teaching and learning in a secure environment, that staff and students understand how to use AI ethically and responsibly, and appropriate safeguards are applied to protect students and staff and the College. Upon joining the College, all students sign the 9.7.3 Internet Acceptance Policy, which outlines what constitutes misuse of AI. Any breaches of this policy will be addressed in accordance with the College's 5.1.6 Behaviour and Discipline Policy.

Salesian College is a professional learning community which will receive ongoing training and guidance in the following areas:

- appropriate and effective use of AI to support staff in their professional roles, with clear expectations for human oversight and professional judgement.
- online safety, safeguarding considerations and data protection responsibilities, including confidentiality, risk management, bias, plagiarism and intellectual property.

- the use of AI-enabled approaches that support students to develop as independent, critical learners, including an understanding of the limitations of AI-generated outputs.

Personalisation and Differentiation

AI usage will be reviewed regularly to ensure it provides personalised learning, including the of content based in response to student progress. The use of AI must complement the College's Quality First teaching approach by supporting differentiated learning and meeting diverse student needs. AI tools are intended to assist, rather than replace, the professional judgement of teachers and Learning Support department assistance.

Digital Wellbeing

Balancing the use of AI with a range of traditional teaching methods is essential for maintaining a healthy and effective learning environment. Teachers will encourage students to use AI tools responsibly and support them in developing critical thinking about digital technologies, including through PSHE provision. All use of AI should align with the College's Behaviour and Discipline Policy (5.1.6), promoting responsible behaviour, respect for others, and a positive contribution to the College community.

Plagiarism

In line with the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be entirely the student's own. Any misuse of AI that results in work being submitted as the student's own when it has not been independently produced will be treated as malpractice and may result in serious sanctions under JCQ regulations.

Both students and staff must understand the risks associated with inappropriate use of AI and be clear about what constitutes malpractice as stated in 'AI Use in Assessments'. 'Prohibited Usage' includes submitting AI generated content as original work without proper attribution or acknowledgement. Using AI to complete assignments, essays, or examinations without explicit permission from the teacher is considered academic dishonesty. Work that reproduces AI-generated output (in whole or in part), or copied material from other sources, will not normally allow a student to demonstrate independent attainment of the marking criteria. These elements must be identified by the student (as detailed in the next section) Such reproduced sections will therefore not be rewarded.

Teachers must only accept work for assessment that they believe to be the student's own. Where there are doubts about authenticity (for example, suspicion that parts have been generated by AI or copied from other sources without appropriate acknowledgement), teachers must investigate and take appropriate action in line with the college's malpractice/plagiarism procedures. Teachers will discuss and model appropriate use of AI tools within their subjects, including how students should reference and acknowledge any AI assistance. The College recognises that expectations will vary between subject disciplines and between different types of assessment

For further guidance: Joint Council for Qualifications (JCQ), *AI Use in Assessments: Your role in protecting the integrity of qualifications*

Acknowledging AI Use

Following JCQ guidance, where AI tools have been used as a source of information for assessed work, a student's acknowledgement must include the name of the AI tool used and should include the date the content was generated.

- Include the name of the AI tool used (e.g., the platform/app) and the date the content was generated.
- Retain a copy of prompts/questions.
- Retain a copy of the AI-generated output used.
- Keep this evidence in a non-editable format (for example, a screenshot or PDF export).
- Share the evidence to support authentication.

Salesian College is committed to providing ongoing professional development opportunities for staff to stay updated on AI developments, best practice, and ethical considerations. A centralised record of useful sources will be maintained through evaluation by the Digital Learning Strategy Group, supported by best practice shared by teachers across the college.
Students will continue to be consulted through Student Digital Leaders meetings about their use of AI, with a focus on involving Student Digital Leaders in reviewing and developing guidance for students' use of AI.

MONITORING, EVALUATION AND COMPLIANCE

Regular monitoring and evaluation of use of AI will be conducted by the Digital Learning Strategy Group to ensure it is aligned with the College's educational goals. Measures will be in place to address any unintended consequences, including errors and potential bias in AI outputs. Use of AI at Salesian College will comply with the College's Data Protection Policy (9.8) and any other relevant safeguarding and security requirements.

AI GOVERNANCE AND APPROVAL FRAMEWORK

We are open to innovation in teaching and learning, but have a low appetite for compliance, reputational, and core information asset risk. Members of staff must not use new AI tools with students, student data, or for College business until the tool has been reviewed and approved through the College's AI approval process. Staff will complete the Microsoft Form (see Appendix A) to provide the information required for review, after which IT Support will complete a risk assessment and confirm whether use is approved and any conditions of use.

AI tools will be assessed against the five risk categories set out below. Guidelines have been produced for staff-only use of AI and for staff use of AI with students (see Appendices C and D). Tools that are approved for staff-only use will be risk assessed and configured on that basis and must not be used with students unless separately approved.

The definitions in the next section will be used to support consistent decision-making about approval, conditions of use, and ongoing review.

1. **Very low risk:** AI embedded within offline tools (for example, spellcheckers) where no data leaves the device. No Data Protection Impact Assessment (DPIA) is required. The tool is considered suitable for all ages.

2. **Low Risk:** Teacher-controlled AI learning tools that process no personal data (for example, using lesson content only) and where AI features within apps do not access or ingest student data. A light Data Protection Impact Assessment (DPIA) is required to confirm the purpose, data flows and vendor terms. The tool may be considered suitable for under 13s where no personal data is processed and the provider's terms permit use with this age group.

3. **Medium risk:** AI chat tools used without personal data and AI tools that store, transmit, or process school/College content (for example, lesson materials, schemes of work, or internal documents). A full Data Protection Impact Assessment (DPIA) is required, alongside safeguarding checks (including age-appropriateness, content filtering, and any moderation controls). Use must be approved by the Data Protection Officer (DPO) before deployment.

4. **High risk:** AI tools that process, store, or transmit personal data; allow open/free chat; use biometrics; or profile learners (for example, tools that analyse behaviour, engagement, emotions, or learning patterns). This category also includes generative AI tools that can provide open, internet-style responses or retrieve information from the wider web. Controls include a full Data Protection Impact Assessment (DPIA), a technical and information security assessment, legal/procurement review of terms and data processing arrangements, and safeguarding approval (including review by the Designated Safeguarding Lead). Use must be approved by the Data Protection Officer (DPO) and is not permitted for under-13s unless the provider's terms explicitly allow it and the College is satisfied that protections meet UK GDPR requirements and relevant Department for Education guidance (including age-appropriate design expectations).

5. **Prohibited:** AI tools must not be used in education where they profile individual students or groups of students (including behaviour profiling) or attempt to infer or analyse emotions. Tools in this category are not permitted for use with pupils, pupil data, or school/College content under any circumstances.

When an AI is categorised as high risk the process is as follows:

A full DPIA may be required, alongside a safeguarding review, a technical security review, a vendor compliance checks and legal review (including data processing terms). Approval can only be granted by the College's Governance and Safety Panel (including the Data Protection Officer, Headteacher, SLT, IT leadership) All decisions, conditions of use, and review dates must be logged and documented.

Usage conditions must be set and agreed by the College Governance and Safety panel including:

- who can use the tool (staff only / pupils / both) and under what supervision
- what data is permitted (including clear rules on personal data and confidential/internal information)
- age restrictions and account requirements
- monitoring and audit arrangements
- training and support requirements for staff (and pupils where applicable)
- the review period and the process for re-approval or withdrawal

A separate DPIA will be completed where an AI system meets two of the following criteria (in line with Information Commissioner's Officer guidance: Data Protection Impact Assessments (DPIAs) | ICO

- Processing sensitive or highly personal data

- Large-scale data collection
- Combining or matching datasets

Within the DPIA, IT Support will record:

- a description of the processing
- the personal data involved (if any)
- the purpose and lawful basis
- who it will involve (including any third parties/processors)
- data flows (collection, storage, transfer and retention)
- an assessment of necessity and proportionality
- identified risks to individuals' rights and freedoms
- measures to mitigate or remove risks
- documentation of outcomes and the review process

DPIAs and related approval records will be held by the Data Protection Officer and reviewed at least annually (or sooner if the tool changes). Records will be stored in a SharePoint list with review dates and automated reminders to ensure ongoing compliance

What happens if an AI tool fails a risk assessment?

- The AI tool must not be used.

POSSIBLE USES FOR ARTIFICIAL INTELLIGENCE (AI)

Teachers are encouraged to consider the following uses to support their practices:

- To support streamlining administrative tasks and processes such as; Supporting the planning of educational visits
- Proof reading correspondence, lesson materials, reports
- Generating revision timetables
- Adapting lesson materials to meet the needs of different students and in the future, personalise learning experiences
- Supporting the review of teaching and learning materials, schemes of work
- Generate initial content to be reviewed in relation to bias and accuracy
- Supporting development of literacy and oracy skills through Microsoft learning accelerators
- Use AI as smart search engines
- Supporting students with the redrafting phase, highlighting strengths and weaknesses
- Supporting students with contextualising their formal and informal feedback, generating corrections and exemplar paragraphs to emulate or check
- Supporting students in their revision processes through recommended apps

Documents used for reference in this policy;

Generative AI: product safety expectations - GOV.UK
Generative artificial intelligence (AI) in education - GOV.UK
Online Safety Act 2023
Introduction to the Children's code | ICO
Keeping children safe in education - GOV.UK
GDPR:
What is a DPIA? | ICO
Conducting a DPIA: Best Practices for AI Systems - GDPR Local
GDPR Compliance for Schools | Education Authority Northern Ireland
Data Protection Impact Assessments (DPIAs) | Education Authority Northern Ireland

POLICY CONTROL	
Author	Assistant Headteacher
SLT Approved Date	March 2026
Governors Approved Date	24 June 2026
Review schedule	Triennial
Date of next review	June 2029

APPENDIX A: INFORMATION REQUIRED FROM STAFF MEMBER WANTING TO USE AN AI TOOL WITH STUDENTS

Section	Questions in this section
Name of Staff member:	
What is the AI tool and why do you want to use it?	• Name of the AI tool or platform: • What is the curriculum need/ operational function for this tool/ platform? • What problem does it solve? And how does it do this? • Please identify any additional functionality beyond what you are aiming to use it for:
Who will use the AI tool?	• Staff/ Students or Staff and Students • What age group? (Under 13? 13–15? 16+?) • Parents?
What data will be entered into the AI tool?	• Will you type in free text? • Could names, personal info, or student work be entered? • Will any sensitive data be included (SEND, safeguarding notes, behaviour)? • Does it allow open chat/ open internet responses? • Is it a chatbot? • Does it give unfiltered AI outputs? • Can students ask it anything?
What challenges are there to intellectual property rights?	How does it collect this information? • Worksheets • Essays • Photos • Voice recordings • Anything identifying a student
How will the tool be used? Please select all applicable answers	• Classroom use? • Homework support? • Staff planning/marking? • One-to-one intervention?
Please flag if the tool allows any of the following:	• Behaviour analysis • Emotion detection • Engagement monitoring • Webcam or audio tracking
Does the tool require students to create accounts? If yes,	• Will students log in individually? • Does this tool require an email address?
What education/operational outcomes do you expect from the tool?	• Generate content • Provide feedback • Support learning • Automate tasks

Please flag if the there are any concerns or risks you have identified in the following areas:	• Safeguarding concerns • Inappropriate content • Reliability • Bias

APPENDIX B: MANDATORY ICT SUPPORT ENQUIRIES TO ASSESS THE TECHNICAL AND SUITABILITY OF AI FROM A SECURITY POINT OF VIEW.

Data protection	Does the tool process personal data? • Names, emails, identifiers • Metadata • Behavioural data • Embedded student content • Sensitive data What data does the AI tool store and for how long? • Retention policy • Logs • Storage limits • School control vs vendor control Where is the data stored and processed? • UK / EU / US / other • Cloud region • Sub-processors • Data transfer mechanisms Is the tool compliant with GDPR and the Children's Code? • Privacy policy • DPA contract • Data minimisation • Age protections Does the vendor use data for training their models? • Yes → high risk • No → lower risk
Technical configuration	Are content filters, moderation tools and safety settings available? Can the tool block harmful output? Can staff lock down features? Is student chat restricted? Does the tool connect to the open internet or external AI models? • Yes → high risk • No → lower risk Does the tool analyse and store/profile: • Behaviour • Emotion • Facial expressions • Voice patterns • Engagement • Biometrics

	Can these be used to generate an AI deep fake? • If yes → Category 5 (prohibited). What authentication does the tool require? • SSO / Entra ID • Student accounts • Admin permissions • Local accounts
Storage locations	Does the tool require elevated access or integrate with internal systems? • Teams • OneDrive • SharePoint • MIS (iSAMS etc.)
Vendor compliance	Has the vendor provided a DPIA or risk statement? • What risks do they disclaim? • What mitigations do they offer?
Security	Can the tool be configured safely? Can chat be disabled? Can data logging be limited? Can student access be restricted?
Legal risk	UK GDPR Data Protection Act 2018: Does the tool process any personal data (including pupil/staff data, images, audio, IDs, online identifiers)? If yes, is there a lawful basis, appropriate transparency information, and (where needed) a DPIA? **Processor/Controller status:** Is the supplier acting as a data processor (with a signed Data Processing Agreement) or using data for its own purposes (controller/joint controller risk)? International transfers: Is data stored or accessed outside the UK? If yes, what transfer mechanism is used (e.g., UK IDTA / Addendum, adequacy decision) and is it documented? **Data retention & deletion:** Are retention periods clear, minimal, and enforceable? Can the school delete data and accounts on request/end of contract? **Data security obligations:** Does the supplier provide appropriate security commitments (encryption, access controls, breach reporting timescales, audit logs)? Any known subcontractors and are they listed? **Training/usage rights:** Does the supplier use school content or user inputs to train models or improve services? Can this be disabled contractually? **Age/children's compliance:** Is the tool suitable for children and does it meet Age Appropriate Design Code expectations? Are age limits/parental consent requirements clear and workable? Safeguarding-related legal exposure: Does the tool enable open chat or generate unpredictable content? Are contractual controls in place (filters, moderation, reporting, supervision expectations)? **IP/Copyright:** Are the tool's outputs/licences acceptable for school use? Does the tool require uploading third-party copyrighted content, and does it claim rights over uploaded materials? **Contract/procurement checks:** Are terms acceptable (liability, warranties, support, exit/termination, change control)? Any "click-through" terms that conflict with school policies?

	Record keeping: Is approval (and any conditions) documented, with named approvers (e.g., DPO/Headteacher/SLT) and a review date?
Safeguards	Does the tool introduce safeguarding risks? If yes, pass to the safeguarding team to assess: • Potential exposure • Grooming risk • Harmful content • Unfiltered generative responses
AI risk classification	Use the staff information and this information to categorise the rating of the AI.

APPENDIX C: STAFF GUIDELINES - SALESIAN COLLEGE STAFF GUIDELINES FOR AI USAGE:



Please remember that you must be signed into copilot as this ringfences our data, supports privacy and complies with UK GDPR regulations.

While AI can be a helpful tool, it's important that all our communications continue to reflect the distinctive Salesian ethos. We must ensure that parents and our wider community see our commitment and personal touch, rather than perceiving our messages as generic or solely produced by AI.

No AI usage	Low AI usage	Medium AI usage	High AI usage	Total AI usage
Marking/ feedback: work needs express student permission to upload as it is their intellectual property. This is a USP (College using Chat GPT) Images/ Displays (parental impressions if they see AI generated materials on the walls) DDPs/Exam analysis Composing an e mail to parents. Should be individual to the student.		Research Writing letters Lesson planning: Research Report writing Homework – students UCAS Modelling AI images e.g. creating a bespoke image as part of an activity	Supporting visit planning: • creating itineraries drawing in timings and routes, public transport etc from the internet • Rooming lists • Checking/ creating budgets • Checking risk assessment, use the itinerary and the company website to check the information in your final emails to parents: Ask it to rephrase your message, check your tone, spelling, punctuation and grammar or making a message concise. Data analysis	Administrative tasks such as scheduling. Remember this has to be on Copilot as you have to be signed in to be able to use the names of the students. Creation of quizzes Analysing your class data/ trends to work out what you need to address.

No AI usage	Low AI usage	Medium AI usage	High AI usage	Total AI usage
			Supporting differentiation Creating lesson resources Checking policies against the latest UK law and asking it for feedback.	

APPENDIX D: GUIDELINES FOR USE OF AI WITH STUDENTS - SALESIAN COLLEGE STAFF GUIDELINES FOR USING AI WITH STUDENTS:



Please remember that any usage with students must be pre-approved by ICT Support using the AI risk assessment tool. There will be a list of products available in the staff handbook, staff information.

AI usage is at the behest of the individual teacher. A level of usage will be given to the student, if they go beyond this, they will be subject to the sanctions for plagiarism/ cheating. Students must show an understanding of the subject and how they respond to the AI output (referencing/ appendices).

No AI usage	Low AI usage	Medium AI usage	High AI usage	Total AI usage
Cameras and images are not allowed unless strict monitoring/ rules area in place. They must not manipulate images of staff, parents, or any other student. The same with voice recordings, these must not be manipulated with AI. The current JCQ/ DFE/ examination board guidelines must be followed in relation to NEA units. Students must not be asked to use AI as part of an exam (as per JCQ guidelines)	Students may only use the dictation function on their iPads with the express agreement of the member of staff as this adds SPaG without the student needing to apply this themselves. **From 13+** **Ideas generation:** we want students to continue to be creative and be able to plan an examination answer. It is better that they use it to work out if anything is missing from their work rather than to generate ideas. **Mind mapping**: More suitable for the student to do this	Apps that have been risk assessed and have developed an AI function may be used to help personalise student learning (revision etc) Apps such as Quizlet now include an AI function. **From 13+** **Teaching students how to research/ deep research**: copilot/ notebook LM Notebook LM can use to interrogate videos on You Tube etc. **From 13+** **Teaching students how to write**: Notebook LM generated a table of contents when they upload their work. It can be used to see if they	**From 13+:** Creation of revision resources from student notes: Notebook LM Creating briefing documents/ notes looking from direct sources. Generate a podcast based upon notes/ sources. *Must be for personal use* **From 13+** Practising improvisation/ learning lines/ responding to prompts. Recommend that this is recorded and analysed as part of an assessment. *Copilot – need independent access (at the moment)*	**Learning accelerators:** 1. Speaker Progress 2. Reading Progress 3. Maths Progress are accessible for usage with **all students from Years 7-13.** **Speaker progress**: students can use the AI features in PP or you can set an assignment using the Learning Accelerators on Teams (to provide insights) **Transcripts:** Use the transcript button on You Tube or Apple podcasts so that the main activity is not students taking notes but annotating and completing higher order thinking tasks.

No AI usage	Low AI usage	Medium AI usage	High AI usage	Total AI usage
Students may not use the 'Live Translation' AI language function on the Apple iPhone to translate languages for them when their teacher is speaking in class. Students may not use it to complete the work/task for them. This will be treated as plagiarism. Tools such as screen record/ GPT0 may be used to record them writing essays at home to prove they have not used AI to complete their work. Students should not be asked to use AI topics that may generate materials which could cause safeguarding concerns or be used as a replacement of their creativity	themselves but SEND students may have greater accessibility to the same reading if they are able to use it to create a starting point for reading/ interrogating documents. (Notebook LM) **Marking answers**: This may be suitable to some subjects as some examination boards are offering this.	have covered everything. *Be careful – they can use it to ask how it can enhance their ideas.* They can use Notebook LM to create a video of their explanation of a concept. **Independent learning:** • To check how to complete a topic (Gauth AI) • To create an action plan from teacher feedback. • EAL students checking work/ concepts in their primary language.	**Research:** being able to use academic research/ older reading age papers but reduce it to an appropriate reading age. (Copilot, Diffit) *They should include their prompts – assessing AI literacy.* **Knowledge checking/ consolidation:** Students use it to generate an answer with factual inaccuracies that they have to find. Students use it to quiz themselves/ generate quizzes to test themselves as part of their revision.	