



“Together we learn, Together we succeed”

Artificial Intelligence

Policy Aim

This policy has been written to ensure that the school’s ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified	Approved by	Next Review
Oct 2025	Clare Ejiogu	20.11.25	FGB	Oct 2026

1. Introduction and Purpose

1.1 Rationale

Artificial Intelligence (AI) is increasingly impacting education by enhancing teaching, learning and school operational processes. AI encompasses a range of technologies, from machine learning algorithms to generative AI tools such as ChatGPT. Recognising the implications of such technologies, this policy outlines the school's strategic approach to their ethical, secure, and purposeful application.

This policy has been developed in line with the Department for Education's (DfE) guidance on *Generative Artificial Intelligence in Education* (2025) and reflects our commitment to providing a safe, inclusive, and forward-thinking learning environment. AI will be integrated thoughtfully to support rather than replace human professional judgement. The policy aims to strike a balance between innovation and responsibility.

1.2 Scope

This policy applies to all stakeholders within the school community, including senior leaders, teaching and support staff, pupils, governors, external service providers, and parents/carers. It covers all areas where AI may be used or impact school life, including but not limited to:

- Teaching and learning
- Assessment
- Administration
- Communication
- Behaviour monitoring
- Safeguarding
- Data analysis

The policy applies equally to in-school AI usage and any AI-related activity that may occur during remote or blended learning.

2. Legal and Regulatory Framework

2.1 Data Protection and GDPR Compliance

The use of AI systems within the school will fully adhere to the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. The school will ensure:

- Data minimisation: only necessary data is collected and processed.
- Informed consent: users understand if and how their data will be used by AI systems.

- Security: data processed through AI platforms must be stored securely.
- Data Protection Impact Assessments (DPIAs) are conducted prior to the introduction of new AI tools that will use or store personal data.

Use of any third-party AI systems will require confirmation of their GDPR compliance and data processing standards. The Data Protection Officer (DPO) will monitor ongoing use.

2.2 Equality and Accessibility

In line with the Equality Act 2010, all AI tools must be accessible to all learners, including those with special educational needs and disabilities (SEND). AI systems must not introduce discriminatory outcomes nor reinforce existing biases. We will:

- Test AI platforms for differential impact.
- Provide reasonable adjustments to ensure inclusivity.
- Monitor accessibility compliance in collaboration with the SENCO.

2.3 Safeguarding

Safeguarding remains a fundamental consideration in the use of AI. In line with *Keeping Children Safe in Education (2025)* (KCSIE), AI tools will be assessed for any potential risk to pupil wellbeing. Appropriate risk assessments will be carried out before implementation, focusing on:

- Exposure to harmful content
- Data misuse
- Influence on pupil behaviour or mental health
- Monitoring and filtering vulnerabilities

Staff must report any safeguarding concerns arising from AI use in accordance with existing safeguarding procedures.

3. Ethical and Responsible Use of AI

3.1 Guiding Principles

The school adopts the principles of ethical AI use:

- Transparency: Use of AI will be declared where it influences decision-making or content creation.
- Fairness: AI should not favour or disadvantage individual learners or groups.
- Accountability: Human oversight is required for all AI-influenced decisions.
- Privacy: Respect for user data is paramount.

- Education and empowerment: Staff and pupils must be equipped to interact with AI tools critically and responsibly.

3.2 Acceptable Use Standards

The AI policy is underpinned by the school's wider ICT Acceptable Use Policy. Explicit expectations are established for all users:

- Staff will ensure pupils use AI for educational purposes only.
- pupils may not use AI tools such as ChatGPT to generate or submit work as their own.
- AI-generated answers must be verified for accuracy and appropriateness.
- Users must not enter sensitive or identifiable data into AI platforms.
- Prohibited uses include using AI for cheating, misrepresentation, or sharing inappropriate content.

Breaches of this policy will be addressed through the school's behaviour or disciplinary policies, depending on the nature and severity of the incident.

4. Curriculum and Teaching

4.1 AI in Teaching and Learning

AI tools will be used to enhance, not replace, high-quality teaching. Use may include:

- Differentiated learning through adaptive teaching software
- Automated feedback and formative assessment
- Support tools for SEND and EAL learners
- Personalised revision platforms

Teachers must evaluate AI tools for pedagogical effectiveness and suitability for their learners' needs. Senior leaders will monitor adoption to ensure alignment with the Teachers' Standards, particularly in planning, behaviour management, and assessment.

4.2 AI Literacy in the Curriculum

Developing pupils' understanding of AI is essential for preparing them for the digital future. We will:

- Teach pupils the basic principles of AI, algorithmic thinking, and data bias—within Computing, PSHE, and broader cross-curricular lessons.
- Promote critical thinking by highlighting the limitations and ethical implications of generative AI.
- Train pupils to identify AI-generated misinformation and to use AI to support independent learning responsibly.

A balanced approach will ensure pupils are not passive users, but empowered digital citizens.

5. Assessment

5.1 AI-Supported Assessment

Where AI tools are used for assessment:

- All summative assessments must remain subject to human oversight.
- AI-based tools used for marking or analysis (e.g. auto-marked quizzes) must be reviewed for fairness and accuracy.
- Formative tools (e.g. feedback generators or progress trackers) may support teacher judgement but not replace it.

Senior leadership will monitor the reliability of any AI-supported assessment mechanisms in use.

6. Staff Development and Training

6.1 Professional Development

Staff require appropriate training to understand:

- How AI tools function and their pedagogical value
- Ethical and legal considerations
- Risks and responsibilities using AI with learners

Training will be provided in line with the *DfE Standards for Teachers' Professional Development*.

6.2 Leadership Oversight

Senior leaders are responsible for the procurement and monitoring of AI systems within school operations. This includes:

- Ensuring AI aligns with school values and improvement priorities
- Allocating appropriate resources
- Liaising with the DPO and ICT leads to assess risk and compliance

Governors will be involved in strategic decisions relating to AI.

7. Pupil Use and Digital Citizenship

7.1 pupil Guidance and Expectations

pupils will be explicitly taught how to:

- Use AI responsibly and reflectively
- Avoid over-reliance on AI in academic tasks
- Engage respectfully with peers and teachers when using AI collaboratively
- Recognise when content may be AI-generated

Guidelines will be reinforced through Computing and Internet Safety lessons, assemblies, PSHE, and pastoral programmes.

7.2 Promoting Responsible AI Use

The school will cultivate a strong digital citizenship ethos by:

- Encouraging pupils to question sources and validate content
- Promoting digital wellbeing and screen time moderation
- Highlighting consent, privacy and impact of AI on personal data
- Addressing issues around deepfakes, disinformation and cyber ethics

This prepares pupils to navigate AI-rich environments with confidence and care.

8. Online Safety and Cybersecurity

8.1 AI and Online Risk Management

AI-related tools are assessed within our broader safeguarding and online safety provisions. The school will:

- Apply web filtering to block inappropriate AI tools
- Keep filtering systems up to date, in accordance with *DfE Filtering and Monitoring Standards (2023)*
- Monitor pupil and staff access to ensure use complies with online safety policies

Cybersecurity risk assessments will consider:

- The integrity of third-party AI tool providers
- Data breach risk and mitigation
- Promoting safe password and device use practices

8.2 Third-Party Applications and Procurement

All AI tools must be reviewed prior to use:

- Procurement decisions will involve IT, SLT, and the Data Protection Officer (where applicable).
- Tools must meet the requirements of data security, GDPR, and accessibility
- Contracts must include terms covering data usage, retention, and breach response

A register of approved AI platforms and their educational purposes will be publicly maintained.

9. Monitoring, Evaluation, and Review

9.1 Policy Monitoring and Audit

The policy's implementation and the impact of AI use will be monitored through:

- Staff and pupil feedback mechanisms
- Periodic tool usage reviews
- Digital and data audits

- Case study analysis of learning outcomes
- This will inform ongoing professional practice and strategic planning.

9.2 Policy Review Cycle

This policy will be reviewed at least annually by the SLT and Governing Body, and more frequently if:

- National guidance changes
- New safeguarding risks emerge
- Significant technological developments occur

10. Communication and Transparency

10.1 Stakeholder Engagement

To ensure transparency:

- Key policies will be shared with staff, parents, and pupils
- Staff will receive regular updates during INSET and training days
- pupils will receive age-appropriate guidance during Computing, Internet Safety and PSHE lessons
- Parents will be informed through newsletters and information sessions

Feedback from all groups will be used to evaluate and refine the policy.

10.2 Complaints and Escalation

Any concerns or complaints relating to AI use must be raised according to the school's existing complaints policy. Escalation routes include:

- Class teacher (initial concerns)
- Senior Leadership Team
- Designated Safeguarding Lead (DSL) for safeguarding concerns
- Governing Body for unresolved issues

The school is committed to resolving any concerns swiftly, fairly and transparently.

11. Appendices

Appendix A: Glossary of Key AI Terms

- Artificial Intelligence (AI): Computer systems able to perform tasks that typically require human intelligence.
- Machine Learning: A branch of AI where systems improve through experience.
- Generative AI: Algorithms that can create new content (e.g., text, images).

- Bias: Systematic unfairness in AI outcomes, often due to training data.
- Algorithmic Transparency: Clarity over how AI makes decisions or produces outcomes.

Appendix B: Approved AI Tools

A list of vetted and approved AI tools is maintained internally for staff and governors.

These currently include:

For Teaching & Learning

- ChatGPT (GPT-5)
- Gemini
- Microsoft Copilot
- MagicSchool.ai
- Eduaide
- Grammarly EDU
- QuillBot (EDU safe mode)
- Photomath
- Khanmigo (Khan Academy)
- MathGPT
- CommonLit AI
- Newsela
- ReadTheory AI
- Century Tech
- Tassomai
- Atom Learning (adaptive)
- Pobble AI / AI sentence stem generators
- Widgit symbols + symbol writing support (not fully AI but permitted assistive)
- AI SLT
- Teachmate
- Canva EDU AI
- SlidesAI
- Gamma
- Adobe Firefly for Education (safe mode)
- Canva Image Generation EDU
- Otter EDU
- Notion AI
- ElevenLabs EDU safe mode
- AudioPen
- Class Composer AI insights

Only staff may use these accounts unless it is an **explicit EDU platform** that is child safe + DPIA approved.

Appendix C: Key References and Guidance

- **DfE Generative AI in Education (2023)**
- **Keeping Children Safe in Education (2023)**
- **Teachers' Standards (DfE, 2011)**
- **DfE Filtering and Monitoring Standards (2023)**