



POLICY:

ARTIFICIAL INTELLIGENCE (AI) POLICY (Whole School)

This policy provides a framework for ethical, safe, and legal use of AI across Claremont, covering both the junior and senior schools.

It should be read alongside the academic integrity policy (senior school) and the behavior, rewards and sanctions policy.

1. Purpose and Rationale

This section outlines the educational and operational reasons for adopting AI at Claremont, highlighting its potential to enhance learning and support inclusive practices, as well as the wider benefits that generative AI can bring in fostering creativity, improving efficiency, strengthening communication, and saving valuable time for both staff and students.

This policy outlines our commitment to developing a forward-looking curriculum that teaches about AI and equips our pupils with the understanding, adaptability, and ethical awareness needed to thrive in a world where AI is increasingly integrated into daily life and work. Equally, it supports and empowers teachers to use AI thoughtfully and effectively to enhance learning, streamline their workload, and model responsible and creative engagement with emerging technologies.

Artificial Intelligence (AI) is now a core part of daily life and education. Used responsibly, AI can:

- Enhance teaching, learning, and personalisation of education
- Improve administrative efficiency
- Support creativity and accessibility, including for students with SEND.

2. Scope

This policy applies to:

- All pupils, staff, governors, and external partners using AI resources on or off school premises
- Any party seeking to introduce or recommend a new AI tool for use in school.

It complements existing school policies including:

- Academic integrity policy (senior school)
- Safeguarding policy
- Data protection (GDPR) policy
- Online safety / IT acceptable use policy for pupils and parents
- Staff code of conduct
- Behaviour, rewards and sanctions policies (senior and junior schools).

3. Definitions

This section clarifies key terms related to AI, helping all understand the types and functions of AI tools used in education.

AI (Artificial Intelligence):

Technology that can perform tasks requiring human-like intelligence.

Traditional AI:

Systems that make predictions, classifications, or automate processes without generating new content.

Examples include:

- **Spam filters** in email systems detecting unwanted messages
- **Facial recognition** used to unlock smartphones
- **Grammar checkers** like Grammarly suggesting corrections
- **Predictive text** in messaging apps
- **Voice Assistants** (e.g. Siri, Alexa)
- **Traffic Navigation Apps** (e.g. Google Maps).

Examples in education:

- **Automated grading** of multiple-choice quizzes
- **Learning analytics** platforms identifying students at risk
- **Adaptive learning systems** adjusting difficulty based on student performance e.g. Century
- **Plagiarism Detection Tools (e.g. Turnitin):** Compare student submissions against databases to classify content as original or copied.

Generative AI:

AI that creates new content (e.g. text, images, video, music).

Examples of generative AI in daily life:

- **ChatGPT** writing emails, poems, or recipes
- **DALL·E** generating images from text prompts.

Examples in education:

- **Khanmigo (Khan Academy)** helping students solve problems step-by-step
- **Copilot in Word** drafting lesson plans or summarising articles
- **Copilot used to create instant and context specific quick tests / quizzes.**

LLMs (Large Language Models):

Large language model (LLM) refers to AI models that are trained on massive amounts of text and can generate human-like responses. Large language models can perform various natural language tasks such as:

- Classification
- Summarisation
- Translation
- Content generation
- Dialogue (for example, virtual assistants).

Examples include tools such as ChatGPT, Microsoft Copilot, or Google Gemini.

4. Guiding principles

These principles establish the ethical, educational, and legal foundations for AI use across the school, ensuring responsible and purposeful implementation.

- Educational Value First** – AI use must not reduce cognitive challenge or hinder independent thinking.

Use generative AI to *enhance*, not replace, pedagogical intent.

Ensure AI-generated content supports learning objectives and encourages critical thinking.

- Professional Judgement Remains Central** – AI must never replace the expertise of teachers or support staff professionals.

Do not use AI to make decisions about student or staff wellbeing, behaviour, or performance.

Final judgements must always be made by qualified staff.

- Transparency** – Use of AI must always be declared and properly referenced (see Academic Integrity Policy).

Clearly label any AI-generated content used in teaching materials.

Model proper citation practices for students when using AI outputs.

- Legal and Ethical Compliance** – AI must be used in line with UK law, GDPR, safeguarding obligations, and intellectual property rights. AI and AI-enabled harms constitute their own safeguarding risk and should not be seen merely as a subset of general online safety guidance.

Data Privacy

- Never input personal, sensitive, or confidential data into generative AI tools even if they are listed in the school's AI Tools Register and meet GDPR compliance, unless a specific Data Protection Impact Assessment (DPIA) has been completed and signed-off. Extreme caution should be exercised when processing any sensitive and personal data

Student Safeguarding

- Do not expose students to AI tools that may produce inappropriate or harmful content.
 - Use only approved platforms with age-appropriate safeguards.
 - Staff have a responsibility to consider the Keeping Children Safe in Education's 4C's when looking out for AI-enabled harms:
 - - Content – Illegal, inappropriate or harmful material including but not limited to misinformation, disinformation and conspiracy theories generated by AI
 - Contact – AI and AI chatbots present the same harms and safeguarding concerns associated with interacting with online human users. Safeguarding concerns relating to harmful online interactions, including emotional dependency and manipulation apply to generative AI.
 - Conduct – AI presents a new avenue for behaviour likely to cause harm. AI generated content including imagery or video of other pupils and oneself is a safeguarding concern. Behaviour concerning imagery/videos and the generation or alteration of **any** nude, semi-nude, deepfake or intimate images by AI is a safeguarding risk area. This should be treated as a 'image-sharing' incident and not 'just a fake'.
 - Commerce – Financial risks of AI based advice that purports to be correct or other phishing, gambling and targeted advertising supported or promoted through AI.
- v. **Safety and Wellbeing** – AI use must protect students from harmful, biased, or inappropriate outputs.

Bias and Accuracy

- Review AI-generated content for factual accuracy and potential bias
- Do not use AI outputs as authoritative sources without verification.

vi. **Assessment Integrity**

- Do not use generative AI to create or mark assessments without human oversight
- Ensure students understand the boundaries of AI use in coursework and exams.

5. Roles and Responsibilities

This section identifies the responsibilities of staff, students, and leadership in maintaining safe and effective AI practices.

- **All staff:** ensure AI use is safe, ethical, transparent, and aligned with curriculum aims
- **AI & Digital Learning Lead / Director of Learning & AI:** policy Owner, responsible for implementation, training, and compliance
- **IT & Data Manager:** ensure security, GDPR compliance, and maintenance of the AI Tools Register
- **Heads of Department:** approve AI use within their subject area
- **Students:** use AI responsibly, in line with teacher direction, school guidelines and academic integrity policy.

6. AI in Teaching and Learning

This section focusses on how AI can be used to support creativity, accessibility, and engagement in both junior and senior school settings with examples to illustrate related use.

In junior school, pupils will be introduced to AI through carefully guided activities that promote curiosity, creativity, and digital literacy. AI related learning will focus on safe exploration and understanding how technology supports learning, with close teacher supervision and age-appropriate content at all times.

In senior school, it is assumed that all students may be taught about AI as part of the curriculum, including within computer science lessons, unless parents have proactively opted out. Teaching about AI forms part of the school's commitment to digital literacy, preparing pupils to understand, evaluate, and use emerging technologies responsibly.

Junior School

In the junior school, AI is used by teachers to inspire creativity and engagement through activities such as story creation and illustration using Canva for Education and Microsoft Designer, alongside interactive learning aids created with Microsoft Forms with Copilot. It also supports accessibility and digital literacy through tools like Microsoft Reading Coach and Search Coach, helping pupils learn responsibly, think critically, encouraging students to question AI outputs, check sources, and reflect on bias and explore AI safely in a guided environment.

AI will primarily support:

- i. exploration
- ii. creativity
- iii. accessibility
- iv. digital literacy
- v. critical thinking

NB: Students will be guided closely by teachers and will not be using generative AI directly on their own.

Senior School

In senior school, AI can support independent learning and creativity through tools such as Microsoft Copilot and Microsoft Designer, enabling students to conduct research, draft and refine written work, and design engaging presentations. It also encourages critical thinking and responsible use of technology by helping students analyse AI outputs, explore new ideas, and apply digital tools ethically under teacher guidance.

AI will be explicitly taught as part of the senior school curriculum, with focused and directed learning embedded within both computer science and PSHE.

- In **Key Stage 3 computer science**, students will explore the uses, limitations, and ethical considerations of AI through structured lessons that promote critical thinking, digital literacy, and technical understanding

- In **PSHEE**, AI education will focus on its societal impact, including issues of bias, misinformation, digital wellbeing, and responsible use. This will also cover the safeguarding concerns regarding deepfakes and the use of AI to generate or alter nude and semi-nude images. The making, sending and receiving of explicit images and bullying content, including those generated or altered by AI will also be covered in the curriculum.

This cross-curricular approach ensures that pupils develop a balanced and informed perspective on AI, preparing them to engage with emerging technologies safely, ethically, and effectively students may use AI for:

- i. research
- ii. drafting
- iii. feedback
- iv. creative tasks
- v. critical analysis

NB: This must be with teacher approval. AI cannot be used to replace independent work or assessments.

7. Assessment, feedback and academic integrity

This section sets clear boundaries for AI use in assessments, ensuring fairness, transparency, and alignment with academic integrity standards.

- Students must not submit AI-generated work as their own
- Any use of AI in assignments must be carefully referenced and cited, in line with the academic integrity policy
- Staff must apply professional judgement to all student reports and marking. AI may assist in generating suggestions, but not final grading
- JCQ and external examination body guidelines will be followed strictly
- Misuse of AI will be treated as academic malpractice and sanctioned in accordance with the academic integrity policy.

8. Safeguarding and wellbeing

This section highlights potential risks associated with AI and outlines how the school will protect students from harm and misuse.

AI and generative AI-related risks include:

- Deepfakes, intimate imagery generation/alteration including nude and semi-nude of oneself or others,
- impersonation, and misinformation.
- Cyberbullying, grooming, and harassment.
- Exposure to biased or harmful content.
- Commerce and financial considerations. Exploitation and misinformation.
- Inappropriate relationships, social and emotional well-being, including dependency and manipulation. This is in relation to AI chat and AI chatbot functions.

Staff will monitor and educate students on these risks. AI must never be used for wellbeing or safeguarding decisions.

9. Data protection, privacy, and GDPR

This section reinforces the importance of data security and compliance with UK GDPR when using AI tools.

- No personal or sensitive data (staff, students, families) may be input into AI tools even if the tool has been approved in the AI Tools Register and guarantees GDPR compliance, unless a specific Data Protection Impact Assessment (DPIA) has been completed and signed-off
- Proprietary school information (curriculum, finances, internal documents) must not be uploaded to external AI tools
- Microsoft Copilot (school account version) is the preferred secure platform for staff use.

10. Student use of AI

This section provides age-appropriate guidance on how AI can be used safely and ethically in students learning.

Permitted uses:

- Research support and fact-checking (with citation)
- Creativity (stories, poetry, design, artwork)
- Accessibility support (e.g. summarisation, read aloud, text to speech and speech to text).

Prohibited uses:

- Plagiarism or academic dishonesty (see academic integrity policy)
- Generating answers during live lessons or exams
- Impersonating others or creating harmful content
- Sharing personal, confidential, or school data.
- Using AI for any image manipulation or generation of another student or staffs' image or likeness.
- Using AI for any image manipulation or generation of sexual, intimate, nude, semi-nude or deepfake content.
- Sharing self-generated intimate images or videos including deepfakes.

Age restrictions:

- i. **Microsoft Copilot:** learners aged 13 and older can access Microsoft Copilot, using their institutional education accounts.
- ii. **ChatGPT:** 13+ (with parental consent if under 18).

11. Staff use of AI

This section outlines approved uses of AI for staff, including planning and administration, while setting boundaries around sensitive data and decision-making.

Staff must not:

- Use AI to make pupil, staff performance or employment-related decisions.
- Upload confidential data to non-secure platforms.
- Use AI for wellbeing or safeguarding decision-making.
- Upload images of students

- Upload images of staff without their expressed permission
- Using AI for any image/photo manipulation or generation of a student image or likeness.
- Using AI for any image manipulation or generation of sexual, intimate, nude, semi-nude or deepfake content.

Staff may use AI for:

- Lesson planning, resources, and curriculum design
- Report-writing support (but final reports must be personalised and reviewed)
- CPD and administrative efficiencies.

Approved tools:

- Microsoft Copilot
- Canva
- No More Marking.

12. Implementation and training

This section describes how the school will support AI adoption through training, tool approval, and ongoing review.

- Central register: A digital register of approved AI tools will be maintained and updated termly
- Training: Ongoing staff CPD, student digital literacy, and induction for new staff will include AI education
- Pilots: New AI tools must have a risk assessment and be trialled under supervision before wider adoption.

13. Reporting misuse of AI (aligned to the BEHAVIOUR, REWARDS AND SANCTIONS policy)

Claremont is committed to the safe, ethical, and responsible use of AI. Any misuse of AI tools—such as plagiarism, generating inappropriate content, impersonation, or sharing personal/confidential data on unapproved platforms—will be addressed in line with the school's behaviour, rewards and sanctions policies (senior and junior schools). All incidents must be reported promptly, and sanctions will follow the established procedures.

Examples of misuse include:

- Using AI to plagiarise or cheat in assessments
- Generating harmful, biased, or inappropriate content
- Uploading personal, confidential, or school data to unapproved platforms
- Impersonating others or using AI to deceive.
- Using AI for any image or photo manipulation or generation of another student's image or likeness.
- Using AI for any image manipulation or generation of sexual, intimate, nude, semi-nude or deepfake content.
- Sharing self-generated intimate images or videos including deepfakes

All reports will be handled sensitively and in line with the school's safeguarding, disciplinary, and data protection policies.

14. Monitoring and review

This section explains how AI use will be monitored and how the policy will be updated to reflect evolving best practices and legal requirements.

- The AI & Digital Learning Lead will review AI usage termly
- Annual policy review in line with changes in UK law, GDPR, and emerging AI practice
- Breaches of this policy will be investigated and sanctioned in accordance with the academic integrity policy and other school disciplinary procedures.

15. Conclusion

This policy ensures that AI is used to enhance education while protecting students, staff, and the school community.

Embedding ethical, safe, and transparent practices – and reinforcing the principles of the academic integrity policy – prepares pupils for a future in which AI will play an increasing role in society, higher education, and the workplace.

Summary Table of AI Tools (as at Sep 2026)

Tool Name	Age Restriction	Approved Uses	GDPR Status
Microsoft Copilot	13+	Research, Feedback, Creative Tasks	Compliant
No More Marking	Teacher use only	TBC	

NB: Whilst it is always our intention to use technical solutions to enforce the above, in a fast-changing environment this is not always possible and both staff and parents should exercise a level of interest and oversight in pupils' use of these tools – as has always been the case with internet access.