

Kings Road CPS



Artificial Intelligence Policy

Author	Jonathan Allcock/Ann Jaffrey
Date	September 2026
Approved by Governors	19.10.26
Review	March 2027

Kings Road Primary School

A.I. Policy 2026

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Introduction

At Kings Road Primary School, we recognise that Artificial Intelligence (AI) is a powerful, rapidly evolving technology that offers significant opportunities for modern education. We appreciate the immense value of AI as a tool to enhance learning, inspire creativity, and support adaptive teaching methods that meet the diverse needs of our pupils. Furthermore, we value its potential to streamline administrative tasks, reduce teacher workload, and allow our staff to focus more of their time on high-quality, direct pupil interaction and mentorship.

The purpose of this policy is to establish a clear, safe, and responsible framework for the use of AI across our school community. As a primary school, our priority is to balance the innovative benefits of these tools with robust safeguarding, strict data privacy, and high ethical standards.

Scope

This policy applies to all staff, including temporary staff, consultants, governors, volunteers, and contractors who may use AI in their professional roles. The policy is also relevant to any AI tools or systems used by the school for educational or administrative purposes.

Legislation and guidance

This policy reflects good practice and guidance from:

- The Department for Education (DfE) – Generative artificial intelligence (AI) in education
- The DfE – Generative AI product safety standards
- Ofsted – Ofsted’s approach to AI in education
- The Joint Council for Qualifications (JCQ) – AI use in assessments
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy will be reviewed in line with updates to national guidance and emerging best practice.

Basic Rules and Etiquette around the use of AI

AI is strictly a supplementary assistant. It must never replace a teacher's professional expertise, human judgment, or core duties.

- **Not a Replacement:** AI cannot replace individual lesson planning, pupil assessment, or report writing. The actual evaluation of a child's progress must be done entirely by the teacher.
- **Human-in-the-Loop:** Staff are 100% accountable for all final outputs. You must never copy-paste AI content without thoroughly checking it for accuracy, curriculum alignment, and bias.
- **Authentic Communication:** Sensitive communications—such as end-of-year pupil reports, safeguarding logs, and formal emails to parents—must be written genuinely by staff, not generated by machines.
- **Fact-Checking:** AI can create false information ("hallucinations"). Teachers must manually verify all facts, dates, and formulas before using them in front of a class.

Staff Expectations

Kings Road Primary School recognises that artificial intelligence (AI) can support staff in their professional roles when used safely, responsibly and appropriately. Staff may use school-approved AI tools (see Appendix B) to support lesson and curriculum planning, create teaching resources and differentiated activities, develop assessment materials, summarise publicly available guidance and support administrative tasks. All use must comply with the school's safeguarding and child protection, online safety, data protection, confidentiality and acceptable use policies. Staff must not enter pupils' names, photographs, personal details, safeguarding information, SEND or medical information, family circumstances or other confidential information into AI tools as this constitutes a serious UK GDPR data breach.

Furthermore, in accordance with Keeping Children Safe in Education (KCSIE) standards, staff retain ultimate professional accountability for all AI-assisted outputs. Because AI models can invent facts ("hallucinate") or replicate online biases, teachers must manually verify all generated content for accuracy and curriculum appropriateness before it reaches the classroom. AI must support, rather than replace, professional judgement, meaningful relationships with pupils and staff responsibility for keeping children safe.

Pupil AI Literacy and Safety Curriculum

Digital resilience is taught proactively across the school to prepare pupils for an AI-integrated world.

- **The 2BeSafe Framework:** Pupil understanding of AI risks is explicitly taught through the school's Purple Mash 2BeSafe scheme.
- **Core Focus:** These structured, age-appropriate sessions ensure pupils learn to think critically about online technology, recognise the limitations of AI-generated content, spot misinformation, and understand the concept of deepfakes.

Pupil Access and AI in Educational Software

Pupils do not have direct access to unmoderated, public AI. They only interact with AI features safely embedded within school-approved platforms like Purple Mash and ClassDojo.

- **Teacher Control:** AI features within these apps are restricted to staff accounts. Pupils only interact with specific tasks or quizzes *after* a teacher has reviewed and assigned them.
- **Data Safety:** These platforms operate under strict school data agreements. Unlike public tools, they do not track, share, or use student work to train external AI models.
- **Curriculum Alignment:** Any automated adaptive learning features (such as apps adjusting math difficulty) are used strictly for scaffolding and are monitored via teacher dashboards.

Safeguarding, Filtering and Misuse

In compliance with Keeping Children Safe in Education (KCSIE) statutory requirements, the school treats AI-specific digital risks with the same high priority as traditional online safety.

- **Digital Filtering:** The school's IT infrastructure will actively block pupil-facing access to unmoderated, open-market generative AI websites and applications.
- **Prohibited Misuse:** The deliberate use of AI to generate malicious content—including deepfakes, manipulated images of staff or pupils, plagiarism, or misinformation—is strictly prohibited. Any such action will be treated as a severe safeguarding and disciplinary breach under the school's Behaviour Policy

Review and Governance

Because AI technology and regulatory frameworks evolve rapidly, this framework is a living document.

- **Policy Review Cycle:** While the approved software list (Appendix A) is audited every 6 months, this main policy document will be formally reviewed annually by the Senior Leadership Team (SLT) and the Governing Body to stay aligned with emerging DfE guidelines.

Appendix A: School-Approved Software Log for Pupils

This log outlines the digital platforms approved for use at **Kings Road Primary School** that may contain algorithmic or AI elements. To ensure continued data protection compliance, this list will be reviewed and updated every **6 months**.

Software Platform	Core Educational Use	AI / Algorithmic Element
Purple Mash	Cross-curricular digital learning, coding, and creative tasks.	Gated teacher-facing AI assistants and closed educational tools.
TT Rockstars	Multiplication and division fluency practice.	Adaptive pacing algorithms that scale difficulty to pupil performance.

Hit the Button	Mental math, tables, and number bond recall practice.	Automated, time-tracked feedback loops.
Purple Mash (2BeSafe)	Whole-school Online Safety and Digital Literacy curriculum.	Formally updated curriculum tracking that explicitly teaches AI literacy and digital risk.

Appendix B: School-Approved Software Log for Staff

Software Platform	Core Educational Use	AI / Algorithmic Element
ClassDojo	School-to-home communication, behaviour tracking, and admin support.	Embedded staff administrative assistants and layout tools.
Twinkl	Staff lesson resources, planning aids, and teaching materials.	AI-assisted resource generation and differentiation tools for staff.
SLT AI	Automating administrative tasks and aligning institutional strategy with official UK educational standards	Generative AI and information retrieval architectures
The Key	Quality-assured guidance, statutory compliance updates, and practical resources	Education-specific generative AI and tools that do not expose sensitive school data to public, unvetted models
Gemini Notebook (Workspace Sign-In)	Evaluating and transforming user-uploaded source materials into structured, interactive learning and teaching resources	Uses AI to ground large language models (LLMs) strictly within user-provided sources rather than general internet data
Chat GPT (Educator Sign-In)	Automating administrative tasks and aligning institutional strategy with official UK educational standards	Generative AI and information retrieval architectures
Co-Pilot	Admin and communication support.	Embedded staff administrative assistants and layout tools.

Appendix C: Non-Approved Software Log - these are not approved for use by Staff or Pupils

The omission of a specific platform from this list does not imply approval; users remain fully accountable for ensuring any tool they use complies with data privacy laws. Staff and students are strictly prohibited from entering student data into unvetted systems or using AI to automate core instructional responsibilities.

Software Platform	Reasons not approved
Grok	Unfiltered information gathering, lacks reliable age-verification tools, frequently generates false information, unverified conspiracy theories, and biased content
Meta AI / Muse	Meta's default privacy models actively train on user interactions. If a teacher chats with Meta AI within WhatsApp or Instagram, any typed student or school details are instantly ingested into Meta's massive public database.
Snapchat My AI	Designed to mimic an intimate personal friend or peer. It bypasses academic structures, cannot be monitored by school IT administrative layers, and presents severe risks to a student's social-emotional boundaries.
TikTok AI Creative Suite / Avatars	TikTok's built-in generative tools encourage video and voice manipulation. Using these tools risk violating student media consent laws and creating unauthorized deepfakes of classmates or faculty.
Character.ai	Features a heavy social feed where students interact continuously with simulated personas. It is entirely non-educational, heavily datamined, and poses psychological and behavioural health boundaries risks for minors.