South Gosforth First School

'Roots to grow and wings to fly'

Artificial Intelligence (AI) Policy

Safe, ethical and effective use of AI across our school community

	Staff • **Read it** • **Chance for feedback**	**FGB/Sub committee** • **Approved**	**Accessible** • **Website link saved**
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Members of staff with responsibility:

- Mr Rob Bradley-Adams (Head Teacher)
- Miss Rachael Blackburn (Deputy Head Teacher)

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This policy at a glance

- We welcome AI where it reduces workload and improves teaching, but people, not AI, make decisions about children and staff.
- Use only the approved tools in Appendix 1, signed in with your school account.
- No personal or identifiable information (names, photos, SEN or safeguarding details) goes into AI tools unless the tool is approved for it.
- Check everything AI produces for accuracy and bias before you use or share it. You remain professionally responsible for it.
- Our pupils are aged 3 to 9. They do not have their own accounts on general AI chatbots or image generators; any use is teacher-led.
- AI-generated or altered images of pupils, including "deepfakes", are a safeguarding concern. Report them to the DSL straight away.

1 Aims and scope

At South Gosforth First School we recognise the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. Used well, it can support teaching and learning, help adapt resources for pupils with different needs and reduce staff workload.

We are also aware of the risks posed by AI, including data protection breaches, inaccurate or biased content, copyright issues, safeguarding threats and over-reliance on AI in place of thinking and professional judgement.

This policy sets out how AI technologies are used ethically, securely and responsibly across our whole school community. It applies to staff, governors, volunteers, students on placement, visitors and pupils, whenever AI is used for school purposes, on school or personal devices, in or out of school. It covers generative AI chatbots and assistants (such as Microsoft Copilot, ChatGPT and Google Gemini), AI image and design tools, AI features built into other software (such as Canva, Adobe Express and Microsoft 365) and AI tools designed for teachers. This list is not exhaustive.

This policy aims to:

- Support the effective use of AI to enhance teaching and learning
- Support staff to use AI safely to improve efficiency and reduce workload
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part of life and work
- Promote equity and inclusion, using AI to help remove barriers to learning and provide adapted 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, pupils and families in line with UK data protection law
- Keep children safe from new and emerging risks linked to AI, in line with Keeping Children Safe in Education (KCSIE)

> **Our pupils**
>
> South Gosforth is a first school, so our pupils are aged 3 to 9 (Nursery to Year 4). Most general-purpose AI tools set a minimum age of 13 or older. This shapes how pupils experience AI in our school (see sections 7 and 8).

2 Definitions

Artificial intelligence (AI) describes computer systems that can perform tasks usually requiring human intelligence, such as recognising patterns, solving problems, making predictions and understanding or producing language. Unlike pre-programmed tools, which apply the same rules each time, AI tools learn from large amounts of data. AI does not think, feel or understand in the way people do, and it can produce confident answers that are wrong.

Term	What it means in this policy
Generative AI	An AI tool that creates new content such as text, images, audio, video or code in response to a prompt. For example: • Improving an email you have already written • Drafting a job description, letter template or newsletter item • Writing a script or slides for a presentation • Checking spelling, grammar and writing style • Summarising a long report • Adapting a text for a different reading age
Predictive AI	An AI tool that analyses data to spot patterns or make predictions, for example patterns in attendance or behaviour data.
Prompt	The instruction or question a user types or says to an AI tool.
Approved tool	An AI tool the head teacher has signed off for a specific purpose, listed in Appendix 1, after checking data protection, safeguarding and age requirements.
Open AI tool	A tool (often a free or personal account) that may store, share or learn from what is typed into it. Anything entered could be seen by the provider or used to train the AI.
Closed AI tool	A tool used through a school-managed account (for example Copilot signed in with a school Microsoft 365 account) where the provider has agreed not to use our data to train its models and the data stays protected.
Personal data	Any information that identifies a living person directly or indirectly, including names, photos, voices, dates of birth, and combinations of details (such as class, need and family circumstances) that could identify someone.
Special category data	Personal data that needs extra protection, such as health, SEN and disability information, ethnicity and religion. Safeguarding information is treated with the same care.
Deepfake	An image, video or audio clip that has been created or altered by AI to show a real person doing or saying something they did not do or say.
Automated decision-making	A decision about a person made by technology without meaningful human involvement.
Hallucination	When an AI tool produces information that sounds plausible but is made up or incorrect, including invented facts, quotes or references.

3 Legislation and guidance

There is no single law covering AI in schools. Instead, our use of AI must meet our existing legal duties. This policy meets the requirements of:

- UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025, including the rules on automated decision-making, data protection complaints and children's data
- The Education Act 2002 (section 175), which places safeguarding duties on governing bodies
- The Equality Act 2010, including the Public Sector Equality Duty, which is relevant to bias in AI
- The Copyright, Designs and Patents Act 1988
- The Online Safety Act 2023
- The Protection of Children Act 1978 and the Coroners and Justice Act 2009, under which indecent images of children are illegal, including images created or altered by AI

It also reflects the following statutory and non-statutory guidance:

- Keeping Children Safe in Education 2026 (statutory, in force from 1 September 2026), which identifies generative AI as a risk factor under the "contact" and "conduct" areas of online safety and includes AI-generated and digitally altered images within "making or sharing nudes and semi-nudes"
- DfE: Generative artificial intelligence (AI) in education (policy paper, updated August 2025)
- DfE: Generative AI: product safety standards (updated January 2026)
- DfE: Using AI in education settings: support materials (refreshed for 2026 to 2027)
- DfE: Generative AI and data protection in schools and the Data (Use and Access) Act 2025 compliance checklist for schools (both updated October 2026)
- DfE: Meeting digital and technology standards in schools and colleges, including the filtering and monitoring standards and the cyber security standards
- DfE: Teaching online safety in schools
- Ofsted: How Ofsted looks at AI during inspection and regulation
- ICO: Age appropriate design code (the Children's code)
- UKCIS: Sharing nudes and semi-nudes: advice for education settings
- The UK Government's AI regulation principles (AI regulation white paper and response)

4 Our principles

We follow the five principles for the responsible use of AI set out by the UK Government, alongside two principles of our own that reflect the age of our pupils.

Principle	We will...
Safety, security and robustness	• Only use AI tools that are secure and safe for users and that protect users' data • Make sure we can identify and correct bias or errors • Anticipate threats such as hacking, scams and misuse
Appropriate transparency and explainability	• Be open with staff, pupils, governors and families about how and why we use AI • Make sure we understand the suggestions AI makes before we act on them
Fairness	• Only use AI tools that are ethically appropriate and equitable • Consider bias relating to small groups and protected characteristics before using AI, monitor it closely and correct problems
Accountability and governance	• Make sure governors and staff have clear roles in monitoring, evaluating and using AI • Keep a record of approved tools and the checks made on them
Contestability and redress	• Make sure staff can correct and overrule AI suggestions: decisions are made by people, not technology • Respond appropriately to concerns and complaints where AI may have caused an error or unfair treatment
Children's best interests first	• Put children's safety, wellbeing and development ahead of convenience • Choose tools that help children think for themselves, rather than doing the thinking for them
Human in the loop	• Always have a member of staff check AI output before it reaches a pupil, parent or colleague • Never let AI replace relationships, professional judgement or knowing our children well

5 Roles and responsibilities

5.1 AI leads

Our AI leads are Robert Bradley-Adams (Head Teacher) and Rachael Blackburn (Deputy Head Teacher). They are responsible for the day-to-day leadership, ownership and management of AI use in the school, keeping the list of approved tools up to date, supporting staff training, and monitoring the effectiveness of AI use across the school.

5.2 Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the head teacher to account for its implementation
- Make sure the head teacher and AI leads are supported to make informed decisions about the effective and ethical use of AI
- Seek assurance that AI is considered within the school's safeguarding, online safety, data protection and filtering and monitoring arrangements, including the annual filtering and monitoring review
- Identify a governor with oversight of AI and online safety: Joanne Barnett and Laura Drew (as part of the safeguarding governor role).
- Follow the same rules as staff when using AI for governance work (see section 6). In particular, governors must:
  - Use only approved AI tools (Appendix 1)
  - Never enter confidential governance papers, or information about pupils, staff or families, into AI tools
  - Seek advice from the AI leads, the DPO, the DSL or external advisers such as GEM Education as appropriate
  - Acknowledge the use of AI in their work and fact-check the results

5.3 Head teacher

The head teacher will:

- Take overall responsibility for the day-to-day leadership and management of AI use in the school
- Sign off approved uses of AI and new AI tools, taking into account advice from the DPO, the AI leads, the DSL and a data protection impact assessment (DPIA) where needed
- Liaise with the DPO to make sure the use of AI meets data protection law, and that our privacy notices explain how AI tools process personal data
- Liaise with the DSL to make sure the use of AI is in line with KCSIE and our child protection and safeguarding policy
- Make sure staff are trained in the effective use and potential risks of AI, and that pupils are taught about AI in an age-appropriate way
- Make sure this policy is followed, and review and update it at least annually

5.4 Data protection officer (DPO)

The DPO monitors and advises on our compliance with data protection law, including in relation to AI, and supports us with DPIAs for new AI tools and with any data breach involving AI.

Our DPO is Veritau, contactable on 01904 554025 or schoolsDPO@veritau.co.uk.

5.5 Designated safeguarding lead (DSL)

The DSL takes lead responsibility for safeguarding and online safety, including risks linked to AI. The DSL will:

- Stay aware of new and emerging safeguarding threats posed by AI, such as deepfakes, AI-generated images and AI chatbots that simulate relationships
- Make sure staff training covers how to recognise and respond to AI-related safeguarding concerns
- Respond to safeguarding incidents involving AI in line with KCSIE and our child protection and safeguarding policy
- Understand the filtering and monitoring systems on school devices and, with the senior leader responsible and our IT provider, take part in the review of those systems at least once every academic year, including whether AI tools can be reached and whether concerns are flagged
- Make sure their contact details are given to providers of any pupil-facing AI tool, so that safeguarding alerts reach the right person

Our DSL is Robert Bradley-Adams, contactable via the school office on 0191 285 3453. When the DSL is unavailable, our deputy DSL(s) Rachael Blackburn, Amanda Logan, Catherine Burnett and Caroline McPartlin.

5.6 IT support

Our IT provider Omnicom supports the school to keep AI tools secure, manage school accounts and data settings, and maintain effective filtering and monitoring on all school devices.

5.7 All staff

As part of our aim to reduce workload while improving outcomes for our pupils, we encourage staff to explore how approved AI tools can help. Any use of AI must follow this policy. All staff must:

- Use only approved AI tools (Appendix 1), signed in with their school account. Personal accounts must not be used for school work
- Follow the data protection rules in section 6.4, and never put usernames or passwords into AI tools
- Check all AI-generated content for accuracy, bias and suitability before it is used with pupils, shared with colleagues or sent to families
- Acknowledge the use of AI where appropriate (section 6.8)
- Report any safeguarding concern linked to AI to the DSL immediately, and any data breach to the head teacher immediately
- Help pupils to understand, at an age-appropriate level, the benefits and limitations of AI

5.8 Pupils

Pupils must follow the guidance in section 8 of this policy ("Use of AI by pupils") and the rules their teachers give them for using technology safely.

5.9 Parents and carers

We ask parents and carers to support our approach by talking with their children about safe use of technology at home, checking the age ratings of apps (including AI features in apps and games), and telling us if they have any concerns.

6 Staff and governors' use of AI

6.1 Approved use of AI

We are committed to helping staff and governors reduce their workload. Generative AI can make some tasks quicker and easier, but it cannot replace the judgement and knowledge of a human expert. Always consider whether AI is the right tool: just because a tool is approved does not mean it is appropriate for every task.

Examples of appropriate uses include:

- ✓ Generating ideas and first drafts of lesson resources, questions, stories, model texts and displays
- ✓ Adapting resources, for example simplifying a text, changing its reading age or creating visual supports
- ✓ Drafting letters, newsletters, emails and policies (without personal data)
- ✓ Summarising published guidance or long documents that contain no personal data
- ✓ Creating images for resources, as long as they do not show or depict real people

Whatever tools are used, the quality and content of the final work remain the professional responsibility of the person who produced it. Only share AI-generated content with colleagues if you are confident it is accurate.

6.2 What AI must not be used for

Staff and governors must not use AI to:

- ✗ Make, or effectively make, decisions about individual pupils or staff, for example identifying special educational needs, admissions, suspensions, safeguarding decisions, performance management or recruitment
- ✗ Write statutory documents such as EHC plan contributions, or end-of-year reports, without significant professional review and rewriting
- ✗ Mark or assess pupils' work in a way that decides outcomes without teacher review
- ✗ Record or transcribe meetings, unless the tool is approved for that purpose (section 6.5)
- ✗ Create images, video or audio of real people, including pupils, staff or parents
- ✗ Generate content to impersonate, bully, harass or discriminate against anyone, or that could be defamatory or harm someone's reputation
- ✗ Generate explicit, offensive or illegal content, or enter such content as a prompt
- ✗ Share login details, or allow someone else to use AI tools on their behalf

6.3 Approving new AI tools or uses

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Staff must not use any AI tool, or any new AI feature within an existing tool, that is not listed in Appendix 1. To suggest a tool, speak to one of the AI leads.

Before a tool is approved, the AI leads will use the checklist in Appendix 3, which draws on the DfE's generative AI product safety standards. This includes checking the provider's age limits and terms, whether data is used to train the AI, how data is stored, filtering and safety features, and whether a DPIA is needed. The head teacher signs off approval, taking advice from the DPO and DSL.

6.4 Data protection and privacy

To keep personal and sensitive data secure:

- Never enter personal data into an open AI tool or personal account. This includes names, photos, voice recordings, dates of birth, addresses and details about pupils, staff, parents or the school that could identify someone
- Write prompts in general terms and add names and personal details afterwards, outside the AI tool (for example "a Year 2 pupil who finds number bonds tricky", not a child's name)
- Be aware that details which seem anonymous can still identify a child when combined, especially in a small school
- Be extremely cautious with SEN, health and safeguarding information. It must only be entered into a tool that the DPO and head teacher have approved for that specific purpose
- Never upload photographs or video of pupils into AI tools, including to edit, enhance or animate them
- Do not enter confidential school documents, such as financial information, HR records or governing board papers, into AI tools
- Check data settings, for example turning off "Improve the model for everyone" in ChatGPT, and use the school-managed account where one is available

Our privacy notices explain how personal data may be processed by AI tools. If personal or sensitive data is entered into an unapproved AI tool, or into an approved tool in a way that is not allowed, it will be treated as a data breach. It must be reported to the head teacher immediately and we will follow the personal data breach procedure in our data protection policy (see also section 11).

6.5 Meetings, recording and transcription

AI tools that record, transcribe or summarise meetings process personal data and must only be used where they are approved in Appendix 1 for that purpose and do not use our data to train the AI. Everyone in the meeting must be told beforehand that it will be recorded and processed by AI. These tools must not be used for safeguarding, SEN, HR or other sensitive meetings unless the head teacher and DPO have agreed. Any AI-generated summary must be checked for accuracy before it is shared.

6.6 Intellectual property and copyright

- Many AI tools use what users enter to train their models. Pupils own the intellectual property rights to original work they create, so pupils' work must not be entered into AI tools that use it for training without appropriate consent
- Do not upload copyrighted material (such as published schemes, books or resources we have bought) into AI tools unless the licence allows it
- AI output may reproduce other people's work. Check images and text before publishing them, for example on the website or social media
- Exemptions to copyright are limited. We will seek advice if we are unsure whether we are acting within the law

6.7 Accuracy, bias and fairness

AI tools can produce errors ("hallucinations") and can reflect biases in the data they were trained on, including towards protected characteristics such as sex, race and disability. Images can also stereotype. Staff must apply critical thought to all AI output: fact-check it, sense-check it, and make sure it is suitable for our pupils and community, in line with our equality policy.

Also consider whether the tool has up-to-date information, as some tools only know about events up to a certain date. We train staff to recognise bias and error, and we regularly review our use of AI to identify and correct any biases that arise.

6.8 Transparency and attribution

We are open about our use of AI. Plans, policies or documents that have been substantially created using AI should be acknowledged where appropriate, for example with a short note such as "Drafted with the help of AI and checked by [name]". Content for families that has been produced with AI must always be checked and approved by a member of staff before it is sent.

6.9 Writing good prompts: the RAFT approach

To get the best results, staff use the RAFT approach when writing prompts:

R	A	F	T
Role	**Audience**	**Format**	**Topic**
e.g. "You are an experienced Year 3 teacher"	*e.g. "for pupils aged 7 to 8"*	*e.g. "as a table with 10 questions"*	*e.g. "about the Romans in Britain"*

All AI-generated material must be checked by staff before a lesson for accuracy, bias, prejudice and age-appropriateness.

6.10 Raising concerns

Staff and governors should speak to the head teacher or an AI lead if they have any concerns about a proposed use of AI, or about AI use that may have led to errors, unfair treatment or other harm. Safeguarding concerns must be reported to the DSL immediately.

7 Educating pupils about AI

We believe pupils benefit from a knowledge-rich curriculum that helps them become well-informed, safe and thoughtful users of technology and understand its impact on society. Strong foundations in reading, writing, mathematics and computing will help pupils make good use of AI in future.

Through computing, PSHE and relationships education, and our online safety teaching, pupils will learn at an age-appropriate level about:

- What AI is, and that computers and devices follow instructions and learn from information people give them
- That AI can be helpful, but it can also get things wrong, and it is not a person or a friend
- How to check whether information is true, and that pictures and videos online can be changed or made up
- Creating and using digital content safely and responsibly
- How information on the internet is organised and ranked
- Keeping personal information private, including not telling apps, games or chatbots their name, school or where they live
- Being kind online, and that making or sharing pictures of other people without permission is not OK

- Who to tell if something online worries or upsets them

We will share information with parents and carers about AI and online safety, so that messages at home and at school support each other.

8 Use of AI by pupils

We recognise that AI is part of the world our pupils are growing up in. Because our pupils are aged 3 to 9, and most AI tools have a minimum age of 13 or older, we take a cautious, teacher-led approach.

8.1 How pupils may experience AI in school

- ✓ Teacher-led demonstrations, where the teacher uses an approved tool on the whiteboard and the class discusses the result (for example, spotting mistakes or comparing AI writing with their own)
- ✓ Supervised use of tools approved for pupils in Appendix 1, on school devices, with filtering and monitoring in place
- ✓ Resources prepared by staff using AI, which have been checked before use
- ✓ Assistive technology, such as text-to-speech, speech-to-text and translation features, where these help a pupil access learning and have been approved

8.2 What pupils will not do

- ✗ Have their own accounts on general AI chatbots or image generators (such as ChatGPT, Copilot, Gemini or Leonardo.AI)
- ✗ Use AI tools that are not approved for pupils, or use any AI tool unsupervised in school
- ✗ Use AI in lessons that focus on developing their own writing, reading, handwriting, spelling and calculation skills
- ✗ Use AI to complete homework or class work and present it as their own

Where AI has been used as a source of information in a lesson, the class will talk about where the information came from and whether it can be trusted, building the habit of acknowledging AI.

8.3 Kind and safe behaviour

Pupils must not use AI (in school or at home) to:

- Pretend to be, upset, bully or tease another person
- Make or share pictures or videos of other people, especially pictures that change how someone looks
- Make or share anything rude, unkind or scary

Any misuse will be dealt with in line with our behaviour policy and, where there is a safeguarding concern, our child protection and safeguarding policy.

8.4 Homework and home use

Homework is set so that pupils can practise their own skills. We ask parents and carers not to let children use AI to complete homework, and to supervise any use of AI apps at home, checking the provider's age limits.

9 Safeguarding and online safety

KCSIE 2026 recognises generative AI as a risk factor in online safety. We consider AI within the "4Cs" of online risk:

Risk area	Examples linked to AI
Content	AI-generated harmful, inappropriate or misleading material; fake news, images and video
Contact	AI chatbots or "companions" that simulate friendship or relationships; adults using AI to pose as children or to groom; AI features inside games and apps
Conduct	Making, sending or receiving explicit images, including AI-generated or digitally altered images; AI-generated bullying, harassment or impersonation
Commerce	AI-powered scams, phishing and harmful advertising aimed at children or staff

The use of AI may lead to safeguarding concerns including, but not limited to:

- Sexual grooming, sexual harassment and sexual extortion ("sextortion")
- Child sexual abuse or exploitation material, including AI-generated images
- Deepfakes and "nudified" images of pupils or staff
- Harmful content, advertising and promotions
- Bullying and child-on-child abuse
- Emotional dependence on, or manipulation by, AI chatbots

If you see or hear about an AI-generated or altered image of a child

- Treat it as a **safeguarding concern** and report it to the DSL **immediately**, even if no real photograph was taken or shared.
- **Do not** view, copy, screenshot, forward, save or delete the image, and do not ask a child to show it to you.
- Record what you have been told, in the child's words, and follow our child protection and safeguarding policy.
- The DSL will follow the UKCIS guidance on sharing nudes and semi-nudes, and involve parents, children's social care and the police where appropriate.

9.1 Filtering and monitoring

Our filtering and monitoring systems apply to AI tools as they do to the rest of the internet. At least once a term, the senior leader responsible, the DSL and our IT provider will review these systems on all school devices and record the review. This will include checking whether AI chatbots, image generators and "nudify" sites can be accessed, and whether concerning use of AI tools is flagged. Any pupil-facing AI tool must have effective filtering and safety features built in.

9.2 AI and staff

AI can also be used to target staff, for example through deepfake images or audio, or convincing scam emails. Staff should report any such concern to the head teacher. Staff must never use AI to communicate with pupils or families in ways that bypass our usual professional channels. All safeguarding incidents involving AI will be dealt with under our safeguarding policy and local procedures.

10 Concerns, complaints and decisions about people

We do not use AI to make decisions about individuals without meaningful human involvement. Where any system we use includes automated decision-making or profiling, we will explain this in our privacy notices and make sure a member of staff reviews, and can change, the outcome.

If parents, carers, pupils or staff have any concerns or complaints about the use of AI, including possible unfair treatment, errors or other negative outcomes, they should speak to the head teacher. Complaints will be dealt with through our complaints procedure. Concerns about how personal data has been processed can also be raised under our data protection policy, and with the Information Commissioner's Office (ICO).

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 and disciplinary procedures. Disciplinary action may be taken whether the breach occurs:

- During or outside working hours
- On a personal device or a school device
- At home, at school or from a remote working location

Staff will be required to co-operate with any investigation into a suspected breach, which may involve giving us access to the AI tool in question (whether or not it is approved) and any relevant login details. You must report any breach of this policy, by you or by another member of staff, to the head teacher immediately. Where personal data is involved, the data breach procedure will also be followed.

11.2 By governors

Allegations of governors breaching this policy will be investigated by the Chair or Vice Chair with the support of the local authority's Governor Services.

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our behaviour policy, in an age-appropriate way, and our child protection and safeguarding policy where there is a safeguarding concern.

12 Training

All staff and governors will receive training on this policy as part of induction and our annual safeguarding and online safety training. Training will cover:

- Safe and effective use of approved AI tools, including writing good prompts
- Data protection when using AI, including what must never be entered into AI tools
- Recognising and responding to AI-related safeguarding concerns, including deepfakes and AI-generated images
- Checking AI output for accuracy and bias

We use the DfE's free "Using AI in education settings" support materials, including the module on safe use of generative AI, which all staff are encouraged to complete, alongside training from the DSL, our DPO and external providers.

13 Monitoring, review and transparency

AI technology, and its benefits and risks, change quickly. This policy is a live document. It will be reviewed by the AI leads at least annually, and sooner if there is a significant change in our use of AI, in the risks involved, or in legislation or guidance. It will be approved by the full governing board.

The AI leads will monitor the effectiveness of AI use across the school, including through staff feedback and checks of how approved tools are being used, and will report to the head teacher and governors.

All staff, governors and volunteers are expected to read and follow this policy. Senior leaders and governors are responsible for making sure it is followed. We will keep our school community informed about how we use AI. Feedback from pupils, parents, carers and staff, including through our regular surveys, will inform how we develop our use of AI. This policy will be published on our website.

14 Links with other policies

This policy is linked to our:

- ✓ Child protection and safeguarding policy
- ✓ Online safety policy
- ✓ Data protection policy and privacy notices
- ✓ ICT acceptable use agreements (staff, pupils and visitors)
- ✓ Staff code of conduct
- ✓ Behaviour policy
- ✓ Anti-bullying policy
- ✓ Equality policy and objectives
- ✓ Assessment policy
- ✓ Marking and feedback policy
- ✓ Homework policy
- ✓ Complaints procedure
- ✓ Mobile phone policy
- ✓ SEND policy and information report

A1 Appendix 1: Approved AI tools

Only the tools below are approved. Always sign in with your school account where one is available. Open tools must only be used for tasks that need no personal information. Images and full names of children must never be added to any AI tool. Age limits are those set by each provider and should be rechecked when this list is reviewed.

Tool	Approved staff use	Conditions	Pupils
Microsoft Copilot (Copilot Chat)	Drafting, planning, summarising, adapting resources	Sign in with school Microsoft 365 account so enterprise data protection applies (look for the shield icon). No sensitive data.	Teacher-led only (provider age 13+)
ChatGPT	Drafting, ideas, planning	Turn off "Improve the model for everyone". Open tool: no personal data at all.	No (provider age 13+, with parental consent under 18)
Google Gemini	Drafting, ideas, planning	No personal data.	Teacher-led only
Canva	Designing resources, displays and presentations	School / Canva for Education account. No photos of pupils.	Teacher-led,
Adobe Express	Designing resources and images	School / education account. No photos of pupils.	Teacher-led only
TeachMate AI	Planning, resources, report-writing support	Use initials or no names. All outputs, especially reports, must be reviewed and rewritten by the teacher.	No (teacher tool)
Oak National Academy: Aila	Lesson planning and resources	No personal data. Check content against our curriculum.	No (teacher tool)
Leonardo.AI	Creating illustrations for resources	Open tool. No images of real people. Check outputs carefully.	No
Apple Visual Look Up	Identifying objects, plants and animals in photos	School devices. Do not use on photos of people.	Supervised use on school iPads
Any other tool		Not approved until signed off by the head teacher (Appendix 3).	

A2 Appendix 2: Staff quick checklist: before you use AI

Run through these questions every time you use AI for school work.

☐	**Is it the right tool?**	Is AI the best way to do this task? Is the tool on the approved list (Appendix 1) for this use?
☐	**Am I signed in properly?**	Am I using my school account, with data settings checked?
☐	**Is my prompt free of personal data?**	No names, photos, dates of birth, SEN, health or safeguarding details, and no combination of details that could identify someone.
☐	**Is it confidential?**	Am I about to paste in HR, finance, governance or other confidential information? If so, stop.
☐	**Have I checked the output?**	Is it accurate, up to date, free from bias and stereotypes, and right for our pupils' age and needs?
☐	**Am I still the decision-maker?**	Have I used my own professional judgement, rather than letting AI decide anything about a person?
☐	**Have I been open about it?**	Have I acknowledged AI use where appropriate?
☐	**Did anything worry me?**	Report safeguarding concerns to the DSL and data breaches to the head teacher straight away.

A3 Appendix 3: Checklist for approving a new AI tool

The AI leads complete this checklist, with advice from the DPO and DSL, before the head teacher signs off a new tool or a new use. It draws on the DfE's Generative AI: product safety standards.

Area	Questions to ask
Purpose	• What will the tool be used for, and by whom (staff only, or pupils)? • Does it meet a real need better than what we already have?
Age and terms	• What is the provider's minimum age? Is it suitable for our pupils? • Is there an education version with stronger protections?
Data protection	• What personal data will be processed? Is a DPIA needed? (Always for pupil-facing tools or sensitive data.) • Where is data stored, and for how long? • Is our data used to train the AI? Can this be switched off? • Do our privacy notices need updating?
Safeguarding	• Does it filter harmful content reliably, for our pupils' age? • Does it log activity and alert the DSL to concerns? • Does it avoid appearing human, encouraging emotional dependence or using manipulative design?
Learning	• Does it encourage pupils to think and try first, rather than giving answers straight away?
Security	• Does it support school sign-in and different permission levels? Is it kept up to date?
Fairness and IP	• Has the risk of bias been considered? • Does it respect copyright and pupils' ownership of their work?
Decision	Approved / not approved Approved uses and conditions recorded in Appendix 1.