# St Mary's C of E Primary School

*'Growing our community together'*

**Welcome, Nurture, Grow, Flourish**

# Use of Artificial Intelligence (AI) Policy

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| Committee responsible | Interim Executive Board (IEB) |
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At St Mary's C of E Primary School, we affirm that every member of our community is created in the image of God and therefore holds inherent dignity, worth and purpose. Our use of Artificial Intelligence (AI) is rooted in this theological conviction: technology must always serve people, strengthen relationships, and support the flourishing of pupils and staff within a loving Christian community.

This policy sets out our commitment to ensuring that AI is used safely, ethically and responsibly across the school. We aim to embrace the opportunities AI offers for improved learning, inclusion and staff wellbeing, while upholding the highest standards of safeguarding, data protection and professional integrity. Human wisdom, discernment and compassion remain central to all decisions; AI will never replace the relational, spiritual or pastoral elements of our vocation.

We seek to develop pupils' critical understanding of AI, enabling them to navigate the digital world with truthfulness, discernment and responsibility. We commit to transparency with families, careful evaluation of AI tools, and ongoing review of risks and benefits as technology evolves. Through this policy, we steward AI in a way that honours our Christian ethos, promotes fairness and justice, and supports the holistic flourishing of every child and adult in our care.

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**ARTIFICIAL INTELLIGENCE (AI) POLICY**

**Introduction**

As a Church of England school, our approach to artificial intelligence is grounded in the conviction that every person is made in the image of God and therefore possesses inherent dignity, worth and purpose. AI must always serve people, supporting rather than replacing the relationships, wisdom and compassion at the heart of Christian education. This reflects our commitments in Section 3b, ensuring that technology strengthens authentic human encounters and never substitutes pastoral care, spiritual formation or discernment.

Our theological ethos calls us to uphold dignity, fairness, inclusion and community; therefore, AI should promote belonging, reduce inequality and avoid reinforcing bias or stereotypes. We are guided by values of truth, discernment and responsibility, helping pupils evaluate information critically and ethically.

Finally, our commitment to holistic flourishing and stewardship includes caring for God's creation. Responsible, sustainable and environmentally aware use of AI—minimising unnecessary digital consumption and understanding its resource impact—is a fundamental part of our policy thinking, ensuring AI benefits wellbeing without shaping spiritual identity or conscience.

**1. Aims and Scope**

At St Mary's C of E Primary School, we recognise that artificial intelligence (AI), including generative AI, is rapidly transforming education and society. Used well, AI can enhance teaching, improve efficiency, offer personalised learning opportunities, and support staff wellbeing by reducing administrative burdens. These opportunities are consistent with our commitment to helping every pupil flourish academically, personally, and spiritually within a Christian community rooted in love, compassion and respect.

However, we also acknowledge that AI introduces risks, including concerns relating to data protection, copyright, safeguarding, misinformation, ethical considerations, and compliance with UK GDPR and other legal duties. AI may produce inaccurate, biased, or incomplete content, and it may store or learn from information entered into it.

This policy aims to:

- Support effective teaching and learning, enabling staff to use AI as a tool that enhances, not replaces, professional expertise.
- Promote ethical, safe and responsible use of AI by all members of the school community.
- Reduce workload and improve staff efficiency by encouraging appropriate exploration of AI tools that support planning, administration, and professional tasks.
- Prepare pupils and staff for a future in which AI is embedded across society, ensuring digital literacy, critical thinking, and discernment.
- Promote equity and inclusion, ensuring that AI is used to support diverse learning needs and narrow gaps, not widen them.

- Ensure compliance with all statutory responsibilities, including GDPR, safeguarding legislation, data protection duties, and equality obligations.

Scope: This policy applies to all staff, governors, volunteers, contractors, pupils (according to the approach chosen by the school—see Section 7), and visitors or partners who use school-approved systems or devices. It covers all generative AI tools and any use of AI on school devices or personal devices used for schoolwork. Staff must distinguish between open AI tools (public services that may learn from inputs) and closed AI tools (controlled environments with higher levels of data protection). No personal or identifiable data may be entered into any AI tool unless its use has been formally approved and assessed for data security.

**2. Legislation**

The use of AI at St Mary's C of E Primary School is governed by national guidance and law. We align with the UK Government's AI Regulation White Paper and the DfE guidance on Generative AI and Data Protection in Schools. We comply with UK GDPR and the Data Protection Act 2018. All AI use must align with safeguarding duties under Keeping Children Safe in Education (KCSIE). AI use must respect copyright and pupils' intellectual property, and support duties under the Equality Act 2010. No AI tool may process personal data unless appropriately scrutinised and approved; staff must understand differences between open and closed tools and default to anonymisation.

**3a. Regulatory Principles**

We follow five regulatory principles that guide all AI use in school:

1. Safety, security and robustness — protect data, prevent unauthorised access, identify and mitigate risks, and safeguard against misuse.
2. Appropriate transparency and explainability — be open about where AI is used; staff must understand and explain AI-influenced decisions; avoid overreliance.
3. Fairness — consider potential bias before adopting tools; check outputs for stereotyping or discriminatory effects; act to correct issues.
4. Accountability and governance — define clear roles (leaders, governors, DPO, DSL, AI Lead) and ensure human responsibility for all decisions.
5. Contestability and redress — enable staff, pupils and parents to raise concerns; prioritise human judgement over automated outputs.

**3b. Church School Principles**

As a Church of England school, we affirm the God-given dignity of every person and commit to living together in love, compassion and respect. Technology must serve people and the community. AI is a tool; it can never replace human relationships, spiritual formation or moral responsibility. We therefore commit to the following principles.

| PRINCIPLE | WE WILL… | Theological underpinning |
|---|---|---|
| Human-Centred and Spirit-Led Education | - AI can support teaching and learning, but trusted adults remain central to pastoral care, spiritual guidance and relational support.<br><br>- AI must never replace or simulate spiritual discernment, prayer, mentoring or worship.<br><br>- AI should strengthen, not weaken, authentic human encounters. | **Proverbs 3:5–6**<br>*"Trust in the Lord with all your heart, and do not rely on your own insight. In all your ways acknowledge him, and he will make straight your paths."*<br>**Spiritual discernment must remain human, relational, and God-centred**, not mechanised or delegated to technology.<br>**Guidance comes from trusted adults and the Holy Spirit**, not from automated systems.<br>It affirms that **wisdom and relational formation are grounded in faith**, aligning with your principle that AI should *support* but never replace spiritual guidance, pastoral care, prayer, or authentic human encounters. |
| Dignity and Christian Ethos | - Use AI in ways that uphold dignity, wisdom and compassion.<br><br>- Technology must serve people and not vice versa; staff use AI with integrity and accountability.<br><br>- AI should support human flourishing, not diminish agency or responsibility. | **Micah 6:8**<br>*"What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?"*<br>**Dignity** — honouring each person as made in God's image<br>**Wisdom and compassion** — "love kindness" reflects the careful, humane use of technology<br>**Integrity and accountability** — "walk humbly with your God" speaks to acting with responsibility, humility and ethical awareness<br>**Supporting human flourishing** — justice and kindness ensure technology serves people, never diminishes them |

| PRINCIPLE | WE WILL… | Theological underpinning |
|---|---|---|
| Belonging, Inclusion and Community | - Use AI to strengthen inclusion so every pupil and adult feels known and valued.<br><br>- Avoid uses that create digital dependency or weaken the real-world community.<br><br>- Stay alert to AI systems reinforcing bias or stereotypes. | **Romans 12:5**<br>*"So we, who are many, are one body in Christ, and individually we are members one of another."*<br>**Belonging**: Affirms that every person is valued and interconnected within the community.<br>**Inclusion**: Emphasises that diversity is part of the Body of Christ—no-one is marginal or should be overlooked.<br>**Community over dependency**: Highlights real-world, relational connectedness—not isolated, digital substitutes.<br>**Awareness of bias**: Encourages recognising each individual's worth, countering any system (including AI) that might create and/or reinforce harmful stereotypes. |
| Empowerment, Discernment and Truth | - Teach pupils to use AI critically and ethically.<br><br>- Verify information; address misinformation and 'hallucinations'.<br><br>- Promote intellectual honesty and responsible digital citizenship. | **1 Thessalonians 5:21**<br>*"Test everything; hold fast to what is good."*<br>**Critical thinking & discernment** — "Test everything" mirrors the need to verify AI outputs, check for misinformation, and challenge errors or bias.<br>**Ethical judgment** — Encourages pupils and adults to make wise, principled decisions when using digital tools.<br>**Commitment to truth** — "Hold fast to what is good" reinforces and anchors in intellectual honesty and responsible digital citizenship. |
| Holistic and Spiritual Flourishing | - Use AI to free time for creativity, reflection, mentoring, pastoral care and worship.<br><br>- AI must not shape spiritual identity or conscience; formation is relational.<br><br>- Support sustainable workloads and wellbeing for staff. | **John 10:10**<br>*"I came that they may have life, and have it abundantly."*<br>**Abundant life** speaks to *holistic flourishing* — spiritual, emotional, relational and intellectual.<br>It reinforces that **true formation and identity come through Christ**, not through tools nor technology.<br>It aligns with the goal of using AI to create space for **creativity, reflection, pastoral care, worship and wellbeing**, rather than replacing these human and spiritual practices.<br>It reflects the idea of supporting **healthy, sustainable rhythms** for staff as part of a flourishing Christian community. |

| PRINCIPLE | WE WILL… | Theological underpinning |
|---|---|---|
| Safeguarding, Truth and Wellbeing | - Protect pupils' safety, dignity and privacy when using AI.<br><br>- Review AI-generated materials for accuracy, safety and suitability before use with pupils.<br><br>- Do not use AI to generate prayers, sermons, reflections nor pastoral responses for pupils or adults. | **Psalm 32:8**<br>*"I will instruct you and teach you the way you should go; I will counsel you with my eye upon you."*<br>**Protecting safety, dignity and privacy**<br>God's "eye upon you" conveys vigilance, care and safeguarding.<br>**Ensuring accuracy, safety and suitability**<br>"I will instruct you and teach you the way you should go" aligns with the responsibility to review AI-generated material before using it with pupils.<br>**Keeping spiritual guidance human and relational**<br>"I will counsel you" reinforces that spiritual counsel is personal, relational and God-led — not something to be outsourced to AI systems. |
| Ethical and Responsible Use | - Ground decisions in Christian ethics and professional judgement.<br><br>- Recognise AI has no consciousness, empathy or moral awareness.<br><br>- Apply ethical reflection and human oversight to every use. | **Proverbs 4:26**<br>*"Ponder the path of your feet, and let all your ways be sure."*<br>**Ground decisions in Christian ethics** — "Ponder the path of your feet" emphasises careful, thoughtful, values-driven choices.<br>**Recognise AI has no moral awareness** — the verse highlights *human* choice and responsibility for discernment and direction.<br>**Ensure ethical reflection and oversight** — "let all your ways be sure" captures the need to act ethically and with integrity, caution and accountability when using AI tools. |
| Justice and Fairness | - Promote fairness and reduce inequality.<br><br>- Identify and challenge bias in AI outputs; review AI tools regularly. | **Isaiah 1:17**<br>*"Learn to do good; seek justice, rescue the oppressed, defend the orphan, plead for the widow."*<br>**Promote fairness & reduce inequality**<br>"Seek justice" directly reflects a commitment to fairness and equality for all.<br>**Identify and challenge bias**<br>"Rescue the oppressed" aligns with challenging systems (including AI) that disadvantage or marginalise and cause prejudice.<br>**Ongoing review & accountability**<br>The active, continuous language — "learn," "seek," "defend," "plead" — mirrors the need to regularly review AI tools for bias, fairness and ethical integrity. |

| PRINCIPLE | WE WILL… | Theological underpinning |
|---|---|---|
| Environmental Responsibility | - Consider sustainability and resource impact when adopting AI.<br><br>- Avoid unnecessary or wasteful use of resources. | **Genesis 2:15**<br>*"The Lord God took the man and put him in the garden of Eden to till it and keep it."*<br>**Sustainability & stewardship**: "to till it and keep it" reflects caring for creation responsibly, nurturing, not exploiting it.<br>**Avoiding wastefulness**: The verse implies thoughtful, restrained and careful use of resources.<br>**Ethical adoption of technology**: It frames AI use within the wider Christian duty to protect God's creation — including digital resource consumption and environmental impact. |
| Transparency and Collaboration | - Communicate openly about AI use with staff, families and governors.<br><br>- Consult the community; review practice continuously. | **Ephesians 4:25**<br>*"So then, putting away falsehood, let all of us speak the truth to our neighbours, for we are members of one another."*<br>**Communicate openly** → "speak the truth to our neighbours" reflects honesty, clarity and openness when discussing AI use with staff, families and governors.<br>**Collaboration & consultation** → "We are members of one another" reinforces shared responsibility, partnership and community involvement.<br>**Continuous review** → The verse emphasises an ethic of truthful, relational engagement—mirroring the need for ongoing dialogue and reflective practice around AI. |

**4. Roles and Responsibilities**

Clear roles ensure accountable, ethical AI use across the school.

4.0 AI Lead (if appointed) - coordinates proposals for new AI tools, maintains and updates the approved tools register, promotes safe and workload-reducing practice across the school, and supports staff with training, DPIAs and anonymisation processes, consistently modelling and upholding the school's theological and ethical principles.

4.1 Governing Board — Provides strategic oversight; requires approved tools only, attribution and fact-checking; and reviews the policy at least annually. Foundation governors and church personnel monitor the ethical use of AI through the policy and practices.

4.2 Headteacher — Leads implementation within a church school setting, ensuring theological and ethical principles are upheld; ensures staff and pupils receive training on AI benefits and risks; works with the DPO and DSL; approves new tools following consultation and, where needed, a DPIA; reviews policy annually.

4.3 Data Protection Officer (DPO) — Advises on GDPR compliance, privacy by design and DPIAs; guides breach management.

4.4 Designated Safeguarding Lead (DSL) — Monitors emerging AI risks, updates staff training, leads responses to incidents in line with safeguarding policy, and advises on filtering and monitoring.

4.5 All Staff — Ensure that AI is used in alignment with Safeguarding regulations (Keeping Children Safe in Education); understand and uphold the theological and ethical principles behind the use of AI in the school; use only approved tools; understand open vs. closed systems; anonymise by default; attribute and factcheck outputs; report concerns; never upload protected documents unless authorised; never generate impersonating, explicit or discriminatory content; sign any required AI agreement.

4.6 Pupils — Follow Section 7; attribute any permitted AI use; never use AI to impersonate, bully or generate explicit content.

**5. Staff and Governors' Use of AI**

St Mary's C of E Primary School encourages thoughtful, ethical AI use to enhance teaching and reduce workload while keeping human judgement at the centre.

5.1 Approved Use — Staff/governors may use AI for planning, resource creation, administration and professional communication. AI never replaces professional judgement; the user remains responsible for accuracy, quality and suitability. Consider whether AI is the right tool for each task. Staff must not use AI to generate internal communications involving sensitive operational decisions, personnel matters, safeguarding information or anything requiring nuance, confidentiality or professional judgement. Internal communication should remain authentically human-generated to protect accuracy, confidentiality and trust.

5.2 Approval process — New tools/uses must be discussed with the Headteacher/AI Lead, reviewed with the DPO as needed, undergo a DPIA where required, and be added to the Approved AI Use Register. Only approved tools may be used. Please note, before any AI tool is approved for school use, staff and leaders must ensure that the sources, data sets and model architecture behind the AI engine have been reviewed for accuracy, transparency and ethical integrity. Tools should only be adopted when their data sources are reputable, their training processes are clearly documented, and they meet school, DfE and GDPR standards for safety, fairness and responsible use.

5.3 Data protection and anonymisation — Do not enter personal/sensitive data into AI tools unless explicitly approved for that purpose. Default to anonymisation and minimal data. Uploading internal/confidential documents is prohibited unless assessed as data secure. Any accidental entry of personal data into unauthorised tools will be treated as a data breach.

5.4 Intellectual property (IP) — Pupils own their IP. Do not upload pupil work or copyrighted materials unless permitted. Seek guidance if unsure.

5.5 Bias, accuracy and misinformation — Factcheck all outputs; review for bias and fairness; report concerns.

5.6 Raising concerns — Report concerns about inappropriate uses, harmful outputs or safeguarding risks to the Headteacher/AI Lead and DSL as appropriate.

5.7 Ethical & responsible use — Do not generate impersonation, bullying, explicit or offensive content; avoid discriminatory prompts; attribute AI assistance; consider tool limitations; ensure human oversight.

5.8 Appropriate use by teachers - Staff **must model the FACTS process when creating or reviewing AI-generated material and should explicitly teach pupils how to apply the framework when AI use is permitted (see Section 7).** This approach supports pupils' digital literacy, critical thinking and ethical discernment, and aligns with the school's commitments to truth, fairness and responsible technology use (Section 3b).

All staff must follow the FACTS prompting framework when using AI tools for planning, resource creation, communication or professional tasks. The FACTS framework provides a structured, safe and educationally sound approach to prompting by emphasising clarity, accuracy, contextual awareness and iterative improvement. It supports key policy requirements relating to bias reduction, factual integrity, data protection and responsible use of AI outputs (see Sections 5.5 and 3b). As part of this, staff must ensure that no personal, identifiable or sensitive information—such as school names, pupil names, staff names, or other identifying features—is entered into AI tools unless the tool has been formally approved for that purpose and appropriate safeguards are in place.

**FACTS Framework**
**F – Focus Prompts:** Ensure prompts are clear, concise and purposeful.
**A – Analyse Outputs:** Check for hallucinations, factual errors and inaccuracies.
**C – Check for Bias:** Identify any stereotypes, unfair assumptions or discriminatory patterns.
**T – Tailor Suitability:** Confirm content is appropriate for the context, age group and curriculum.
**S – Strengthen Prompts:** Refine instructions for improved accuracy and clarity in future iterations.

**6. Educating Pupils About AI**
Pupils should develop knowledge, skills and discernment to navigate AI safely and responsibly. Education will be embedded across the curriculum and include:
• Safe and responsible creation and use of digital content.
• Benefits, limitations and risks of generative AI, including inaccuracies and bias.
• How information online is organised, ranked and recommended.
• Ethical and responsible use aligned to Christian values of truth, dignity and community.

Pupils will learn to question accuracy, recognise misinformation and bias, compare outputs with trusted sources, and understand that technology has no consciousness or moral judgement.

Safeguarding and online safety education will address harmful or misleading content and reporting routes.

Themes such as truthfulness, wisdom, stewardship and loving our neighbour may be

explored through Collective Worship and RE.

The school will engage parents and carers through workshops, guidance and updates explaining benefits, risks and the school's approach. The school will also provide guidance for parents on the responsible use of AI at home, including expectations around preventing misuse (e.g., generating inappropriate content, completing pupils' work using AI, or entering personal/identifiable data into AI tools). Where relevant, the school's Communications Policy may also reference parental responsibilities and outline procedures for addressing misuse.

This curriculum ensures all pupils gain AI understanding, even if the school restricts direct pupil use (see Section 7).

**7. Use of AI by Pupils**

Limited/Exceptions Only Use: Pupils may use AI only in defined contexts (e.g., computing curriculum, teacher led demonstrations, critical evaluation tasks). Safeguards include strict supervision, attribution of AI sources, prohibition of independent work or assessments, and anonymisation.

Pupils permitted to use AI will receive explicit instruction in applying the FACTS framework to ensure that any engagement with AI is safe, ethical and purposeful. Teaching pupils to *Focus prompts, Analyse outputs, Check for bias, Tailor suitability and Strengthen prompts* provides a structured approach that supports responsible digital behaviour and academic integrity. Embedding FACTS within supervised AI aligns with whole‑school careers policy expectations by strengthening key career nutrients (fig. 1) — including professional rigour, organised thinking, creative and entrepreneurial problem‑solving, service‑oriented awareness, responsible influence, research‑driven curiosity and adaptive responsiveness—thereby ensuring that responsible AI use contributes directly to pupils' broader career development and readiness for future pathways.

Fig.1

| Label | Key stimulus or nutrient |
|---|---|
| Professional | *Mastery of craft, formal recognition of specialist expertise.* |
| Managerial-administrative | *Organisational effectiveness, collaboration, teamwork.* |
| Entrepreneurial | *Taking initiative, making things happen, disrupting.* |
| Creative | *Expression, interpretation, innovation, aesthetics, design.* |
| Service-oriented | *Helping others, sense of duty & care, leadership.* |
| Influencing others | *Impact, self-promotion or validation, legacy.* |
| Research-driven | *Exploration, discovery, making things better, scientific rigour.* |
| Serendipitous | *Spontaneity, opportunism, adapting to the unexpected.* |

**8. Formal Assessments**

AI must not be used by pupils in any assessment requiring independent work (internal, school-based or external). The school will follow the latest guidance from examination bodies (e.g., JCQ) regarding authenticity, malpractice prevention and reporting.

Teachers will provide clear guidance on permitted support, design tasks that discourage inappropriate AI use, and report suspected malpractice. Indicators may include sudden changes in style, unusually polished responses or typical AI errors.

To protect fairness and equity, AI must not advantage any pupil during assessment; reasonable adjustments remain human-led and aligned with SEND policy.

**9. Staff Training**

The school will provide ongoing CPD so staff can use AI safely, ethically and effectively. Training will enable staff to understand benefits/risks; apply professional judgement; distinguish open vs. closed tools; anonymise data; identify bias and misinformation; and attribute AI assistance.

Core programme components include: foundations of AI in education; safeguarding with AI; data protection and DPIAs; bias, misinformation and fairness; ethical and responsible use; and practical workload reducing pedagogy.

Training will be delivered through INSET, staff meetings and CPD cycles, refreshed at least annually or when significant changes arise. The Headteacher/AI Lead ensures access; the DPO leads GDPR content; the DSL leads safeguarding content. Records of attendance will be kept. Practice will be updated in light of emerging best practice and technology changes.

**10. Referral to our Child Protection and Safeguarding Policy**

AI related risks fall under safeguarding. Any concerning AI use or exposure to harmful content must be reported immediately to the DSL and handled under the school's Child Protection and Safeguarding Policy and KCSIE duties. Risks include grooming, harassment, extortion, exposure to harmful or explicit content, manipulative prompts and bullying/impersonation. The DSL assesses concerns, records incidents, makes referrals where needed, and identifies emerging risk patterns; online harms are managed via the Online Safety Policy and safeguarding framework. All staff must remain vigilant, ensure pupils cannot access harmful tools, review AI generated materials before use, and report concerns immediately.

**11. Breach of this Policy**

11.1 By staff — Examples: using unapproved tools or entering personal data into unauthorised tools; generating impersonating, explicit or discriminatory content; relying on AI without factchecking. Breaches are addressed under the Staff Code of Conduct; action may be taken whether conduct occurs in or out of hours, on personal or school devices, on site or off site. Staff must cooperate with investigations, including providing access to the application and relevant credentials. Any suspected breach must be reported to the

Headteacher immediately. If personal/sensitive data is entered into an unauthorised tool, it will be treated as a data breach and managed under the Data Protection Policy.

11.2 By governors — Breaches are handled under the governing board's Code of Conduct and local procedures. Minimum expectations include using only approved tools, not entering identifiable data into open systems, attributing/fact-checking outputs, and cooperating with investigations.

11.3 By pupils — Responses follow the Behaviour Policy and, where relevant, the Safeguarding Policy. Submitting AI generated work as one's own is malpractice. Pupils must not impersonate, bully or generate explicit content using AI.

**12. Monitoring and Transparency**

This is a live policy. It will be updated when technology, risks, law or guidance change, and formally reviewed at least annually with the governing board. Leadership (Headteacher/AI Lead) monitors implementation; the DPO and DSL provide compliance and safeguarding insights. The school will evaluate impact via staff and pupil feedback, quality assurance of resources, outcomes, incident reports and bias monitoring. We will communicate openly with staff, parents/carers, governors and pupils about AI use. Schools may require staff to sign an AI Use Agreement confirming understanding of risks and responsible use. Training, guidance and policy will be updated proactively as new risks and tools emerge, and learning from incidents and reviews will inform revisions.

**13. Links with Other Policies**

This AI Policy should be read alongside: Data Protection Policy; Child Protection and Safeguarding Policy; Online Safety Policy; ICT Acceptable Use Policy; Behaviour Policy; Assessment and Exams Policies; Equality Policy; Marking and Feedback Policy; Homework Policy; and any other relevant local policies (e.g., Remote Learning, Cybersecurity, Curriculum, SEND).

**Appendix 1: Approved Uses of AI (Categories‑Based Template)**

This appendix defines categories of AI use that may be approved for staff. Each school must maintain a separate local AI tools register listing the specific tools approved. Do not approve any tool until leadership (and the DPO where needed) confirms suitable privacy safeguards and, if required, a DPIA. Do not use personal data with any category unless the tool is explicitly approved for handling such data.

Category 1 — Planning & Curriculum Support: draft lesson ideas, adapt materials, provide alternative explanations, summarise content. Conditions: check accuracy/bias; staff remain responsible for quality.

Category 2 — Administrative & Workload Reduction: draft communications, summarise documents, generate templates. Conditions: no confidential data in open tools; review before sending.

Category 3 — Accessibility & Inclusion: simplified/translated texts, visual supports,

alternative formats. Conditions: ensure age appropriateness and verify accuracy.

Category 4 — Creative (Visual/Audio/Text): images/illustrations, layouts, nonsensitive audio prompts. Conditions: avoid identifiable individuals; ensure appropriateness; use misleading images only for explicit teaching about AI.

Category 5 — Professional Reflection ('Critical Friend'): feedback on clarity/tone/structure, reframing for specific audiences. Conditions: staff retain ownership and accountability; use secure tools for sensitive drafts.

Category 6 — Research & Information (Staff Only): background information, strategy lists, summaries (respecting copyright). Conditions: critically evaluate reliability; verify using trusted sources.

Category 7 — AI Assisted Resource Creation: draft worksheets, questions, explanations, and visual layouts. Conditions: thorough review for accuracy, fairness and suitability; align with curriculum and safeguarding.

Prohibited unless explicitly approved: tools analysing/storing personal data; real-time scraping without filters; deepfakes/impersonations/synthetic voices; explicit/violent content generators; behavioural prediction/profiling; AI that simulates spiritual or pastoral input.

School level completion table:

| Category | Status (Approved/Restricted/Not Approved) | Local Notes / Approved Use Cases |
|---|---|---|
| Planning & Curriculum Support | Approved | Google Gemini |
| Administrative Tools | Approved | Google Gemini |
| Accessibility & Inclusion Tools | Approved | Google Gemini<br>Notebook LM |
| Creative Tools | Approved | Google Gemini<br>Notebook LM |
| "Critical Friend" Tools | Approved | Google Gemini |
| Research & Information Tools | Approved | Google Gemini |
| Resource Creation Tools | Approved | Google Gemini<br>Notebook LM |

**Alignment with DfE Guidance**

This policy aligns explicitly with Department for Education (DfE) guidance, including the policy paper 'Generative Artificial Intelligence (AI) in Education' (updated 12 August 2025), which emphasises safe, effective and risk-based use of AI. The following principles have been incorporated to strengthen alignment:

• AI should support teacher workload reduction and enhance teaching quality.

• All AI use must be carefully assessed for risks and benefits in context.
• Pupil-facing AI must be used with great care, ensuring supervision, safeguarding, data protection compliance and age-appropriateness.
• Staff must remain vigilant for inaccurate, biased or harmful AI outputs and review AI-generated materials before use.
• Expectations around academic integrity and responsible use must be clearly communicated to pupils, staff and parents.
• Staff training will incorporate DfE's national materials, including the Safe and Effective Use of AI in Education online modules.
• Only AI tools meeting DfE expectations for safety testing, transparency and reliable performance will be approved for use.

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**Policy document acknowledgements**

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**Documents Consulted**

- *The Key*. Model Policy: Use of Artificial Intelligence
- *The King's Church of England Primary School, Kew*. Use of Artificial Intelligence Policy
- *St Bede's School, Surrey*. Student Guide to Using AI, KS4/5 Student Guidance on Using AI, and Teacher Guidance for Suspected Malpractice or Misuse Involving AI