



St Augustine's Catholic College

ARTIFICIAL INTELLIGENCE POLICY | September 2026 (v2.2)

1. Our vision

St Augustine's Catholic College embraces artificial intelligence with ambition, discernment and hope. We believe AI, used wisely, can enrich learning, deepen teaching, widen inclusion, strengthen communication and free our staff to focus on what matters most: relationships, faith and the formation of young people. We prepare every pupil for a world in which AI is everywhere — teaching them to use it responsibly, question it critically and master it confidently. In doing so, we answer Pope Leo XIV's call, in an age of intelligent machines, *"to remain profoundly human"* (Magnifica Humanitas, 2026). Technology will serve our mission; it will never define it.

2. Foundations: our Lasallian values and the teaching of the Church

This policy is rooted in our five Lasallian principles — Faith in the Presence of God, Concern for the Poor and Social Justice, Quality Education, Respect for All Persons, and Inclusive Community — and in the Church's teaching on AI, notably *Antiqua et Nova* (2025) and Pope Leo XIV's encyclical *Magnifica Humanitas* (2026). That teaching affirms what we know as educators: AI can imitate aspects of human intelligence, but it does not love, experience, mature through relationships or bear moral responsibility. It calls for AI to respect human dignity, serve the common good and show special concern for the poor and excluded — and for schools to remain places where young people keep asking questions and learn to seek and love the truth. These are our tests for every use of AI at St Augustine's.

3. Guiding principles

- **Human dignity.** AI supports and augments human potential; it never diminishes the worth, agency or voice of any person.
- **Human accountability.** AI informs; people decide. A named member of staff remains responsible for every AI-assisted output and decision.
- **Transparency.** We are open with pupils, parents, staff and governors about where and how AI is used, and about its limitations.
- **Equity and inclusion.** AI must narrow gaps, not widen them. We actively identify and mitigate bias, and ensure that no pupil is advantaged or disadvantaged by the device, subscription or support they have at home. Where AI benefits learning, it reaches every pupil — including those with SEND and those facing disadvantage — within the school day.
- **Privacy.** We uphold data protection law in full, use personal data only for its intended purpose and keep it out of tools that have not been approved.
- **Security.** AI tools are adopted and configured securely, protecting our community against misuse, deception and harm.
- **Integrity.** Work submitted for assessment is the pupil's own. AI supports thinking; it does not replace it.
- **Discernment.** We adopt AI boldly where it serves learning, dignity and the common good — and we decline it, without regret, where it does not.

4. What this looks like across the College

- **Learning and teaching.** AI supports personalised learning, feedback, adaptation and rich resources. We explicitly teach AI literacy so that pupils use AI ethically, critically and effectively.
- **Workload and administration.** AI streamlines planning, drafting, analysis and routine administration, releasing staff time for teaching and pastoral care.
- **Community.** AI helps us communicate with parents and the wider community in ways that are timely, accessible and human in tone.
- **Student support.** AI may help staff identify pupils who need support earlier — always as a prompt for professional judgement, never a substitute for it.

5. Our commitments

These boundaries protect our principles. At St Augustine's:

- AI will never make final decisions about a child or member of staff — including safeguarding, SEND provision, behaviour, grading, admissions or employment matters.
- Personal, confidential or safeguarding information is never entered into AI tools that the College has not approved.
- Every AI-assisted output is checked by a person before use, for accuracy, bias, appropriateness and safeguarding risk.
- Any AI tool used by pupils, or which processes pupil or staff personal data, is introduced only after formal approval covering safeguarding, age-appropriateness, data protection and accessibility.

- Where AI has made a meaningful contribution to a piece of work, this is acknowledged — by pupils and by staff alike. Honesty about how we work is part of how we work.
- In formal assessment, JCQ and awarding body rules apply in full; misuse of AI is treated as malpractice.
- Any AI-related safeguarding concern is reported through our normal safeguarding procedures without delay.

Before we use AI, we ask three questions

Is it honest? Is the work truly mine, and am I open about how AI has helped?

Is it respectful? Does this respect every person it touches, especially those most easily overlooked?

Is it good? Does it help me learn, serve others and grow — or is it doing my thinking for me?

6. Governance, monitoring and review

The Headteacher owns this policy. The Data Protection Officer advises on data protection and privacy impact; the Designated Safeguarding Lead advises on safeguarding implications; [insert governor committee] provides oversight. The AI Working Party — drawn from across our community — monitors practice against this policy, evaluates impact and recommends developments. Detailed operating arrangements sit beneath this policy in our linked documents: the staff and pupil acceptable use guidance, the approved AI tools register, the AI tool approval and DPIA route, and our Staff Behaviour Policy, Safeguarding and Child Protection, Online Safety, Data Protection and examinations policies.

This policy operates within Keeping Children Safe in Education, UK GDPR and current DfE guidance on generative AI in education; these references are checked against the latest versions at each review. The policy is reviewed annually, or sooner as technology and guidance evolve, with the feedback of pupils, parents, staff and governors.

Signed by:	Headteacher
Date:	September 2026
Next review date:	September 2027