



Use of Artificial Intelligence (AI) Policy

2025-2026

***WALKING IN LOVE,
INSPIRING TRANSFORMATION***



Use of Artificial Intelligence (AI) Policy

Vision & Aims

At St Anne's, we **Walk in love** (Ephesians 5:2), nurturing **Compassion, Curiosity and Confidence** in our pupils and adults.

We create a **Community of belonging** in which each person can **Shine their Light** (Matthew 5:16).

Rooted in Christ, we celebrate our rich diversity and inspire transformation through inclusive leadership and learning

Our approach to Artificial Intelligence is rooted in our school values, promoting compassionate behaviour, curious thinking and confident, independent learners.

Statement of intent

At St Anne's CE Primary School, our approach to the use of Artificial Intelligence (AI) is rooted in our Christian vision and shaped by the values of walking in love, loving to explore, and shining your light. As a Church of England school, we seek to ensure that all aspects of school life, including the use of emerging technologies, enable every child and adult to flourish.

We recognise that AI is becoming an increasingly significant part of society and the future lives of our pupils. Our intent is to use AI wisely, ethically, and responsibly, ensuring it supports high-quality education while upholding the dignity, wellbeing, and uniqueness of every individual. In line with our Christian vision, AI will be used to enhance learning and professional practice, not to replace the importance of relationships, creativity, or human judgement.

Our use of AI is underpinned by a commitment to wisdom, justice, and compassion. We are dedicated to safeguarding children, protecting personal data, and ensuring transparency and accountability in how AI tools are selected and used. Pupils will be supported to develop an age-appropriate understanding of AI, enabling them to engage critically and responsibly with technology, make wise choices, and act with integrity in the digital world.

Through this policy, we aim to ensure that the use of AI reflects our calling to love our neighbour, seek the common good, and equip our pupils with the knowledge, skills, and moral awareness they need to shine their light and contribute positively to a rapidly changing world.

I. Links to Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

- [AI regulation white paper](#), published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- [Generative artificial intelligence \(AI\) and data protection in schools](#), published by the Department for Education (DfE)

This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2020](#)
- [Data Protection Act 2018 \(DPA 2018\)](#)

2. Links with Other School Policies and Practices

This policy links with several school policies, practices and action plans including:

- Data protection policy
- Safeguarding/child protection policy
- Behaviour policy
- Staff code of conduct
- Marking and feedback policy
- ICT acceptable use policy
- Online safety policy
- Equality policy
- E-Safety Policy

3. Regulation principles

At St Anne's CE Primary School, We follow the 5 principles set out in the [AI regulation white paper](#).

REGULATORY PRINCIPLE	WE WILL ...
Safety, security and robustness	<ul style="list-style-type: none"> • Ensure that AI solutions are secure and safe for users and protect users' data • Ensure we can identify and rectify bias or error • Anticipate threats such as hacking
Appropriate transparency and explainability	<ul style="list-style-type: none"> • Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	<ul style="list-style-type: none"> • Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate
Accountability and governance	<ul style="list-style-type: none"> • Ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI

REGULATORY PRINCIPLE	WE WILL ...
Contestability and redress	<ul style="list-style-type: none"> • Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology • Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment

4. Roles and Responsibilities

Our generative AI lead is Harry Larter (Computing & PSHE/RSHE Lead). They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

4.1 Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation in line with the school's AI strategy
- Ensure the headteacher and/or AI lead is/are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Adhere to the guidelines below to protect data when using generative AI tools:
- Seek advice from the data protection officer / IT / AI lead and the designated safeguarding lead, as appropriate
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

4.2 Headteacher

The headteacher will:

- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- Liaise with the DSL to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy
- Ensure that the guidance set out in this policy is followed by all staff
- Review and update this AI policy as appropriate, and at least annually
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Make sure pupils are taught about the effective use and potential risks of AI
- Sign off on approved uses of AI, or new AI tools, considering advice from the DPO, AI lead and data protection impact assessments

4.3 Data protection officer (DPO)

St Anne's CE Primary School encourages pupils to:

- be respectful to members of staff, and the school, always
- be respectful to other pupils and parents/carers
- direct any complaints or concerns through the school's official channels, so they can be dealt with in line with the school's complaints procedure

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE) and the school's child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices

The school's DSL is Elizabeth Hindmarsh (Headteacher)

4.5 All staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives using approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- Seek advice from the data protection officer / IT / AI lead, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

4.6 Pupils

Pupils must:

- Follow the guidelines set out in section 7 of this policy ('Use of AI by Pupils')

5. Staff and governor's use of AI

5.1 Approved use of AI

We are committed to helping staff and governors reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete but cannot replace the judgement and knowledge of a human expert.

Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remain the professional responsibility of the person who produced it.



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Any plans, policies or documents created using AI should be clearly attributed. Any member of staff or governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or governors for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Always consider whether AI is the right tool to use. Just because the school has approved its use doesn't mean it will always be appropriate.

5.2 Process of Approval

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Staff should contact the headteacher to discuss any ideas they may have with regards to using AI, so the headteacher can take the suggestions forward if they deem it to be a satisfactory new method of working.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, considering advice from the AI lead, the DPO and data protection impact assessments.

5.3 Data protection and privacy

If personal and/or sensitive data is entered into an unauthorised generative AI tool, St Anne's CE Primary School will treat this as a data breach and will follow the personal data breach procedure outlined in our [data protection policy](#). Please also refer to section 10 of this policy.

5.4 Intellectual property

Most generative AI tools use inputs submitted by users to train and refine their models. Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.

Pupils' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright.

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.5 Bias

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output.

We will ensure we can identify and rectify bias or error by training staff in this area.

We also regularly review our use of AI to identify and correct any biases that may arise.

If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual [complaints procedure](#).

5.6 Raising concerns

We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's [child protection and safeguarding policy](#).

5.7 Ethical and responsible use

We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our school's [equality policy](#) when using generative AI tools
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it

Staff and governors must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

6. Educating pupils about AI

Here at St Anne's CE Primary School, we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

Kapow Primary ensures that artificial intelligence (AI) is introduced progressively across the primary phases through its Computing and Digital Literacy curriculum. AI is not taught as a standalone unit, but is woven through learning about computing systems, data, algorithms and online safety in an age-appropriate way.

EYFS (Early Years Foundation Stage)

In EYFS, Kapow Primary introduces the foundations for understanding AI through play-based learning and exploration of technology.

Where it appears in the curriculum:

- Understanding the World – Technology
- Computing: Exploring digital devices and simple programs
- Online safety discussions

How AI-related learning is introduced:

- Children explore digital devices and learn that technology responds to inputs (e.g. pressing buttons, giving simple instructions).
- Pupils begin to understand that some toys and programs can “do things on their own” by following instructions.
- Adults model simple discussions about technology being created by people and used to help us.
- Early online safety messages are introduced, including the importance of asking a trusted adult for help.

This builds early awareness that technology can make decisions or responses based on instructions, laying the groundwork for later AI understanding.

Key Stage 1 (KS1)

In KS1, Kapow Primary develops pupils' understanding of how computers work and introduces early ideas linked to data and decision-making.

Where it appears in the curriculum:

- Computing: Algorithms and programming
- Computing: Data and information
- Online safety and digital literacy units

How AI-related learning is developed:

- Pupils learn that computers follow instructions (algorithms) and make choices based on rules.
- Children explore simple data, such as sorting, grouping and recognising patterns.
- Pupils begin to understand that not all online content is created by people.
- Online safety lessons support pupils in questioning what they see online and understanding when to seek adult help.

These concepts help pupils understand how AI systems use rules and data to produce outputs.

Key Stage 2 (KS2)

In KS2, Kapow Primary deepens pupils' understanding of AI by linking it more explicitly to data, pattern recognition and digital responsibility.

Where it appears in the curriculum:

- Computing: Data and information
- Computing: Programming and algorithms
- Digital literacy and online safety
- Computing and society / impact of technology

How AI-related learning is developed:

- Pupils explore how computers analyse data to identify patterns and make predictions.
- Learners discuss how AI systems are trained using data and why the quality of data matters.
- Pupils consider fairness, accuracy and bias in a child-friendly way.
- Online safety lessons address AI-generated content, misinformation and responsible technology use.
- Pupils are encouraged to think critically about digital content and understand the limits of AI, particularly in Year 6 with a unit dedicated to 'exploring AI'.

By the end of KS2, pupils have a secure, age-appropriate understanding of how AI works, its benefits and limitations, and how to use technology safely and responsibly.

7. Use of AI by pupils

We recognise that AI has many uses to help pupils learn.

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images



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All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

This list of AI misuse is not exhaustive.

Where AI tools have been used as a source of information, pupils should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

Pupils must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils
- Input offensive, discriminatory or inappropriate content as a prompt

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. We recognise that AI has many uses to help pupils learn but may also have the potential to be misused and used to bully others. For example, in the form of 'deepfakes', where AI is used to create and generate images, audio or video hoaxes that look real. This includes deepfake pornography: pornographic content created using AI to include someone's likeness. At St Anne's CE Primary School, we will treat any use of AI to bully pupils in line with our [Anti-Bullying](#) and [Behaviour Policy](#).

8. Formative assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on [AI use in assessments](#).

9. Staff training

At St Anne's CE Primary School, we recognise that artificial intelligence (AI) is an increasingly important part of the digital world and may have an impact on teaching, learning and safeguarding in primary education. The school is committed to ensuring that all staff have an appropriate understanding of AI and are supported to use it safely, responsibly and in ways that support high-quality learning for pupils. Staff will be supported to develop a clear, age-appropriate understanding of what AI is and how it may be encountered by children, both in and outside of school. This will include guidance on the benefits and limitations of AI tools, the importance of professional judgement, and an awareness of issues such as accuracy, bias and data protection.



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Training and guidance on AI will be incorporated into existing staff training on online safety, acceptable use of technology and safeguarding. This will help ensure that staff are aware of potential risks, including exposure to unsuitable content, misinformation and the sharing of personal data, and are able to respond appropriately and support pupils in developing safe digital habits.

The Senior Leadership Team will have overall responsibility for ensuring that staff have access to relevant continuing professional development (CPD) opportunities relating to AI. This will be supported by the Computing Lead and Designated Safeguarding Lead, who will help identify appropriate training and guidance and ensure that it reflects the needs of a primary school setting.

The school will keep up to date with developments and good practice in the use of AI through trusted educational sources, professional networks and national guidance. Relevant updates and examples of good practice will be shared with staff through staff meetings, briefings and internal guidance to ensure a consistent and informed approach across the school.

This approach will be reviewed regularly to ensure it remains appropriate for primary-aged pupils and reflects current guidance and best practice.

10. Referral to our child protection and safeguarding policy

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion
- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the school's child protection and [safeguarding policy and child protection referral process](#).

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](#).

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location

Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:



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- The generative AI application in question (whether it is one authorised by the school)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to the headteacher immediately.

11.2 By governors

Governors found in breach of this policy will be dealt within line with our [governor code of conduct](#). Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location

Members of the governing board will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (whether it is one authorised by the school)
- Any relevant passwords or login details

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our [behaviour policy](#) and, if required, our [child protection and safeguarding policy](#).

12. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by the headteacher or computing lead whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full governing board at least annually.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

SLT and the Computing lead will monitor the effectiveness of AI usage across the school. We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

Any questions or concerns regarding this policy should be made to:

Name: Mr Harry Larter
Role: Computing Lead



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Policy Approved by: Local Governing Board

Date: March 2026

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