

POLICY – Artificial Intelligence (AI)

Policy Author	Tonia Lewis, Education and Quality Improvement Lead Laura Dickie, Head of Policy
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by <i>ROC Northwest & CareTech</i> . Linton is a School.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Purpose

This policy applies to Linton School and sets out the organisational standards for the safe, legal and responsible operation of Artificial Intelligence (AI).

It provides a universal framework and outlines the expectations that apply to:

- **Staff**
- **Senior leaders**
- **Learners**
- **Visitors and contractors (where relevant)**

This policy enables Linton School to

- Meet statutory duties
- Uphold safeguarding responsibilities
- Comply with data protection requirements
- Maintain high-quality provision

3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A**.

4. Legal and Regulatory Context

Linton School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A**, which summarise the legal, regulatory and inspection requirements for England.

5. Aims

At Linton School we understand the valuable potential that artificial intelligence (AI), including generative AI. 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, senior leaders and pupils. This includes generative chatbots such as ChatGPT and Google Gemini (please note, this list is not exhaustive).

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, senior leaders and learners 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, senior leaders and learners
- Protect the privacy and personal data of staff, learners and wider school community in compliance with the UK GDPR

6. Roles and Responsibilities

6.1 Regional Lead

- Delegates responsibility for monitoring the achievement of the objectives to the Headteacher in compliance with safeguarding protocol.

6.2 Headteacher

- Promotes knowledge and understanding of the use of AI technology amongst staff and pupils.
- Monitors success in achieving the objectives and reports back to the Regional Lead.
- Ensures that the AI information and objectives as set out in this statement are published and communicated throughout the school/college, including to staff, pupils, carers and parents, and that they are reviewed and updated at least once every two years.

6.3 Staff

- All school staff are expected to have access to, understand and work to achieve the objectives as set out in the policy.

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

- Use only approved AI tools (approved by Linton School/CareTech)
- Seek advice from the Data Protection Officer, as appropriate
- Report safeguarding concerns to the DSL/DSP in line with our child protection and safeguarding policy

Designated Safeguard Lead – Sean Di Sora sean.disora@lintonschool.co.uk

Deputy Safeguard Lead - Andy Cavill andy.cavill@lintonschool.co.uk

Deputy Safeguard Lead - Steph White steph.white@lintonschool.co.uk

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

6.4 Data Protection Officer

- Our DPO is contactable via data.protection@caretech-uk.com
- Tel: 01707 601800

6.5 Senior Information Risk Officer

- The company has also appointed a Senior Information Risk Officer, Amanda Sherlock amanda.sherlock@caretech-uk.com
- Report any suspicious activity to cyber.incident@caretech-uk.com

7. Principles for the Use of AI

We follow the 5 principles set out in the AI Regulation White Paper (Department for Science, Innovation and Technology)

- Safety, security and robustness
- Appropriate transparency and explainability
- Fairness
- Accountability and governance
- Contestability and redress

8. Eliminating Discrimination

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical

thought must be applied to all outputs of authorised AI applications. This means fact- and sense-checking the output.

We will ensure we can identify and rectify bias or error by training staff in this area. We also regularly review our use of AI to identify and correct any biases that may arise.

If parents/carers or learners 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 our usual complaints' procedure.

Staff and learners 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

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

Designated Safeguard Lead – Sean Di Sora sean.disora@lintonschool.co.uk

Deputy Safeguard Lead - Andy Cavill andy.cavill@lintonschool.co.uk

Deputy Safeguard Lead - Steph White steph.white@lintonschool.co.uk

9. Educating Learners About AI

Here at Linton School we acknowledge that learners benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society.

Within ICT lessons and other subjects, learners learn about:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

Learners may use AI tools:

- As a research tool
- When studying AI in curriculum subjects

AI may also lend itself to cheating and plagiarism. To mitigate this, learners may not use AI tools:

- During assessments
- To write homework or class assignments
- To complete homework where AI answers are presented as their own work
- During exams



Where AI tools have been used as a source of information, learners should reference:

- The AI tool used
- The date the content was generated

10. Formal Assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) <https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>.

11. Staff Training

Staff will be kept up to date with developments in AI and will be able to develop and improve their practice through CPD opportunities and staff training when appropriate.

Training includes:

- Safe internet use and online safeguarding
- Understanding AI use in education
- Good practice in AI-supported teaching and learning
- AI Policy reflection

12. Breach of Policy

Breaches of this policy by staff will be dealt with in line with our staff code of conduct. Disciplinary action may be taken whether the breach occurs:

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

Staff must cooperate with any investigation into a suspected breach of this policy. This may involve providing access to:

- The generative AI application in question
- Relevant passwords or login details

Breaches must be reported immediately to the Headteacher – Sean Di Sora

13. Links to Other Policies

This policy links to:

- Data Protection Policy
- Safeguarding/Child Protection Policy



- Assessment Policy
- Exams Policy
- Homework Policy
- Behaviour Policy
- Staff Code of Conduct
- Marking and Feedback Policy
- ICT Acceptable Use Policy
- Online Safety Policy
- Equality Policy
- Group Artificial Intelligence Policy

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in November 2026.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix A — England

England's legal framework for AI use is driven by statutory duties and Ofsted's inspection requirements.

1. Department for Education — Generative AI in Education

What this means:

- AI can be used in schools and colleges to support teaching, learning and workload reduction if used safely, ethically and with strong data-protection controls.
- AI use must protect intellectual property, minimise risks (bias, accuracy issues), and avoid entering personal/sensitive data into public tools.

What this requires:

- Providers must follow DfE support materials, ensure staff understand safe use, and address risks before adoption. [\[roadmap-fo...ign.gov.uk\]](#)
- **Link:** [Generative Artificial Intelligence \(AI\) in Education — GOV.UK \[gov.uk\]](#)
<https://www.gov.uk/government/publications/safe-use-of-generative-ai-in-education-module-3>

2. Ofsted — How AI is Considered During Inspection

What this means:

- Inspectors do not judge a school or college for using or not using AI. They assess impact, not tools.
- AI must not compromise safeguarding, curriculum integrity, fairness, or the quality of education.

What this requires:

- If AI is used, leaders must show risk management, human oversight, and compliance with data-protection rules.
- **Link:** [How Ofsted looks at AI during inspection and regulation — GOV.UK \[gov.uk\]](#)

3. UK GDPR & Data Protection Act 2018 — ICO Guidance on AI and Data Protection

What this means:

- AI systems processing any personal data must meet GDPR principles (lawfulness, fairness, transparency, minimisation, security).
- Lawful basis and separate purposes must be identified for AI training vs operational use.
- Under the ICO's updated guidance, sites must demonstrate consideration of less-risky alternatives, document mitigations for algorithmic bias, and provide

meaningful human review for any automated decisions significantly affecting individuals.” (ICO guidance: fairness, transparency, DPIA expansion)

What this requires:

- Complete DPIAs for high-risk AI (most learner-related uses).
- Ensure explainability and human review where decisions affect individuals
- **Link:** [ICO Guidance on AI and Data Protection \[ico.org.uk\]](https://ico.org.uk)

4. Equality Act 2010 — Reasonable Adjustments (AI Use)

What this means:

- AI systems must not disadvantage disabled learners; adjustments must be anticipatory and accessible.

What this requires:

- Adapt AI outputs (formats, readability, accessibility).
- Assess and mitigate any discriminatory bias in AI processes.
- **Link:** [Reasonable Adjustments for Disabled Pupils — Equality and Human Rights Commission \[equalityhu...rights.com\]](https://equalityhumanrights.com)

5. FE & Skills — Jisc Principles for AI in FE

What this means:

- FE providers should adopt AI safely, ethically and strategically, building staff and learner capability.

What this requires:

- Use Jisc’s national principles, maturity toolkit, and assessment guidance to plan staged adoption.
- **Link:** [Jisc – Principles for the Use of AI in FE Colleges \[jisc.ac.uk\]](https://jisc.ac.uk)

6. Safeguarding (KCSIE & DfE AI Safety Guidance)

What this means:

- AI use must follow statutory safeguarding duties under *Keeping Children Safe in Education 2025 (KCSIE)*, including risks from harmful/biased content, misinformation, exploitation, profile-building and data misuse.
- DfE’s AI safety modules state that AI must only be used where risks are understood and mitigated, and always aligned with KCSIE.

What this requires:

- Build AI-related risks into safeguarding and online safety policies.
- Train staff using DfE’s *Safe use of generative AI in education* materials.
- Maintain human oversight, filtering/monitoring, and clear reporting processes.

Active links:

Keeping Children Safe in Education (KCSIE) 2025
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Safe Use of Generative AI in Education – DfE Module 3

<https://www.gov.uk/government/publications/safe-use-of-generative-ai-in-education-module-3>

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 \(DPA 2018\)](#)