



Our Lady and All Saints Catholic Multi Academy Company

Artificial Intelligence (AI) Policy

Ratified by:	CSEL, Peter Davis
Date ratified:	24 th March 2026
Name of originator/author:	Ben Clayton – October 2025
Issue Date:	7 th April 2026
Review date:	March 2027

Developed through the OLAAS AI Working Group (led by Andrew Spindlow, Guardian Angels), with input from Ben Clayton (CIO) and colleagues across the MAC.

Date: October 2025

Status: Draft for MAC-wide consultation

1. Statement of Intent **Page 1 of 10**

Artificial Intelligence (AI) can support teaching, learning, workload reduction, accessibility, creativity and school improvement. However, AI also introduces significant risks relating to safeguarding, privacy, misinformation, bias, academic integrity and pupil wellbeing.

This policy ensures that all AI use across OLAAS is safe, transparent, lawful, ethical, and supports our Catholic mission of dignity, formation, community and stewardship.

2. Scope

This policy applies to all:

- staff, governors, volunteers and contractors
- pupils (EYFS–KS5)
- visitors using school devices or networks
- AI use on or off site when using OLAAS accounts, platforms or data

It covers:

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- generative AI (text, image, audio, video, code)
- embedded AI in tools (Google Workspace, Microsoft 365, ClassCharts, Arbor, etc.)
- AI used for teaching, planning, communication, assessment or administration

3. Definitions

Artificial Intelligence (AI): Systems that generate or analyse content using automated models.

Generative AI: Tools that create text, images, audio, video or code from prompts (e.g., Gemini, Copilot).

Approved AI Tool: An AI platform permitted for use by OLAAS following CIO/DPO review and DPIA.

High-risk AI: Any tool that processes personal data, could influence assessment, or presents safeguarding risk.

Assessment Content: Any material used in NEAs, coursework, controlled assessments or exams.

Predictive AI: Tools that attempt to predict behaviour, attainment, pastoral issues or safeguarding risk.

4. Vision and Principles

OLAAS will use AI to:

- improve teaching and learning
- reduce staff workload
- enhance creativity and curriculum design
- support inclusion and accessibility
- model safe, ethical digital behaviour
- promote formation rooted in Catholic Social Teaching

AI will not replace teachers, pastoral staff, support staff or professional judgement.

5. Catholic Social Teaching and AI

AI use must reflect our Catholic identity and support:

- **Human Dignity:** No use that risks privacy, exploitation or harm.
- **Participation & Community:** AI should support collaboration, creativity and inclusion.
- **Truth & Discernment:** AI outputs must be critically evaluated for accuracy, bias and fairness.
- **Stewardship:** Technology choices must be responsible and ethical.
- **Option for the Vulnerable:** AI must support—never disadvantage—SEND learners or disadvantaged pupils.
- **Solidarity:** Schools share best practice and support one another.

6. Governance

6.1 Chief Information Officer (CIO)

Responsible for Trust-wide digital governance, including:

- leading policy creation, alignment and annual review
- ensuring AI use complies with safeguarding, GDPR, JCQ and DfE guidance
- approving AI tools, conducting or commissioning DPIAs
- ensuring technical controls (filtering, monitoring, access) are in place across all schools

- supporting schools with implementation and risk management

6.2 AI Working Group

Responsible for:

- developing the AI Strategy and curriculum progression
- drafting and reviewing AUPs
- identifying training needs and producing support materials
- gathering input from schools (primary and secondary)
- recommending tools and approaches to the CIO and Steering Group

Headteachers:

- ensure local compliance and integration into school practice
- designate an AI Lead

AI Lead:

- supports staff with safe, effective use
- liaises with CIO and Working Group
- feeds back issues, risks and subject-specific needs

DSL:

- monitors safeguarding implications of AI use
- ensures staff and pupils understand safe practice

DPO:

- ensures GDPR-compliant data use
- conducts/approves DPIAs
- supports schools in responding to data breaches involving AI

7. Approved AI Tools

Tools must be reviewed and approved via CIO and DPO, with a DPIA where required.

Approved (Oct 2025):

- Google Gemini for Education (Google schools)
- Microsoft Copilot for Education (M365 schools)
- TeachMateAI (Primary and Secondary)
- SLTAI (Leadership support)
- NotebookLM (JHNCC pilot)
- Oak National AI Lesson Generator

Blocked / Not permitted:

- Public ChatGPT
- Claude, Perplexity, Midjourney and similar tools
- Any tool requiring personal logins not provided by the MAC

8. AI in Curriculum and Teaching

8.1 Pupil Use (EYFS–KS5)

EYFS (Nursery & Reception)

- Pupils must not use generative AI tools.
- AI may be used by staff only to support planning and resource creation.
- Early digital citizenship focuses on safety, truthfulness, permission-seeking and fairness, consistent with Catholic formation.

KS1 (Years 1–2)

- Pupils must not independently use generative AI tools.
- Any exposure must be teacher-led with strict filtering and monitoring.
- Core learning focuses on:
 - what computers can/cannot do
 - recognising trustworthy adults
 - simple critical thinking (“Is everything online true?”)

KS2 (Years 3–6)

- Pupils may use AI tools in tightly guided, curriculum-aligned activities.
- Suitable uses include idea generation, simple explanations, and creative tasks.
- Pupils must be taught to:
 - avoid entering personal information
 - question accuracy
 - recognise bias or mistakes
- All use must be supervised and age-appropriate.

KS3 (Years 7–9)

- Pupils may use AI for structured tasks such as retrieval practice, conceptual explanations, and planning outlines.
- Use must be supervised, transparent, and compliant with AUPs.
- Pupils must develop stronger critical literacy — checking sources, accuracy, stereotypes and bias.

KS4 (Years 10–11)

- AI may be used for: revision, breaking down complex ideas, organisational support.
- AI must not be used for NEAs, assessed work, or source analysis.
- JCQ guidance must be explicitly taught and reinforced.

KS5 (Years 12–13)

- AI may support study planning, research summaries, explanation of concepts and organisation.
- Students must follow academic integrity rules for EPQ, A-level NEAs and UCAS statements.
- AI use must be critically evaluated through the lens of truth, discernment, justice and Catholic social teaching.

Across all phases – AI must support, not replace, independent thinking, creativity and human judgement.

8.2 AI in Administrative and Operational Tasks

AI may be used by staff to support non-sensitive administrative tasks that improve efficiency and reduce workload. Examples include:

- drafting letters, newsletters and communications
- summarising meeting notes
- creating templates, checklists and workflow documents
- generating non-sensitive reports
- proofreading internal documents
- creating schedules, reminders or planning support
- drafting policies or job descriptions (to be checked by leaders)

Permitted Use

Staff may use approved AI tools for administrative tasks only when:

- no personal or sensitive data is included
- outputs are checked for accuracy before sharing
- the final document is reviewed and approved by the appropriate leader
- the AI tool is on the OLAAS Approved Tools List

Prohibited Use

Staff must not use AI for:

- writing safeguarding records, attendance notes or pastoral logs
- creating SEND/EHCP paperwork or behaviour documentation
- analysing staff or pupil performance
- processing HR information (appraisals, investigations, sickness, etc.)
- any communication involving personal or confidential data
- auto-responding to parents/carers

Transparency

Where AI has assisted in the drafting of an administrative document, staff should:

- ensure the final content fully reflects professional judgement
- avoid sharing raw AI output externally without review
- be transparent with colleagues where appropriate (e.g., policy draft created with AI assistance)

AI must not be used for administrative tasks involving personal or sensitive data. All administrative AI use must comply with the OLAAS Data Protection Policy, Information Security Policy, and the Online Safety Act 2023.

9. Safeguarding

AI use must comply with KCSIE and school safeguarding procedures.

Safeguarding rules:

- All AI tools must be filtered and monitored
- No personal or sensitive data may be entered
- Staff must check AI outputs for bias, inaccuracy or harmful content
- Concerning prompts (self-harm, extremism, sexualised content) trigger standard procedures

Prohibition on Predictive AI

AI systems must not be used to predict pupil behaviour, attainment, safeguarding concerns, risk categories or pastoral outcomes.

AI outputs must not produce or reinforce discriminatory outcomes. All AI use must comply with the Equality Act 2010, including the Public Sector Equality Duty (PSED). Staff must check for potential bias related to race, disability, gender, religion or other protected characteristics.

10. Data Protection & GDPR

Staff must not enter:

- pupil or staff names, photos or identifiers
- SEND/EHCP details
- behaviour or safeguarding information
- assessment or internal documents
- copyrighted materials not licensed for upload

A DPIA is required for any new AI tool or high-risk use.

AI-generated content used for school operations is subject to the OLAAS Retention & Disposal Policy.

11. Exam Integrity (Including NEAs)

Aligned with **JCQ 2025 AI Use in Assessments**.

Students may use AI for:

- revision summaries
- initial planning
- idea generation

Students may NOT use AI for:

- generating assessed content (text, code, images)
- paraphrasing or rewriting AI responses
- altering AI-generated responses to appear original
- drafting UCAS or EPQ submissions

Staff must:

- authenticate NEA work
- redesign assessments vulnerable to AI
- explicitly teach acceptable and unacceptable use
- record all guidance given to pupils

12. Staff Expectations

Permitted:

- planning and resource creation
- curriculum mapping
- workload reduction tasks

Required:

- verify all AI outputs
- ensure transparency (mark AI-assisted content)
- maintain professional judgement

Prohibited:

- entering personal data
- using non-approved tools
- using AI to evaluate or grade pupils
- presenting AI work as exclusively human-created

13. Parents and Carers

Schools will:

- provide annual AI information sessions
- include AI updates in newsletters/website content
- help families understand risks and safe use at home

14. Monitoring & Technical Oversight

All AI activity on OLAAS devices/accounts is:

- filtered in real time
- monitored for safeguarding risks
- reviewed by IT and DSLs

Attempts to bypass controls will result in disciplinary procedures.

15. Policy Interdependencies

This policy must be read alongside:

- OLAAS Data Protection Policy
- OLAAS Information Security Policy
- OLAAS Data Retention & Disposal Policy
- OLAAS Online Safety Policy (Primary and Secondary)
- Online Safety Act 2023

All AI tools must be approved systems under CIO and DPO review. AI must only be used on Trust-managed devices, accounts and networks. Any incident must follow the escalation route: CIO → DPO → Headteacher → DSL.

This policy is also underpinned by the National Cyber Security Centre (NCSC) standards, including secure configuration, MFA, patch management, and safeguarding against phishing and social engineering risks.

16. Policy Review

- Reviewed annually by the Steering Group
- Updated mid-year if DfE, JCQ or safeguarding requirements change
- Schools may add local guidance but not contradict MAC policy

APPENDICES

Appendix A – Staff & Pupil Acceptable Use Agreements (AUPs)

(Placeholder – to be populated once MAC-wide consultation is complete)

Appendix B – Pupil & Parent AUPs (EYFS–KS5)

(Placeholder – aligned to Online Safety Policy 2025)

Appendix C – Risk Mitigation Matrix

Risk Area	Specific Risk	Likelihood	Impact	Mitigation	Responsible
Safeguarding & Ethics	Misuse of AI tools by staff or pupils	Medium	High	Clear AUPs, monitoring, training	DSL, IT Lead

Risk Area	Specific Risk	Likelihood	Impact	Mitigation	Responsible
Safeguarding & Ethics	Exposure to harmful / biased content	Medium	High	Filtering, monitoring, curriculum education	DSL, Teachers
Safeguarding & Ethics	AI-generated misinformation influencing pupils	Medium	Medium	Critical literacy teaching	Teachers, Curriculum Leads
Data Protection	Staff entering personal data into unsafe AI tools	High	High	Approved tools only; GDPR training	DPO, CIO
Data Protection	AI outputs exposing sensitive data	Low	High	Disable history/training; staff guidance	DPO, IT Lead
Cybersecurity	Unsecured AI tools increase attack surface	Medium	High	Block unapproved tools; reviews	CIO, IT Security
Cybersecurity	Attempts to bypass safeguards	Medium	Medium	Monitoring alerts; awareness	IT Team
Curriculum	AI undermines authentic learning	Medium	Medium	JCQ rules; subject guidance	SLT, HoDs
Curriculum	Over-reliance on AI for planning	Medium	Medium	Training; reinforce judgement	SLT
Assessment & Exams	NEA malpractice/AI-generated submissions	High	High	JCQ rules; authentication; staff training	Exams Officer, HoDs
Infrastructure	Insufficient filtering/monitoring	Medium	High	Review standards; update rulesets	CIO, IT Team
Workforce	Staff lack confidence	High	Medium	CPD; exemplars	SLT, CPD Lead
Workforce	Increased workload due to unclear expectations	Medium	Medium	Clear policy; workflows	SLT
Community	Parental concerns about AI	Medium	Medium	Comms; transparency	Headteachers
Community	Reputational/media risk	Low	High	Central comms protocol	MAC Leadership

Appendix D – Approved AI Tools List

D1. Approved for Staff

- Google Gemini for Education (where applicable)
- Microsoft Copilot for Education
- TeachMateAI
- SLTAI

- NotebookLM (pilot at JHNCC)
- Oak National AI Lesson Generator

D2. Approved for Pupils (Phase-dependent)

- Copilot (restricted student mode)
- Gemini for Education (future consideration)
- Oak AI-aligned curriculum tools

D3. Blocked / Not Permitted

- ChatGPT public accounts
- Claude, Perplexity, Midjourney, and similar
- Any AI requiring personal accounts or external login