



Use of artificial intelligence (AI) policy

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1. Aims and scope

Here at Manor Green College we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by school staff, governors and pupils. This includes generative chatbots such as ChatGPT, Google Gemini, Microsoft Copilot and TeachMate AI (These tools are referenced as examples only and do not imply automatic approval for all usage. Approved tools are listed separately in Appendix 1).

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

1.1 Definitions

This policy refers to both 'open' and 'closed' generative AI tools. These are defined as follows:

- **Open generative AI tools** are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information

- **Closed generative AI tools** are generally more secure, as external parties cannot access the data you input

2. Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

- [AI regulation white paper](#), published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- [Generative artificial intelligence \(AI\) and data protection in schools](#), published by the Department for Education (DfE)

This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2020](#)
- [Data Protection Act 2018 \(DPA 2018\)](#)

3. Regulatory principles

We follow the 5 principles set out in the [AI regulation white paper](#).

REGULATORY PRINCIPLE	WE WILL ...
Safety, security and robustness	• Ensure that AI solutions are secure and safe for users and protect users' data • Ensure we can identify and rectify bias or error • Anticipate threats such as hacking
Appropriate transparency and explainability	• Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	• Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate
Accountability and governance	• Ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	• Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology • Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment

4. Roles and responsibilities

4.0 AI lead

Our generative AI lead is Sam Upton. They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

4.1 Governing board

The governing board will:

- › Take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation in line with the school's AI strategy
- › Ensure the headteacher and AI lead are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- › Adhere to the guidelines below to protect data when using generative AI tools:
 - Use only approved AI tools (see section 5 and appendix 1)
 - Seek advice from the data protection officer, AI lead and the designated safeguarding lead, as appropriate
 - Check whether they are using an open or closed generative AI tool
 - Ensure there is no identifiable information included in what they put into open generative AI tools
 - Acknowledge or reference the use of generative AI in their work
 - Fact-check results to make sure the information is accurate

4.2 Headteacher

The headteacher will:

- › Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- › Liaise with the DSLs to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy
- › Ensure that the guidance set out in this policy is followed by all staff
- › Review and update this AI policy with the AI Lead as appropriate, and at least annually
- › Ensure staff are appropriately trained in the effective use and potential risks of AI
- › Make sure pupils are taught about the effective use and potential risks of AI
- › Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO, AI lead and data protection impact assessments

4.3 Data protection officer (DPO)

The data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is Fred Fisher and is contactable via ffisher@mgcollege.co.uk

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- › Being aware of new and emerging safeguarding threats posed by AI
- › Updating and delivering staff training on AI safeguarding threats

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- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE) and the school's child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices

The College's DSLs are Tom Smith, Nick Pritchard, Grahame Beattie, Gareth Court, Laura Keaney, Richard Wilkins, Jade Burling and Jason Sparks – email dsl@mgcollege.co.uk.

4.5 All staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- Use only approved AI tools (see section 5 and appendix 1)
- Seek advice from the data protection officer or AI lead as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

4.6 Pupils

Pupils must:

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

5. Staff and governors' use of AI

5.1 Approved use of AI

Manor Green College recognises that artificial intelligence (AI), including generative AI, can support staff and governors by making some professional tasks more efficient. AI tools may be used to assist with drafting, structuring or generating ideas for work-related tasks; however, they must not replace professional judgement, subject knowledge or expertise.

Only school approved AI tools, as listed in *Appendix 1*, may be used for school-related purposes. Personal AI tools or unapproved platforms must not be used for school work.

Any lesson content, plans, policies, reports, resources or documents created using AI remain the full professional responsibility of the member of staff or governor using the tool. Staff must ensure that all AI generated content is accurate, appropriate, accessible and suitable for its intended purpose before it is shared or used. Where AI has been used to support the creation of a document, this should be clearly acknowledged.

Approved uses of AI may include:

- drafting lesson ideas or outlines
- generating inspiration or alternative approaches

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- structuring documents or reports
- summarising non-confidential information
- rephrasing text to improve clarity or professionalism

AI tools must not be used to input, process or generate content that includes:

- personal, sensitive or identifiable pupil data
- safeguarding information

Given the school's SEND context, staff must exercise particular caution when using AI. AI must not be relied upon to make decisions about pupils or replace professional understanding of individual needs. Any AI generated content used with or for pupils must be carefully reviewed and adapted to ensure it is safe, accurate, accessible and appropriate.

Staff and governors should always consider whether AI is the most appropriate tool for the task. Approval of AI use by the school does not mean it will be suitable in every situation. Reducing workload should never come at the expense of professional skill, accuracy or high quality provision.

The AI lead will regularly review approved uses of AI, emerging risks, staff feedback and national guidance to ensure this policy remains current, effective and appropriate for the school.

5.2 Process for approval

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

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

5.3 Data protection and privacy

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

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Manor Green College will treat this as a data breach and will follow the personal data breach procedure outlined in the West Sussex model data protection policy. Please also refer to section 10 of this policy.

5.4 Intellectual property

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

Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.

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

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

5.5 Bias

The school recognises that AI tools may reflect or amplify existing biases within the data on which they are trained. This may include bias related to protected characteristics such as sex, race and disability, as well as cultural, linguistic and contextual bias.

Given the College's SEND context, particular care must be taken to identify and challenge bias in AI generated content relating to disability, neurodiversity, behaviour and learning needs. Bias may appear not only in written language, but also in images, examples, assumptions or representations that are inaccurate, stereotypical or inappropriate.

For this reason, critical thinking must be applied to all AI generated outputs, including careful fact-checking, sense-checking and consideration of accessibility and inclusion. AI outputs must never be accepted at face value without professional review.

The College will ensure that staff are supported to identify and rectify bias or error through appropriate training, including ongoing professional development and guidance from the AI lead. The school will also regularly review its use of AI to identify and address any emerging bias, including bias linked to over-reliance on AI tools or inappropriate use.

If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through the West Sussex Model Complaints Procedure.

5.6 Raising concerns

We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

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

5.7 Ethical and responsible use

We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in the West Sussex Model Equality Policy, which has been adopted by the College, when using generative AI tools.
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it

Staff and governors must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

6. Educating pupils about AI

At Manor Green College, we recognise that pupils benefit from a knowledge-rich curriculum that supports them to become informed, critical and safe users of technology. Teaching about AI is approached in a developmentally appropriate way, recognising the wide range of needs, abilities and communication profiles across the school.

Strong foundational knowledge, alongside adult guidance and modelling, supports pupils to understand what AI is, what it can be used for, and its limitations. This ensures that pupils are not passive or over-reliant users of technology, but are supported to engage with it safely and appropriately.

Education about AI is embedded within the school's Computing curriculum, online safety education and wider safeguarding provision. Teaching is differentiated to meet pupils' needs and may include the use of visual supports, sensory stories, structured discussion, and adult-led exploration.

Pupils are supported to learn about:

- creating and using digital content safely and responsibly
- the limitations, reliability and potential bias of generative AI, including that AI can make mistakes
- how information online is organised, searched and presented
- online safety, including recognising misleading or harmful content and understanding that AI is not a human or a trusted authority

Particular emphasis is placed on helping pupils understand that AI tools should not replace human interaction, judgement or trusted adults. Staff carefully monitor pupils' engagement with AI-related content and provide additional support where pupils may be more vulnerable to misunderstanding, misinformation or emotional attachment.

Teaching about AI forms part of the school's wider commitment to safeguarding, digital literacy and preparing pupils for the increasingly digital world in a safe and supportive way.

7. Use of AI by pupils

At Manor Green College, the use of AI by pupils is carefully planned, supervised and led by adults. We recognise that AI tools may support learning when used appropriately, but they are not a substitute for teaching, learning, communication or human interaction.

Pupils do not have independent access to AI tools. Any exposure to AI or AI-generated content takes place under the direction and supervision of staff and as part of a planned learning activity.

Where appropriate, pupils may engage with AI:

- as part of adult-led discussions about what AI is and how it works
- when exploring examples of AI-generated content as part of Computing, art or online safety learning
- through teacher-selected and age-appropriate materials that demonstrate how AI can be used to generate text, images or ideas, without pupils directly inputting prompts

AI may be used to support learning by:

- helping pupils explore new ideas or topics through staff-mediated explanations
- supporting discussion about the accuracy, reliability and limitations of information
- encouraging critical thinking about whether content is correct, fair or appropriate

AI tools must not be used by pupils:

- independently or without adult supervision
- to complete work on their behalf or replace learning activities
- to generate work that is presented as their own
- during assessments or tasks designed to assess pupils' understanding or skills
- to generate content that is unsafe, inappropriate, misleading or harmful

Pupils are taught, in an age and needs appropriate way, that:

- AI systems can make mistakes

- AI is not a person or a trusted authority
- AI outputs should be questioned and checked by adults
- AI must never be used to impersonate others, bully, harass or create offensive content

Any misuse of AI, including unsafe or inappropriate behaviour, will be addressed in line with the school's behaviour, safeguarding and online safety policies.

This approach reflects the school's commitment to safeguarding, inclusion and supporting pupils to develop safe and responsible attitudes towards technology.

8. Formal assessments

At Manor Green College, assessment plays a critical role in understanding pupils' progress, informing teaching, and supporting statutory processes.

We will take reasonable and proportionate steps to ensure that the use of generative AI does not compromise the accuracy, validity or integrity of assessment information.

AI tools must not be used to generate or alter evidence that is presented as a pupil's own work or to replace professional judgement when assessing pupils' learning, development or progress.

Where AI is used by staff to support assessment-related tasks (for example, summarising observations or supporting report writing), the final assessment decisions and content remain the professional responsibility of the member of staff.

Any use of AI in assessment-related contexts must align with the school's assessment policy and safeguarding responsibilities.

We will continue to monitor national guidance on AI and assessment as it evolves and adapt our practice accordingly.

9. Staff training

At Manor Green College, we recognise that the safe, ethical and effective use of artificial intelligence depends on staff expertise, professional judgement and informed decision-making, rather than on the AI tools themselves.

Core training and safeguarding

- All staff will complete Module 3 of the Department for Education's *Safe Use of Generative AI in Education* as part of the school's safeguarding training programme.
- AI use is explicitly linked to:
 - Online safety
 - Data protection and GDPR
 - Safeguarding responsibilities
 - Professional accountability
- AI related safeguarding considerations are embedded within staff training on safe internet use, rather than treated as a standalone topic.

Developing prompt literacy

- As part of ongoing professional development, staff will be supported to develop prompt literacy, the ability to write clear, purposeful and appropriate instructions when interacting with AI tools.
- Training in prompt literacy will focus on:
 - Understanding how prompts shape AI outputs
 - Writing prompts that are specific, contextualised and aligned with professional expectations
 - Recognising the limitations of AI outputs and the need for human checking and adaptation
 - Avoiding over-reliance on AI by maintaining strong subject and pedagogical knowledge
- Prompt literacy is treated as a professional skill, supporting staff to use AI as a tool for reflection, support and efficiency, rather than as a replacement for professional judgement.

Ongoing CPD and keeping staff up to date

- Staff will receive regular training and updates on the use of AI in school, in line with:
 - National guidance from the DfE and other statutory bodies
 - Updates to school policies, including safeguarding and data protection
- Training will emphasise:
 - Appropriate and approved uses of AI in school
 - Understanding bias, reliability and potential errors in AI outputs
 - Maintaining accountability for all professional work produced using AI

Responsibility and leadership

- Oversight of AI-related staff training and professional development sits with senior leadership, supported by the school's AI lead
- The AI lead will:
 - Support the development of shared prompt frameworks and templates for school use
 - Monitor emerging guidance and good practice
 - Provide a forum for reflection, evaluation and professional discussion

Sharing good practice

- Good practice in the use of AI, including effective prompt design, will be shared through:
 - Staff meetings and briefings
 - Targeted CPD sessions

10. Referral to our child protection and safeguarding policy

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion

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- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the College's Model Safeguarding & Child Protection Policy and child protection referral process.

11. Breach of this policy

11.1 By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct.

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location

Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (whether or not it is one authorised by the school)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to the headteacher immediately.

11.2 By governors

Governors found in breach of this policy will follow the same procedure as staff outlined in section 11.1 of this policy.

11.3 By pupils

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

12. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by the AI Lead whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full governing board at least annually.

All teaching staff are expected to read and follow this policy and are responsible for ensuring that the policy is followed.

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

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be

considered in the ongoing evaluation and development of AI use in school.

13. Links with other policies

This AI policy is linked to our:

- Data protection policy
- Safeguarding/child protection policy
- Assessment policy
- Behaviour policy
- Staff code of conduct
- Marking and feedback policy
- ICT acceptable use policy
- Online safety policy
- Equality policy

This Policy will be reviewed annually – Review Date Summer Term 2027

This Policy was formally ratified by the Governing Body on 22nd September 2026.

**Signed: J Drury
Chair of Governors**

Appendix 1: Approved uses of AI tools (table)

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

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
KeyGPT	• Teachers • Governors	• Letter to parents/carers • Job descriptions and adverts • Interview questions
ChatGPT	Teachers Support Staff	• Emails to staff • Letters to parents/carers •