To Parents and Carers,

Safeguarding and the Use of Generative AI

We are writing to address the rapid rise of Generative Artificial Intelligence (AI) tools, such as ChatGPT, Google Gemini, and various image and audio generators, and the immediate impact they are having on the online safety of children. Please be aware also that most of these tools have no or minimal age verification processes, meaning children can easily access them from a device.

At our school, we embrace technology as a powerful tool for learning. However, our priority is always the safety and well-being of our students. Given the widespread use of these platforms - often without explicit parental knowledge - it is vital that we inform you of the associated safeguarding risks so we can work together to ensure your child remains safe online.

The Safeguarding Risks of Generative AI

The key risks we are aware of and currently monitoring, in line with national guidance, include:

- **Creation of harmful content:** A significant and serious risk is the misuse of image and video generators to create **deepfakes (sexualised images)** of peers, staff, or others. This can lead to severe bullying, emotional distress, blackmail, and is in most cases illegal.

- **Exposure to inappropriate, fake or misleading content:** Many AI tools generate content that is inaccurate, biased, harmful and even sexually inappropriate. AI Chatbots (available on many websites including all social media) can also be emotionally manipulative and some may provide dangerous advice on health, well-being, or self-harm.

- **Data privacy and security:** The data children input into these tools is often stored and used to train future versions. Personal or sensitive information (real names, location, school details, private thoughts) typed into a chatbot may not remain private.

6 Top Tips

Children are more likely to use unfiltered devices outside of school, so we encourage all parents to chat regularly with their children and discuss these new technologies using the following tips as a starting point:

1. **Outline the legalities of AI use** - Have a frank, age-appropriate conversation about how creating, sharing, or possessing AI-generated images or text to bully, harass, or sexually exploit anyone is illegal, and causes serious harm.
2. **Check age restrictions and co-explore -** Most major AI tools have a minimum age of 13, often requiring parental consent. Before you permit your child to use any AI tool, use the tool *together* first to understand how it works and what the outputs look

like. Co-exploring builds trust and shared understanding. Consider agreeing a [Digital Family Agreement](#).

3. **Set safety controls** – you can set safety controls on your broadband, on the individual device and on particular apps/games. For more support with this please visit [parentsafe.lgfl.net.](#) When doing so please keep in mind that no controls are ever 100% and you should talk to your child about why any controls are in place to promote transparency.

4. **Prioritise critical thinking** - Teach your child that AI is a prediction engine, not a source of truth. Encourage them to *always* fact-check and verify information from a variety of trusted sources (such as a book, a teacher, or a reliable website) before accepting it as correct.

5. **Protect personal data** - Explain to your child that they must never input personal identifying information about themselves or others (full name, address, school name, phone number, or private photos) into any open AI chatbot or image generator, as this information is stored and potentially compromised.

6. **Encourage reporting** - Reassure your child that if anything they see on a device frightens, confuses, or pressures them, or if they see misuse, they should immediately tell a trusted adult. They can also contact Childline 24/7 on **0800 1111**.

We are committed to educating our students on the safe, ethical, and responsible use of these powerful tools as part of our ongoing digital literacy and safeguarding curriculum and have updated our curriculum and relevant policies in light of the risks posed by these.

If you need any support with the above, please contact Joanne Austin or Alex Barton (computing lead). Please also take a look at the resources available at [parentsafe.lgfl.net.](#)

Thank you for your continued partnership.