Artificial Intelligence (AI) Policy

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Created by: Mrs B Readey

1. Introduction

Ashton Primary School recognises that Artificial Intelligence (AI), including generative AI, is becoming increasingly embedded within education, employment and everyday life.

Used appropriately, AI can support staff workload, enhance teaching and learning, improve accessibility, assist with administrative tasks and support the creation and adaptation of educational resources.

However, the school also recognises that AI presents risks relating to safeguarding, data protection, confidentiality, accuracy, bias, intellectual property, academic integrity and children's development.

Ashton Primary School therefore adopts a safe, responsible and proportionate approach to the use of AI.

AI should support professional practice and children's learning. It should not replace professional judgement, high-quality teaching, meaningful relationships or human decision-making.

2. Scope

This policy applies to:

- all teaching and support staff;
- senior leaders;
- governors;
- volunteers and students working within school;
- pupils, where AI tools are used as part of their education; and
- any other individual using AI systems on behalf of Ashton Primary School.

For the purposes of this policy, AI includes generative AI systems and AI-powered features incorporated into other software.

Examples may include ChatGPT, Microsoft Copilot, Google Gemini and AI tools incorporated into educational, productivity, design, assessment or administrative software.

The principles of this policy apply regardless of which particular AI product or service is being used.

3. Aims

This policy aims to:

- enable staff and pupils to benefit appropriately from developments in AI;

- establish clear expectations for safe and responsible AI use;
- protect personal, confidential and sensitive information;
- safeguard pupils from inappropriate or harmful AI-generated content;
- ensure that professional judgement remains central to decision-making;
- maintain the integrity of teaching, assessment and school administration;
- develop appropriate AI literacy among staff and pupils;
- ensure AI use is consistent with safeguarding, data protection and copyright requirements; and
- ensure that AI enhances rather than diminishes high-quality education and human interaction.

4. Key Principles

AI use at Ashton Primary School will be guided by the following principles:

Human responsibility – A person remains responsible for decisions, work and content produced with the assistance of AI.

Privacy – Personal, confidential or sensitive information must be protected.

Safeguarding – Children's safety and wellbeing take priority over the benefits or convenience offered by AI.

Accuracy – AI-generated information must not automatically be assumed to be correct.

Transparency – Staff should be open about significant use of AI where this is relevant.

Fairness – Staff must remain alert to the possibility of bias, stereotyping or discriminatory outputs.

Professional judgement – AI must support, rather than replace, the knowledge and judgement of school staff.

Educational value – AI should only be used with pupils where its use has a clear and appropriate educational purpose.

5. Appropriate Staff Use of AI

Staff may use approved AI tools to support their professional duties where doing so is appropriate, safe and consistent with this policy.

Examples of appropriate uses may include:

- generating ideas for lessons and activities;

- supporting lesson planning;
- creating draft teaching resources;
- adapting resources for different levels of need;
- generating questions, quizzes or examples;
- producing ideas for displays or classroom activities;
- drafting letters, newsletters and general communications;
- improving the clarity or tone of written communication;
- summarising non-confidential information;
- creating administrative templates;
- supporting curriculum planning;
- generating ideas for interventions or activities;
- assisting with translation where outputs are appropriately checked; and
- reducing workload through appropriate administrative support.

AI-generated material must be treated as a draft or support tool, rather than automatically accepted as a finished product.

The member of staff using AI remains professionally responsible for the final content.

6. Checking AI-Generated Content

Generative AI can produce information which is inaccurate, incomplete, misleading or entirely fabricated.

Staff must therefore critically review AI-generated content before using or sharing it.

Staff should consider:

- whether the information is factually accurate;
- whether it is age appropriate;
- whether it meets the intended curriculum objectives;
- whether terminology is appropriate;
- whether it contains stereotypes or bias;
- whether references, quotations or sources actually exist;
- whether the material reflects the needs and context of Ashton Primary School; and

- whether there are any safeguarding, copyright or data protection concerns.

Particular care must be taken where AI-generated information relates to legislation, statutory guidance, safeguarding, SEND, medical matters or other areas where inaccurate information could have significant consequences.

7. Personal and Confidential Information

Staff must not enter identifiable personal, confidential or sensitive information into a public or unapproved AI system.

This includes, but is not limited to:

- pupils' full names;
- dates of birth;
- addresses;
- photographs of identifiable pupils;
- contact details;
- medical information;
- safeguarding information;
- child protection records;
- behaviour records containing identifiable information;
- SEND documentation containing identifiable information;
- EHCPs or professional reports containing identifiable information;
- information about family circumstances;
- staff personal information; and
- passwords, account details or other security information.

Removing a child's name does not necessarily make information anonymous. Staff must consider whether the remaining information could still allow the individual to be identified.

Where information about a pupil is required to generate ideas or support professional thinking, it should be appropriately anonymised and minimised so that the individual cannot reasonably be identified.

8. Safeguarding and AI

The school's existing safeguarding procedures apply to the use of AI.

Staff must be aware that generative AI may:

- produce inappropriate or harmful material;
- provide inaccurate information;
- generate convincing false images, audio or video;
- expose children to unsuitable content;
- encourage inappropriate emotional dependency;
- facilitate bullying or harmful behaviour;
- reproduce stereotypes or discriminatory material; and
- provide responses which are unsuitable for a child's age or level of understanding.

Any safeguarding concern arising from the use of AI must be reported immediately in accordance with the school's Child Protection and Safeguarding Policy.

AI must never be used as a substitute for reporting a safeguarding concern to the Designated Safeguarding Lead.

Staff must never enter safeguarding disclosures or child protection information into a generative AI system for advice about what action to take.

Safeguarding decisions must remain with appropriately trained professionals and be made in accordance with the school's safeguarding procedures.

9. AI and SEND

AI may provide useful opportunities to support pupils with SEND, including adapting materials, simplifying language, producing visual supports and supporting accessibility.

However, staff must exercise particular care when using AI in relation to SEND.

AI must not be used to:

- diagnose a child;
- determine whether a child has a special educational need or disability;
- determine whether a referral should be made;
- independently determine provision;
- replace professional assessment;
- produce or alter statutory SEND documentation without professional oversight; or
- make decisions about a child's placement or entitlement to support.

AI may support professional thinking and drafting, but decisions must be made by appropriate staff based upon their professional knowledge of the child and, where applicable, advice from relevant professionals.

Identifiable SEND information must not be entered into unapproved AI systems.

10. AI and Assessment

AI may be used appropriately to support assessment processes, for example by:

- generating assessment questions;
- suggesting success criteria;
- generating examples;
- identifying possible misconceptions;
- helping staff consider next steps; and
- supporting the organisation or presentation of assessment information.

However, AI must not replace teacher assessment or professional judgement.

Teachers remain responsible for assessing children's knowledge, understanding and progress.

Staff must be particularly cautious about uploading children's work to AI systems where the work contains names, handwriting, photographs or other information that could identify a pupil.

11. Report Writing

AI may be used to assist staff with the drafting, structure or wording of pupil reports where this can be done safely.

Staff must not enter identifiable pupil information into an unapproved AI platform.

Where AI is used to support report writing, the member of staff remains responsible for ensuring that the final report:

- accurately describes the individual child;
- reflects the member of staff's own professional assessment;
- does not contain fabricated information;
- is appropriately personalised; and
- has been carefully checked before being shared with parents or carers.

Reports must not become generic or impersonal as a result of AI use.

12. Communications

AI may be used to support the drafting of routine school communications, including letters, emails, newsletters, website content and social media posts.

The person sending or publishing the communication remains responsible for its accuracy and appropriateness.

Sensitive, confidential or identifiable information must not be entered into unapproved AI systems when drafting communications.

AI-generated communication must be reviewed before being sent or published.

13. Use of AI by Pupils

Ashton Primary School recognises that children will grow up in a society where AI is increasingly commonplace. Developing age-appropriate understanding of AI therefore forms part of preparing pupils for life in modern Britain and the wider world.

Any direct use of generative AI by pupils in school must:

- be purposeful;
- be appropriate for their age and stage of development;
- have a clear educational objective;
- take place using an appropriate and approved platform;
- be appropriately supervised by staff; and
- comply with any age restrictions or terms applicable to the service being used.

Staff must not instruct pupils to create personal accounts for AI services that are not approved for their age or for use by the school.

14. Teaching Children About AI

Where appropriate, pupils should be taught that:

- AI is created and trained by people;
- AI-generated information is not automatically true;
- AI can make mistakes;
- AI can reflect bias and stereotypes;
- images, audio and video can be artificially generated or manipulated;
- personal information should not be shared with AI systems;
- AI-generated work should not automatically be presented as their own;

- information should be checked using reliable sources; and
- AI should be used as a tool to support thinking rather than replace it.

AI literacy should develop progressively and in an age-appropriate way.

15. Independent Work and Academic Integrity

Where a teacher expects work to demonstrate a pupil's independent knowledge, understanding or skills, pupils must not use AI to complete that work unless specifically permitted.

Pupils must not use AI to generate work and present it as entirely their own.

Staff should teach children that using technology responsibly includes being honest about how work has been produced.

At primary-school level, the school's emphasis will be on education, digital literacy and developing good habits rather than simply detecting or penalising AI use.

16. Homework

Teachers should make expectations regarding AI use clear where relevant to homework.

AI should not be used by pupils or adults supporting them to complete homework on the child's behalf.

Where AI is used appropriately to support learning, the child should still understand and engage with the work being submitted.

17. Images, Video, Audio and Deepfakes

AI tools can create or manipulate realistic photographs, videos and voices.

Staff and pupils must not use AI to create misleading, humiliating, sexualised, discriminatory or otherwise inappropriate representations of pupils, staff or members of the school community.

Images of pupils must not be uploaded to AI image-generation or image-editing services unless the service has been specifically approved by the school for that purpose and all relevant safeguarding, consent and data protection requirements have been considered.

Any inappropriate AI-generated representation of a child or member of staff must be reported immediately.

Where the content raises a safeguarding concern, normal safeguarding procedures must be followed.

18. AI and Decision-Making

AI must not independently make significant decisions about pupils or staff.

This includes decisions relating to:

- safeguarding;
- admissions;
- exclusions or suspensions;
- behaviour sanctions;
- SEND provision;
- pupil placement;
- staff recruitment;
- staff performance;
- disciplinary matters; or
- other significant decisions affecting an individual's rights or opportunities.

AI may provide administrative or analytical support where appropriate, but responsibility for decisions remains with authorised school staff.

19. Bias, Equality and Inclusion

AI systems may reproduce or amplify biases contained within their training data or design.

Staff must therefore critically consider whether AI-generated material:

- reinforces stereotypes;
- disadvantages particular groups;
- contains discriminatory assumptions;
- represents different families, cultures and communities appropriately; or
- creates barriers for pupils with protected characteristics or additional needs.

AI must be used consistently with the school's duties under equality legislation and its commitment to inclusion.

20. Copyright and Intellectual Property

AI-generated content may raise copyright and intellectual property issues.

Staff should not assume that content produced by an AI system is automatically free from copyright restrictions.

Staff must not intentionally use AI to reproduce substantial copyrighted material without appropriate permission.

Where AI-generated material is used in resources or publications, staff remain responsible for ensuring its use is appropriate and lawful.

Confidential or commercially sensitive school materials should not be uploaded to AI services where doing so could grant the provider rights to retain, reuse or process that material.

21. Approved AI Tools

Staff should use AI services approved or considered appropriate by the school.

Before introducing an AI product for systematic or significant school use, the school should consider:

- its intended educational purpose;
- age appropriateness;
- how user data is collected and processed;
- whether inputs are retained;
- whether data may be used to train the system;
- security arrangements;
- safeguarding controls;
- filtering and moderation;
- contractual arrangements;
- data protection implications; and
- the potential impact on pupils.

Where an AI system presents a potentially high risk to individuals' rights and freedoms, appropriate data protection advice should be sought and a Data Protection Impact Assessment considered where required.

22. Staff Training

The school will seek to ensure that staff develop appropriate AI literacy.

Training and guidance may include:

- safe and effective prompting;
- protecting personal information;

- recognising AI inaccuracies and hallucinations;
- checking AI-generated information;
- recognising bias;
- safeguarding implications;
- copyright and intellectual property;
- appropriate educational uses of AI; and
- developments in national guidance.

Staff should seek advice from a member of the Senior Leadership Team where they are uncertain whether a particular use of AI is appropriate.

23. Transparency

The school does not expect staff to declare every routine use of AI, such as using AI to generate ideas, improve wording or assist with planning.

However, transparency may be appropriate where AI has played a significant role in producing material, analysing information or supporting a process.

The school will not present significant automated decision-making as human professional judgement.

24. Responsibilities

The Headteacher has overall responsibility for ensuring that AI is used appropriately within the school.

Senior leaders are responsible for promoting safe practice, supporting staff and responding to concerns about inappropriate AI use.

The Designated Safeguarding Lead (DSL) should be involved where AI use raises safeguarding concerns.

The Data Protection Officer (DPO) should be consulted where proposed AI use creates significant data protection implications.

Teachers and other staff are responsible for ensuring their own use of AI complies with this policy and for checking any AI-generated content they use.

Governors provide appropriate oversight of the school's approach to AI and associated risks.

25. Unacceptable Use

The following uses of AI are prohibited:

- entering identifiable safeguarding information into unapproved AI systems;
- entering confidential pupil or staff information into unapproved AI systems;
- using AI to make safeguarding decisions;
- using AI to diagnose pupils;
- relying on AI-generated information without appropriate checking;
- creating inappropriate or harmful AI-generated images, audio or video;
- impersonating another person using AI;
- using AI to bully, harass or humiliate another person;
- using AI to circumvent the school's filtering or monitoring systems;
- using AI to produce deliberately misleading information;
- presenting AI-generated pupil work dishonestly as independent work; and
- using AI in any way which breaches another school policy or applicable law.

26. Concerns and Breaches

Any member of staff who becomes aware of inappropriate AI use should report this to an appropriate senior leader.

Where a concern involves:

- **safeguarding** – it must be reported to the DSL;
- **personal data** – it must be reported in accordance with the school's data breach procedures; or
- **staff conduct** – it should be addressed through the appropriate staff procedures.

Where a pupil misuses AI, the response should be proportionate to the child's age, understanding, intent and the nature of the incident, in accordance with the school's Behaviour Policy and Online Safety procedures.

27. Links with Other Policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Data Protection Policy and Privacy Notices;
- Acceptable Use Policies;

- Staff Code of Conduct;
- Behaviour Policy;
- SEND Policy;
- Assessment Policy;
- Curriculum policies;
- Social Media Policy; and
- relevant filtering and monitoring arrangements.

28. Monitoring and Review

AI technology and national guidance are developing rapidly.

The school will therefore keep its use of AI under review and respond to changes in technology, legislation and guidance from the Department for Education, Information Commissioner's Office and other relevant bodies.

This policy will be formally reviewed annually, or sooner where significant changes in legislation, statutory guidance, technology or school practice make this necessary.