The RGS Worcester Family of Schools
Artificial Intelligence Policy
September 2026

Policy Author:	Director of Innovation
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Section 1: PURPOSE

1.1. Explanation of the purpose of the policy document:

The purpose of this policy document is to establish guidelines for the ethical, secure, and responsible use of Artificial Intelligence (AI) technologies across the RGS Worcester Family of Schools as part of our Digital Learning Programme. This policy aims to provide clear guidelines for all users—students, teachers, leaders, governors and administrators—on the appropriate use of AI and data technologies in our school, and to provide a framework that ensures privacy, data security, and ethical considerations are paramount. This Policy should be read alongside:

- The RGS Use of Images Policy
- The Safeguarding Children Policy
- The Online Safety and Acceptable Use of Smart Devices Policy
- The Cyber Security Policy
- RGS Data Protection Policies

Section 2: SCOPE

2.1. Explanation of the scope of the policy document:

This policy applies to all staff and students across the RGS Worcester Family of Schools, encompassing all those who may interact with or use AI technologies in our school environment. This includes, but is not limited to, AI systems used for assessing work, personalised learning platforms, data analysis tools, and any other AI or data technologies implemented in our school. It particularly addresses advanced generative AI technologies, such as Large Language Models.

2.2. Identification of stakeholders involved in the implementation of the policy:

The successful implementation of this policy requires the participation and cooperation of school leadership, teachers, administrative staff, students, governors and parents/guardians across the RGS Worcester Family of Schools.

Section 3: POLICY STATEMENT

3.1. Clear statement of the school's commitment to ethical use of AI:

The RGS Worcester Family of Schools is committed to leveraging the benefits of AI and data technologies to enhance teaching and learning while upholding our ethical responsibilities. We believe in the potential of these technologies to support personalised learning, improve educational outcomes, and streamline administrative processes. However, we also recognise the importance of using these technologies in a manner that respects privacy, promotes fairness, and prevents discrimination. This policy provides the framework for achieving these goals.

3.2. Explanation of the importance of AI technologies to the school's mission:

The deployment of AI technologies across the RGS Worcester Family of Schools aligns with our mission to provide high-quality education that prepares our students for success in the 21st-century. AI technologies can help personalise learning, assist teachers in identifying areas where students need additional support, augment research and writing activities, and offer students opportunities to develop skills related to critical thinking, problem-solving, and both digital and AI literacy. Furthermore, the integration of AI serves as a vital strategic initiative aimed at mitigating administrative workloads and enhancing operational productivity for our educators and support personnel.

Section 4: RESPONSIBILITIES

4.1. Identification of the individuals and groups responsible for the implementation and maintenance of the policy:

The implementation and maintenance of this policy are shared among various individuals and groups across the RGS Worcester Family of Schools:
• School leadership & governance: They are responsible for providing necessary resources, guidance, and support for implementing this policy.
• Teachers: They are tasked with the implementation of the policy in their classrooms, including delivering instruction on the ethical and responsible use of AI technologies.
• Administrative staff: They oversee ensuring that AI technologies are used in accordance with this policy, which includes data privacy and security measures.
• Students: They are expected to use AI technologies in an ethical and responsible manner as outlined in this policy.
• Parents/guardians: They are entrusted with the responsibility of supporting their children in the appropriate and ethical use of AI technologies in compliance with this policy.

Section 5: ACADEMIC INTEGRITY

The RGS Worcester Family of Schools holds academic integrity as an essential value integral to the educational process. AI detection tools are not reliable and are never used as the only evidence of misuse. Where a teacher suspects work is not the pupil's own, they follow the School's academic integrity procedures, comparing it with the pupil's drafts and usual work and discussing it with the pupil. For qualifications, staff and pupils follow the JCQ guidance 'AI Use in Assessments' [2026–27 edition]. https://www.jcq.org.uk/knowledge-hub/ai-use-in-assessments-your-role-in-protecting-the-integrity-of-qualifications-2/
Pupils are required to refrain from using AI to generate text, images, code, or any other form of academic work in lieu of their own efforts without proper citation (refer to Section 11).

Breaches of academic integrity involving AI technologies will be considered serious violations of this policy and will be dealt with in accordance with our academic integrity procedures. Sanction measures, as delineated in the Rewards, Behaviour, and Sanctions Policy, range from temporary to permanent exclusions depending on the severity and recurrence of the offense.

Section 6: ETHICAL CONSIDERATIONS, TRANSPARENCY AND ACCOUNTABILITY

The RGS Worcester Family of Schools recognise the importance of human agency and oversight in the use of AI. We believe that AI should be used to support, not replace, human decision-making. We also believe that individuals should be able to understand and control how AI and data technologies affect them. Through the rest of the policy, the considerations for staff and students will be addressed in terms of ethical AI use, transparency, accountability, data privacy, security, access, equity, acceptable use, academic integrity, assessment processes, citation and referencing, accuracy, credibility, professional development, community engagement, and the process of reviewing and updating the policy. For all these elements, the specific needs, rights, responsibilities, and challenges faced by both staff and students will be considered, ensuring that AI is used effectively and ethically across the RGS Worcester Family of Schools.

Section 7: DATA PRIVACY AND SECURITY

The RGS Worcester Family of Schools is committed to using AI and data technologies that are technically robust and safe. We understand that the reliability and safety of these technologies are crucial for their effective and ethical use in our educational environment.

7.1. Commitment to Privacy and Data Governance

Our school is committed to protecting the privacy of our students, staff, and community. We understand the importance of data governance in ensuring the ethical use of AI and data technologies. We adhere to all relevant laws and regulations regarding data protection and privacy, including the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the Data (Use and Access) Act 2025.

7.2 Data Collection, Storage, and Use

We collect, store, and use data in a manner that respects individual privacy and is necessary for our educational purposes. This includes:

- Ensuring that sensitive data is kept anonymous and access to the data is limited only to those who need it.
- Protecting and storing learner data in a secure location and using it only for the purposes for which the data was collected.
- Having mechanisms in place to allow teachers and school leaders to flag issues related to privacy or data protection.
- Informing learners and teachers about what happens with their data, how it is used, and for what purposes.
- Providing the possibility to customise privacy and data settings.

7.3 Data Protection

We have implemented measures to protect data from unauthorised access, use, disclosure, alteration, or destruction. This includes technical measures such as encryption and access controls, as well as organisational measures such as staff training and policies.

7.4 Data Access and Control

We respect the rights of individuals to access and control their data. This includes the right to access their data, the right to correct inaccurate data, the right to object to the processing of their data, and the right to have their data deleted in certain circumstances.

7.5 Data Sharing

We only share data with third parties when necessary for our educational purposes and in compliance with all relevant laws and regulations. We ensure that any third parties with whom we share data respect the privacy of our students, staff, and community and have appropriate measures in place to protect the data.

7.6 Third-Party AI Tool Vetting and Approval

Before any new third-party AI technology or service is introduced for use by students or staff, it must undergo a formal vetting and approval process. This process ensures the provider meets the school's standards for data protection (UK GDPR compliance), security, and ethical use, particularly regarding data storage, model training on user data, and adherence to relevant age restrictions and safeguarding protocols.

7.7 Data Protection Impact Assessment. No personal data about pupils, parents or staff may be entered into an AI tool unless the tool has been approved under 7.6 and a Data Protection Impact Assessment (DPIA) has been completed and approved by the Data Protection Lead. Staff must not enter personal or sensitive data into free or personal AI accounts. Approved tools must not use school data to train their models.

Section 8: ACCESS, EQUITY AND ETHICS

The RGS Worcester Family of Schools is committed to ensuring equitable access to AI technologies for all students and staff. We will work diligently to ensure that where appropriate, everyone has the tools, resources, and training necessary to use these technologies effectively. Furthermore, measures will be taken to ensure that where appropriate, AI technologies are accessible to all, including those with disabilities, to avoid any form of discrimination or bias.

When using AI and data technologies, we consider the following ethical principles:

- Respect for individual rights: We respect the rights of all individuals in our school community. This includes the right to privacy, the right to non-discrimination, and the right to an education that respects their individual needs and abilities.
- Fairness: We strive to use AI and data technologies in a manner that is fair and does not lead to discrimination or unfair outcomes. This includes ensuring that these technologies do not reinforce existing biases or create new ones.
- Transparency: We believe in the importance of transparency in the use of AI and data technologies. This includes being open about how these technologies are used, how decisions are made, and how data is collected and used.

Section 9. ACCEPTABLE USE

The RGS Worcester Family of Schools advocates for the responsible and ethical use of AI technologies to provide a safe, effective, and conducive learning environment for all. All users of AI and data technologies in our school, including students, teachers, administrators, are expected to use these technologies in a responsible and ethical manner. This includes respecting the rights of others, including their privacy and intellectual property rights, avoiding any actions that could lead to discrimination or unfair outcomes, and adhering to all relevant laws, regulations, and school policies. Users must ensure that their use of AI and data technologies does not lead to discrimination or unfair outcomes. This includes being aware of any potential biases in these technologies and taking steps to mitigate them. Acceptable use of AI technologies in our community is guided by the following principles:

- Educational Purpose:
    - AI technologies should primarily be used for educational purposes that align with our educational goals. For example, this includes using AI to enhance learning and teaching, to support academic research and writing, to aid in personalised learning, and to facilitate administrative tasks that improve the overall functioning of the school.

- Respect and Integrity:
    - All users should engage with AI technologies in a manner that respects the rights of others and exemplifies honesty and integrity. For example, this includes not using AI technologies to cheat on assignments or exams, plagiarise, or engage in any activity that violates the principles of academic integrity.
- Privacy:
    - Respect for privacy is crucial. Users must not attempt to access or use another person's AI-generated work or personal data without explicit permission. For example, this includes not using AI to infringe upon another's privacy, or to create, share, or store data in violation of school privacy policies.
- Security:
    - Users should take steps to protect the security of AI technologies, including not trying to bypass security protocols, not using technology tools for hacking, and not introducing malicious software into the school's digital environment.
- Legal and Ethical Use:
    - All interactions with AI technologies should comply with the law and the school's code of conduct. Users should not use AI technologies to engage in activities that are illegal, unethical, or in violation of school policies. For example, this includes respecting copyright and fair use laws, and not using AI to create, access, or distribute illegal or inappropriate material.
- Responsible Communication:
    - AI technologies should be used to promote respectful and constructive communication. Users must not use AI to bully, harass, intimidate, or discriminate against others.
- Cyber Hygiene:
    - Good cyber hygiene is vital for secure and efficient use of AI technologies. For example, this includes regularly updating and patching systems, using strong passwords, and not sharing login credentials.

- Critical Consumption:
    - Users should approach AI-generated content critically, verifying the information from multiple sources before using it for academic or decision-making purposes.
- Supervision and Age Restrictions:
    - It is imperative that all users comply with the specific age requirements established by AI platforms utilized on school grounds. Educators are tasked with maintaining rigorous oversight and supervision during student interactions with these systems, ensuring that all activities remain aligned with our core pedagogical objectives and the safety protocols defined herein.
- Visual Media Creation and Integrity:
    - The use of AI tools to generate images or video must comply with copyright law and the RGS Use of Images Policy. The creation, distribution, or use of visual content that is illegal, misleading, malicious, or non-consensual, including deepfakes, is explicitly prohibited.

In conjunction with this policy, all staff and pupils will be asked to sign a specific AI AUP at the start of each school year. Infringements of these guidelines will be treated as violations of the school policy and will be handled accordingly. It is the responsibility of each individual to use AI technologies appropriately and in a manner that promotes a positive and safe learning environment.

Section 9A: SAFEGUARDING, FILTERING AND MONITORING

In line with Keeping Children Safe in Education 2026 (paragraphs 167–168) and the DfE 'Generative AI: product safety expectations', the School approves generative AI tools for pupil use only if they filter harmful content effectively, are suitable for the pupils' age and allow activity to be monitored. AI tools are covered by the School's filtering and monitoring, which the SLT lead for filtering and monitoring reviews at least annually with the DSL and IT Services Manager. AI systems are also covered by the Cyber Security Policy, which follows the DfE cyber security standards for schools and colleges. Any safeguarding concern arising from AI use, including AI-generated sexual or abusive images, deepfakes, or harmful use of an AI chatbot or companion, is reported to the DSL at once.

Section 10: ASSESSMENT PROCESSES

AI technologies have significant potential to enhance and transform assessment processes within the RGS Worcester Family of Schools, facilitating personalised feedback and offering data-driven insights into student performance. The following guidelines have been developed to ensure the use of AI technologies in assessment is fair, transparent, and comprehensible to all members of our school community.

- Equity and Fairness:
    - AI technology should be used in a manner that ensures equity and fairness in assessment. This involves using AI tools that are transparent, reliable, and validated to minimise bias and inaccuracies.
- Transparency:

    - Assessment methods, criteria, and tools, including those involving AI, should be clearly communicated to students and staff. Students should understand how their work will be evaluated, especially when AI is involved in marking or feedback.
- Human Oversight:
    - While AI can enhance the efficiency of marking, human oversight remains critical. Teachers should review AI-generated feedback or grading to ensure it aligns with broader learning objectives and standards, and is appropriate for the individual learner's context.
- Student Support:
    - Students should be provided with clear instructions on how to interact with AI technologies during assessment, including any necessary technical training. Additionally, they should know who to contact for support if they encounter any difficulties.
- Data Privacy:
    - All data generated during the assessment process, including any data handled or analysed by AI technologies, must be protected in accordance with our data privacy and cyber security policy.
- Academic Integrity:
    - AI tools may flag possible plagiarism, but a flag is never proof. Any potential breaches identified by AI should be reviewed and handled according to related policies and, for qualifications, the JCQ guidance.
- Feedback and Review:
    - AI technology can provide immediate and personalised feedback, which can be used to support student learning. However, this feedback should be reviewed by teachers to ensure it aligns with wider pedagogical goals and is accurately interpreted by the student.
- Continuous Improvement:
    - The use of AI in assessment should be regularly reviewed to ensure it meets our educational objectives. Feedback from students and staff should be incorporated into this ongoing process to improve our assessment strategies continuously.

The RGS Worcester Family of Schools is committed to integrating AI technologies in assessment processes responsibly, always putting the educational needs of our students at the forefront of our efforts.

Section 11: CITATION AND REFERENCING

As we integrate AI technologies in the RGS Worcester Family of Schools, it's essential to ensure academic integrity is maintained, especially when using AI-generated content. Here are some guidelines for citing and referencing such content:

- Citation of AI-generated content:
    - Just as with all information sources, AI-generated content used in academic work needs to be cited properly. When citing content generated by an AI tool, students should provide the name of the tool, the version, and the date of access. If applicable, they should also specify the AI model used (e.g. the model name shown in the tool).
- Reference Format:

    - The reference format may vary depending on the citation style (e.g., APA, MLA, Chicago) used. However, students should consider the AI tool as an electronic source and format their references accordingly.
- Detailed citation examples for different AI outputs:
    - For AI-generated text used as a source: "Content generated by [AI Tool Name], version [version number/date], based on the prompt: '[Your exact prompt]' (Accessed [Date])."
    - For AI-generated images or visual media: "Image created by [AI Tool Name], version [version number/date], from prompt: '[Your exact prompt]' (Accessed [Date])."
    - For AI-generated code: "Code snippet generated by [AI Tool Name], version [version number/date], from prompt: '[Your exact prompt]' (Accessed [Date])."
- For more specific referencing guidelines related to different subject areas or levels, students and staff should consult their respective department guidelines or seek clarification from their teachers.
- Understanding the Source:
    - Students should understand that AI tools generate content based on a dataset, and not on novel or original thinking. Therefore, it should not be cited as an expert or authoritative source. Instead, it can be considered a tool that helps generate ideas or provides preliminary information.

- Cross-Verification:
    - While AI can be a useful tool for generating content, students should be aware of the need to cross-verify any information or data produced by an AI tool. As discussed in the Accuracy and Credibility section, it's important to check the reliability of AI-generated information using multiple sources.
- Ethical Use:
    - It's crucial to remember that the use of AI tools should not replace students' original work or thoughts. Overreliance on AI-generated content could potentially lead to breaches of academic integrity. Therefore, AI should be used as a supportive tool, not as the primary source of content in academic work.
- Seeking Guidance:
    - If students or staff are unsure about how to cite AI-generated content correctly, they should seek advice from their teachers. It's always better to err on the side of caution when it comes to maintaining academic integrity.

The RGS Worcester Family of Schools is committed to fostering an environment that upholds academic integrity and promotes responsible use of AI technologies.

Section 12: ACCURACY AND CREDIBILITY

In the RGS Worcester Family of Schools, we recognise that the information generated by AI technologies, while often accurate, may not always be entirely reliable or credible. Therefore, it is essential to educate our community on how to assess and verify the information created by these technologies. The following principles are designed to guide this process:

- Understanding AI Limitations:
    - It's important to understand that AI technologies, including language models, rely on the data they've been trained on. While AI can generate detailed and fact-based

content, it's also capable of producing information that's inaccurate or biased. Furthermore, AI does not understand context in the way humans do, and its output should be evaluated with this in mind.

- Verification of AI-Generated Information:
    - Before using AI-generated information for decision-making or academic purposes, its accuracy should be verified. This could involve cross-referencing the information with trusted sources, using fact-checking websites, or consulting experts in the field.
- Use of Multiple Sources:
    - To ensure the credibility of information, especially when it's used for academic or research purposes, it should be cross-checked with multiple sources. This not only helps validate the information but also encourages a more comprehensive understanding of the topic.
- Critical Thinking:
    - Critical thinking skills are vital when dealing with AI-generated information. Users should question the information's origin, the data it's based on, and the potential biases it might contain.
- Seeking Guidance:
    - Students and staff are encouraged to seek guidance from educators, librarians, or other information professionals when they encounter difficulties in verifying the accuracy or credibility of AI-generated information.
- Continual Learning:
    - AI technologies are rapidly evolving, and their capabilities continue to expand. Therefore, it's essential to keep learning about these technologies, to stay updated about their potential and limitations, and to understand how to use them responsibly.

By adhering to these principles, we aim to foster an environment where AI technologies are used effectively and responsibly, contributing to a rich and informed educational experience.

Section 13. PROFESSIONAL DEVELOPMENT

Professional development opportunities will be provided to equip staff with the knowledge and skills they need to effectively use AI technologies. These opportunities will cover ethical considerations, strategies for AI integration in teaching, and ways to promote digital and AI literacy among students.

Section 14: COMMUNITY ENGAGEMENT

We will keep the wider school community informed about our use of AI technologies, and we will create opportunities for parents, students, and other stakeholders to provide feedback. This engagement process will be an ongoing effort, ensuring that our community remains informed and able to contribute to decisions regarding AI use.

Section 15: REVIEWING AND UPDATING THE POLICY

This policy will be reviewed at least annually by the Director of Innovation with the DSL. This process will consider emerging trends and feedback from all stakeholders, ensuring our policy

remains current and effective in governing the use of AI technologies within The RGS Worcester Family of Schools.

Sponsor: Mr John Jones, Director of Innovation
September 2025 - Policy created
September 2026

Approved by Antonia Noble - Governor