Navigation Primary

Working together, learning together

Responsible AI Usage Policy

Approved by:	FULL GOVERNING BODY	**Date:**	Spring 2026
Last review date:			
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Contents

Executive Summary

This Responsible AI Usage Policy outlines navigation Primary School's approach to implementing and using Artificial Intelligence (AI) technologies in our educational setting. Key points include:

1. Our commitment to safe, ethical, and effective use of AI in alignment with DfE guidance, OFSTED expectations, and the DfE's Generative AI Product Safety Expectations
2. Guidelines for selecting, implementing, and monitoring AI tools with robust safeguarding measures
3. Clear roles and responsibilities for staff, pupils, and leadership in AI usage
4. Comprehensive measures to protect data privacy, intellectual property, and student welfare
5. Strategies for preparing pupils for an AI-enhanced future while maintaining academic integrity
6. Recognition of environmental impact and sustainable AI practices

This policy aims to harness the benefits of AI while mitigating potential risks, ensuring that our use of AI enhances teaching, learning, and administrative processes without compromising our educational values, safeguarding responsibilities, or stakeholders' rights.

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1. Introduction

At Navigation Primary School , we recognise the immense potential of Artificial Intelligence (AI), including generative AI and large language models (LLMs), to enhance school leadership, teaching, learning, and administrative processes. This policy outlines our approach to implementing and using AI technologies in a responsible, ethical, and effective manner, in alignment with:

Department for Education (DfE) Generative AI in Education guidance

DfE Generative AI Product Safety Expectations

Keeping Children Safe in Education statutory guidance

OFSTED expectations

The School's values and educational philosophy.

Key DfE Position: "If used safely, effectively and with the right infrastructure in place, AI can support every child and young person, regardless of their background, to achieve at school and college and develop the knowledge and skills they need for life."

2. Purpose

The purpose of this policy is to:

- Ensure the safe, secure, and appropriate use of AI technologies within our school in compliance with DfE Product Safety Expectations
- Promote transparency and accountability in AI implementation with robust human oversight
- Safeguard the wellbeing and rights of all pupils and staff, including protection from AI-generated harmful content
- Align our AI use with educational goals, DfE guidance, and OFSTED expectations
- Harness the potential of AI to reduce workload and enhance leadership, teaching, and learning
- Protect intellectual property rights and ensure compliance with UK GDPR
- Prepare our pupils for a future where AI is increasingly prevalent while maintaining academic integrity
- Address emerging safeguarding risks specific to AI technologies.

3. Scope

This policy applies to all AI technologies used within the School, including but not limited to:

- Generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot, SLT AI)
- Administrative and productivity tools with AI features
- Learning management systems incorporating AI functionality
- Assessment and feedback tools using AI processing
- Personalised learning platforms with AI adaptation
- Data analysis and decision-support systems
- AI-integrated educational software and applications.

It covers use by all staff, pupils, and any third parties acting on behalf of the School.

Critical Distinction: This policy distinguishes between:

- **Staff use of AI tools** for professional purposes
- **Pupil use of AI tools** (which requires additional safeguards and permissions).

Currently the School has approved for use:

SLT AI -for staff professional purpose – administrative

Microsoft Co-pilot - for staff professional purpose – administrative, no identifying features to be uploaded

ChatGPT - for staff professional purpose – administrative, no identifying features to be uploaded

4. Understanding Generative AI

Generative AI refers to technology that can create new content based on large volumes of data. This includes tools that can:

- Answer questions and complete written tasks
- Respond to prompts in a human-like way
- Produce audio, code, images, text, simulations, and videos
- Adapt content for different reading levels and learning needs

Important Limitations to Understand:

- AI systems can produce **hallucinations** (convincing but inaccurate information)
- AI outputs may contain **bias** from training data or system design
- AI cannot **think, understand, or have intentions** - it predicts responses based on patterns
- AI requires **human oversight** and critical evaluation of all outputs
- AI systems are "**black box**" technologies where the decision-making process is not transparent

While these tools offer significant opportunities, it is crucial to understand their limitations and maintain the principle that humans must always remain in the loop.

5. Guiding Principles

The School's use of AI technologies is guided by the following principles, aligned with DfE Product Safety Expectations:

5.1 Safety, Security, and Robustness

The School is committed to prioritising the safety and security of all users when implementing AI systems:

- Content Filtering: All AI tools must include robust content filtering to prevent generation of harmful, inappropriate, or illegal content

- Activity Monitoring: AI tool usage is monitored and logged for safeguarding purposes
- Regular Risk Assessments: Continuous evaluation of AI tools and their applications
- Security Standards: Compliance with cyber security standards for schools and colleges
- Age-Appropriate Access: Strict enforcement of minimum age requirements for AI tools

5.2 Transparency and Explainability

The School maintains clear communication about how and why AI is used in the School:

- **Clear Documentation:** All AI use is documented and communicated to stakeholders
- **Output Attribution:** When AI is used to create content, this is clearly disclosed
- **Decision Transparency:** AI-assisted decisions can be explained and justified
- **Regular Updates:** Stakeholders receive information about AI implementations as they are introduced. These may take the form of letters, newsletter updates or information sessions.

5.3 Fairness and Non-Discrimination

We actively work to prevent and address any biases in our AI systems:

- Inclusive Design: Consideration of diverse learner needs in AI implementation
- Corrective Action: Prompt response to identified biases or unfair treatment
- Representation: Ensuring AI tools represent diverse perspectives and communities

5.4 Human Oversight and Accountability

We maintain human oversight of all AI systems and their outputs:

- Professional Responsibility: All AI outputs are reviewed by qualified professionals
- Decision Authority: Humans retain final decision-making authority
- Override Capability: Staff can override AI suggestions when professional judgement deems necessary
- Continuous Supervision: No AI system operates without human monitoring
- Responsibility for AI oversight would reside with the headteacher supported by the IT lead and the deputy head.

5.5 Data Protection and Privacy

We adhere to all relevant data protection regulations:

- UK GDPR Compliance: Strict adherence to data protection legislation
- Lawful Basis: Clear legal basis for all data processing through AI systems
- Data Minimisation: Only necessary data is processed by AI tools
- Consent Management: Appropriate consent obtained where required
- Right to Erasure: Systems that support data subject rights
- The School's Data Protection, Data Breach and Data Retention |Policies can be obtained on request from the School office via admin@navigationprimary.com

5.6 Intellectual Property Protection

We respect and protect intellectual property rights:

- Copyright Compliance: Ensuring all AI use respects copyright law
- Student Work Protection: Safeguarding pupils' intellectual property rights
- Permission Protocols: Clear processes for obtaining necessary permissions
- Secondary Infringement Prevention: Avoiding use of potentially infringing AI outputs

6. Roles and Responsibilities

6.1 School Leadership

- Overall responsibility for AI strategy and policy compliance
- Ensuring alignment with DfE guidance and Product Safety Expectations
- Resource allocation for safe AI implementation
- Regular policy review and updates
- Designated Senior Leader responsible for digital technology strategy.

6.2 Data Protection Officer

- Conducting Data Protection Impact Assessments for AI tools
- Ensuring UK GDPR compliance
- Advising on lawful basis for AI data processing
- Managing data subject rights regarding AI use.

6.3 Designated Safeguarding Lead (DSL)

- Monitoring AI-related safeguarding risks
- Responding to AI-related safeguarding concerns
- Ensuring filtering and monitoring systems address AI risks
- Training staff on AI safeguarding considerations.

6.4 IT Department/Technical Lead

- Technical implementation and maintenance of AI systems
- Ensuring security and robustness of AI tools
- Managing access controls and monitoring systems
- Providing technical support and training.

6.5 Teaching and Support Staff

- Responsible use of approved AI tools
- Critical evaluation of all AI outputs
- Maintaining human oversight of AI-assisted work
- Reporting concerns or issues with AI systems
- Participating in required training.

6.6 Pupils

- Ethical use of approved AI tools (where permitted)
- Understanding limitations and responsible use
- Reporting concerns to staff
- Respecting intellectual property and academic integrity rules.

7. Implementation Guidelines

7.1 Selection and Procurement

We carefully select AI tools that align with DfE Product Safety Expectations:

Enterprise vs. Free Tools:

- **Preference for Enterprise Tools:** Professional AI tools with organisational controls
- **Prohibition of Free Personal Accounts:** Staff must not use personal AI accounts for school work
- **Safety Features Required:** Content filtering, activity monitoring, data protection controls
- **Educational Suitability:** Tools designed for or adapted to educational contexts

Evaluation Criteria: The main areas of need within the school are SLCN, that includes expressive speech difficulties, receptive speech, social communication and interaction difficulties (including ASC) and SEMH. There are four children with an autism (ASC) diagnosis in school (three of these are private), however, now

thirteen referrals have been made and are awaiting assessment. The current wait time is long e.g. for a referral submitted in November 2022 a decision is due in June 2025 (still awaited).

SEMH includes ADHD and NPS has a growing number of children diagnosed with ADHD (currently 6 diagnosed and 12 referrals made.

As advised previously, these needs are supported through classroom and school adaptations and specific support, e.g. now and next boards, visual cues, small group or 1:1 interventions.

Mrs Lattin (NPS's SEND lead) held 1:1 parent meetings with parents of children on the SEND register in the autumn term and additional meetings throughout the year to support with referrals and advice for home and school.

- Compliance with DfE Product Safety Expectations
- Alignment with educational objectives
- Data protection and security features
- Age-appropriate safeguards
- Evidence of effectiveness in educational settings
- Use of the AI Tool Evaluation Checklist in Appendix A when considering new AI tools.

7.2 Data Management and Protection

Critical Requirements:

- **Avoid Identifiable Data**: Staff must not input personally identifiable pupil or staff information into AI tools unless the tool is explicitly approved for such use by the school and meets all data protection requirements.
- **Approved Tools Only**: Only use AI systems that have been reviewed and approved by the school, with appropriate data privacy and security measures in place.
- **No Unauthorised Training**: Ensure AI tools do not use school data for model training unless explicit consent and contracts are in place.
- **Data Retention Awareness**: Staff must understand how long data is stored by any AI tool used and ensure this aligns with school policy and legal obligations.

Safe Practice Guidelines:

- Remove or anonymise identifiable data before using AI tools unless the tool has been verified as safe for processing such data.
- Use pseudonyms or generalised examples where appropriate.
- Conduct regular audits of AI tool data practices to ensure ongoing compliance.
- Maintain and follow clear protocols for responding to any data breaches involving AI tools.

7.3 Training and Support

Mandatory Training Requirements:

- **Foundation Training:** All staff must complete the DfE AI in Education modules
- **Role-Specific Training:** Tailored training for different staff roles
- **Ongoing Professional Development:** Regular updates on AI best practices
- **Critical Thinking Skills:** Training on evaluating AI outputs

Training Components:

- Understanding AI capabilities and limitations
- Recognising hallucinations and bias

- Data protection and intellectual property awareness
- Safeguarding considerations specific to AI
- Practical skills for effective AI use

7.4 Monitoring and Evaluation

Systematic Monitoring:

- Regular assessment of AI tool effectiveness
- Monitoring for misuse or inappropriate outputs
- Gathering feedback from staff, pupils, and parents
- Annual review of AI implementation

Key Performance Indicators:

- Staff confidence in using AI tools safely
- Reduction in administrative workload
- Quality of AI-generated resources
- Safeguarding incident tracking

8. AI in Teaching and Learning

8.1 Opportunities

When used appropriately, AI has the potential to:

- **Reduce Administrative Workload:** Streamlining planning, assessment, and communication tasks
- **Enhance Personalised Learning:** Adapting content for different abilities and needs
- **Support SEND Provision:** Creating accessible resources and alternative formats
- **Improve Resource Quality:** Generating high-quality, curriculum-aligned materials
- **Free Teacher/Leader Time:** Allowing focus on direct teaching and pupil interaction.

8.2 Limitations and Safeguards

Key Limitations:

- AI may produce inaccurate, inappropriate, biased, or outdated information
- AI cannot replace human expertise, judgement, or subject knowledge
- AI-generated content requires professional review and adaptation
- AI tools may not understand local context or specific pupil needs.

Required Safeguards:

- **Human Oversight:** All AI outputs must be reviewed by qualified staff
- **Professional Judgement:** Teachers and leaders retain authority over educational decisions
- **Quality Assurance:** Regular checking of AI-generated resources
- **Pedagogical Alignment:** Ensuring AI use supports effective teaching practices.

8.3 Use in Assessments

Formative Assessment:

- AI tools may support assessment creation and feedback generation
- All assessment decisions remain with teaching professionals
- Transparency required when AI assists in assessment processes.

9. Data Protection and Intellectual Property

9.1 UK GDPR Compliance

Lawful Basis Requirements: Before using AI tools with personal data, we must establish one of the following lawful bases:

- Consent (with clear understanding of AI processing)
- Contract (where AI processing is necessary for service delivery)
- Legal obligation (compliance with statutory requirements)
- Public task (performing official functions)
- Legitimate interests (where balanced against individual rights).

Special Category Data:

- Enhanced protections for sensitive personal data
- Additional consent requirements
- Careful consideration of necessity and proportionality.

9.2 Intellectual Property Protection

Student Work Rights:

- Students automatically own copyright to their original work
- Permission required before using student work with AI tools
- Parental consent needed for students under 18
- Clear opt-out mechanisms for data use
- Copyright Compliance:
- No use of copyrighted material without permission
- Awareness of secondary copyright infringement risks
- Avoiding public sharing of largely AI-generated content
- Respecting licensing terms of educational resources.

Staff-Created Content:

- Clear ownership agreements for AI-assisted work
- Protection of school intellectual property
- Guidelines for sharing AI-generated resources.

9.3 Consent and Permissions

Student Consent Framework:

- Age-appropriate consent processes
- Clear explanation of AI use and implications
- Easy withdrawal mechanisms
- Regular review of consent status.

Transparency Requirements:

- Clear privacy notices explaining AI data processing
- Information about AI training data use
- Details of data retention and deletion policies
- Contact information for data protection queries.

10. Safeguarding Considerations

10.1 Emerging AI-Specific Risks

Critical Safeguarding Risks:

- **AI-Generated Child Sexual Abuse Material:** Using AI to create, manipulate, or distribute illegal content

- **Deepfakes and Manipulation:** Creating false content that could harm reputation or wellbeing
- **Grooming and Exploitation:** AI avatars or chatbots used for harmful purposes
- **Misinformation and Radicalisation:** AI-generated extremist or misleading content
- **Over-reliance and Social Isolation:** Excessive dependence on AI rather than human interaction

10.2 Preventive Measures

Robust Filtering and Monitoring:

- AI tools must include content filtering capabilities
- Real-time monitoring of AI tool usage
- Regular review of filtering and monitoring reports
- Integration with existing safeguarding systems.

Staff Training Requirements:

- Recognition of AI-generated harmful content
- Understanding of AI-specific grooming techniques
- Response protocols for AI-related safeguarding concerns
- Regular updates on emerging threats.

Pupil Education:

- Age-appropriate education about AI risks
- Critical thinking skills for evaluating AI content
- Understanding of digital footprints and privacy
- Promotion of healthy relationships with technology.

10.3 Response Protocols

Incident Management:

- Clear reporting procedures for AI-related concerns, these would be recorded via CPOMs
- Integration with existing safeguarding processes
- Liaison with external agencies where appropriate
- Support for affected pupils and families.

Policy Updates:

- Regular review of safeguarding policies to address AI risks
- Coordination with behaviour and online safety policies
- Integration with child protection procedures.

11. Academic Integrity

11.1 Clear Expectations

Academic Honesty Standards:

- Students must submit work that represents their own thinking and effort
- Any AI assistance must be appropriately acknowledged
- Clear boundaries between acceptable and unacceptable AI use
- Understanding that AI use without disclosure constitutes academic misconduct.

11.2 Detection and Prevention

Professional Judgement Approach:

- Staff knowledge of students' typical work patterns
- Inconsistencies in writing style, vocabulary, or complexity

- Unreferenced claims or unusual factual content
- Manual checking prioritised over automated detection tools.

Limitation of Detection Tools:

- AI detection tools are unreliable and may discriminate
- False positives can unfairly impact students
- Professional judgement remains the primary detection method
- No automated AI detection without human verification.

11.3 Educational Response

Teaching Academic Integrity:

- Embedding discussions about AI and academic honesty
- Helping students understand learning processes
- Designing assignments that are difficult to complete with AI alone
- Promoting intrinsic motivation for learning.

Assessment Design:

- Tasks requiring personal reflection and reasoning
- Process-based assessments showing working
- Practical applications and real-world problem-solving
- Oral assessments and presentations.

12. Environmental Considerations

12.1 Sustainability Awareness

Environmental Impact Recognition:

- AI systems require significant energy for training and operation
- Data centres consume substantial water resources
- Carbon footprint considerations for frequent AI use
- Preference for smaller, more efficient AI models where appropriate.

12.2 Responsible Usage

Sustainable Practice Guidelines:

- Consider whether AI is the most appropriate tool for each task
- Avoid unnecessary generation of multiple images or lengthy outputs
- Use existing resources before generating new AI content
- Balance educational benefits against environmental costs.

13. Preparing Pupils for the Future

13.1 AI Literacy Development

Core Competencies:

- Understanding how AI systems work at an age-appropriate level
- Recognising AI-generated content and its limitations
- Critical evaluation of AI outputs for accuracy and bias
- Ethical considerations in AI use and development.

Curriculum Integration:

- Computing curriculum enhanced with AI understanding
- Cross-curricular applications of AI concepts
- Career exploration in AI-related fields
- Real-world examples of AI impact on society.

13.2 Digital Citizenship

Responsible Technology Use:

- Understanding privacy and data protection in AI context
- Respecting intellectual property in the age of AI
- Recognising manipulation and misinformation
- Developing healthy relationships with AI technologies.

13.3 Future Skills Preparation

Essential Capabilities:

- Critical thinking and source verification
- Human-AI collaboration skills
- Creative problem-solving that complements AI
- Emotional intelligence and interpersonal skills
- Adaptability to technological change

14. Complaint and Redress Procedures

14.1 Reporting Mechanisms

Multiple Reporting Channels:

- Standard school complaints procedure for AI-related concerns
- Dedicated process for urgent AI safety issues (CPOMS/Securely alerts)
- Anonymous reporting options for sensitive matters
- Clear escalation procedures for serious incidents.

14.2 Response Framework

Investigation Process (in line with the School's Complaints Policy):

- Acknowledgement of all AI-related complaints
- Thorough investigation by appropriately trained staff
- Clear communication with complainants about progress
- Documentation of all investigations and outcomes.

Resolution and Learning:

- Appropriate remedial action where issues are identified
- Learning from incidents to improve policies and procedures
- Communication of changes to relevant stakeholders
- Regular review of complaint patterns and trends

15. Monitoring and Review

15.1 Regular Policy Review

Review Schedule:

- Annual comprehensive policy review
- Immediate review following significant AI developments
- Integration with broader school policy review cycles.

Review Criteria:

- Compliance with updated DfE guidance
- Effectiveness in managing identified risks
- Staff, pupil, and parent feedback
- Technological developments and new tools.

15.2 Continuous Improvement

Data-Driven Evaluation:

- Regular monitoring of AI tool usage and effectiveness
- Analysis of safeguarding incidents and complaints
- Assessment of educational outcomes and workload impact
- Benchmarking against sector best practices

Stakeholder Engagement:

- Regular consultation with staff on AI policy effectiveness
- Pupil voice in AI policy development and review within curriculum and as age appropriate
- Parent and community feedback on AI implementation
- Professional network sharing and learning.

16. Related Policies and Documents

This policy should be read in conjunction with the following:

Core School Policies:

- Data Protection Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Acceptable Use Policies (Staff and Pupils)
- Behaviour & Relationships Policy
- SEND Policy

External Guidance:

- DfE Generative AI in Education
- DfE Generative AI Product Safety Expectations
- Keeping Children Safe in Education
- JCQ AI Use in Assessments
- UK GDPR and Data Protection Act 2018
- Meeting Digital and Technology Standards in Schools and Colleges

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This policy has been developed in alignment with the Department for Education's guidance on the safe and effective use of AI in education, including the four-module teacher toolkit and leadership guidance published in June 2025.

Appendix A: AI Tool Evaluation Checklist for School Leaders

This comprehensive checklist has been updated to reflect DfE Product Safety Expectations (June 2025) and safeguarding requirements.

Initial Assessment: Educational Purpose and Benefits

What educational benefit or improvement does this AI tool provide?

- Describe the specific educational outcome or improvement this tool will deliver
- Identify how it enhances teaching, learning, or administrative processes
- Explain why this particular solution is needed at this time

Target users and context:

- Who will use this tool? (Teachers only / Students only / Both)
- What age groups will it serve?
- Does it generate images or multimodal content?
- Will it be used on personal devices (BYOD) or school-managed devices only?

Notes:

Section 1: Safety and Security (Essential Requirements)

1.1 Content Safety *(Essential for child-facing products)*

- ☐ Tool blocks harmful/inappropriate content generation
- ☐ Age-appropriate filtering for your student age groups
- ☐ Filtering works across text, images, multiple languages
- ☐ Real-time content blocking with user explanations
- ☐ Filtering maintained on all devices (including BYOD)

Mark N/A if tool is teacher-only

1.2 Data Protection *(Applies to all tools)*

- UK GDPR compliant with clear privacy policy
- Explains what data is collected and how it's used
- States where data is processed (UK/EU preferred)
- Confirms data won't be used to train AI without consent
- Provides data deletion on request

1.3 Technical Security *(Applies to all tools)*

- ☐ Meets DfE Cyber Security Standards for Schools
- ☐ Strong password/authentication requirements
- ☐ Regular security updates and patches
- ☐ Administrative controls for user permissions

Section 2: Monitoring and Reporting *(Essential for child-facing products)*

2.1 Activity Monitoring

- ☐ Records user activity for safeguarding purposes
- ☐ Alerts school staff to harmful content attempts
- ☐ Provides real-time notifications when content blocked
- ☐ Identifies potential safeguarding disclosures

2.2 Reporting Capabilities

- ☐ Provides reports schools can understand and use
- ☐ Shows trends in content access attempts
- ☐ Has clear incident reporting procedures
- ☐ Formal escalation process for safety issues

Mark N/A if tool is teacher-only

Section 3: Educational Suitability *(Applies to all teacher tools)*

3.1 Curriculum Alignment

- ☐ Content aligns with UK National Curriculum
- ☐ Accurate for intended subjects and age groups
- ☐ Age-appropriate content and complexity
- ☐ Enhances rather than replaces meaningful learning
- ☐ Evidence of positive impact in schools

3.2 Pedagogical Considerations

- ☐ Supports rather than replaces teacher expertise
- ☐ Encourages critical evaluation of AI outputs
- ☐ Supports diverse learning needs and abilities
- ☐ Compatible with existing assessment practices
- ☐ Provides useful feedback to educators

Mark N/A if tool is leadership-only

Section 4: Intellectual Property Protection *(Applies to all tools)*

4.1 Copyright and Creative Work Protection

- ☐ Student work protected from unauthorised use
- ☐ Teacher work protected from unauthorised use
- ☐ Clear consent processes for any data use
- ☐ Parental consent for under-18 users where needed
- ☐ No commercial use of inputs/outputs without permission
- ☐ Clear opt-out from any AI training

4.2 Content Attribution and Copyright

- ☐ AI-generated content clearly identified
- ☐ Measures to prevent copyright infringement
- ☐ Clear content ownership and usage rights
- ☐ Respects employer copyright in teacher-created works

Section 5: Transparency and Accountability *(Applies to all tools)*

5.1 Explainability and Openness

- ☐ Information about training data sources
- ☐ Clear explanation of tool limitations
- ☐ Acknowledges and addresses potential biases

5.2 Provider Accountability

- ☐ Provider demonstrates education sector understanding
- ☐ UK regulatory compliance
- ☐ Responsive technical and educational support
- ☐ Regular updates and improvement processes
- ☐ Formal complaints and escalation procedures

Section 6: Design and Testing *(Applies to all tools)*

6.1 User-Centred Design

- ☐ Child-centred design prioritising safety *(for child-facing tools)*
- ☐ Meets accessibility and SEND requirements
- ☐ Performs consistently as intended
- ☐ Design eliminates discrimination and bias where reasonably possible

6.2 Safety Testing and Validation

- ☐ Input from educators and students (child-facing products) in development
- ☐ Technical safeguards for identified risks
- ☐ Ongoing improvement based on user feedback
- ☐ Regular assessment of safety and effectiveness

Section 7: Implementation and Support *(Applies to all tools)*

7.1 Technical and Educational Support

- ☐ Responsive technical support available
- ☐ Guidance on educational implementation
- ☐ Comprehensive training programmes

7.2 Change Management and Integration

- ☐ Considers staff capacity and skills
- ☐ Plans for communicating changes
- ☐ Mechanisms to gather user feedback

Section 8: Cost and Sustainability *(Applies to all tools)*

8.1 Financial Considerations

- ☐ Clear educational benefits justify cost
- ☐ All costs transparent (no hidden fees)
- ☐ Affordable within school budget
- ☐ Good value compared to alternatives
- ☐ Potential for measurable return on investment

Scoring and Decision Framework

Scoring Instructions:

✓ Yes - Requirement fully met	× No - Requirement not met	- N/A - Not applicable to this tool

Essential Requirements (Must all be "Yes"):

For Child-Facing Tools:

- All Section 1 (Safety and Security) applicable items
- All Section 2 (Monitoring and Reporting) items
- All Section 4 (Intellectual Property) items

For Teacher-Only Tools:

- Section 1.2 and 1.3 (Data Protection and Technical Security)
- All Section 4 (Intellectual Property) items

Recommended Standards:

- Child-facing tools: 90%+ of all applicable items should be "Yes"
- Teacher-only tools: 85%+ of all applicable items should be "Yes"

Total Applicable Items:	_____
Items Scoring "Yes":	_____
Percentage:	_____%

Evaluator Information:

Name: _____

Role: _____

Review Date: _____

Final Recommendation:

☐ Approve for implementation - All essential criteria met, benefits clear

☐ Conditional approval - Approve with specific conditions or limitations

☐ Further evaluation needed - Requires additional assessment or information

☐ Reject - Does not meet essential requirements

Key Conditions/Actions Required:

Appendix B: AI Implementation Plan Template

Use this template to plan the implementation of a new AI tool in your school.

1. Tool Information

Name of AI Tool:	
Purpose:	
Provider:	

2. Implementation Timeline

Start Data:	
Pilot Phase Duration:	
Full Implementation Date:	

3. Stakeholder Communication Plan

Stakeholder Group	Communication Method	Frequency	Responsible Person
Staff			
Pupils			
Parents/Carers			
Governors			

4. Training Plan

Objective	Training Details	Audience	Trainer	Success Criteria

5. Evaluation

Purpose:
Evaluation:

Appendix C: Staff AI Safety Quick Reference Guide

This quick reference guide provides essential safety information for all staff using AI tools in educational settings.

🚨 Essential Safety Rules

❌ NEVER Do These Things:

- Input personal data into **unapproved** AI tools or free personal AI accounts
- Use free, consumer AI tools (ChatGPT, Gemini, etc.) for school work involving personal data
- Upload student work to unapproved tools without proper permissions and safeguards
- Share AI-generated content without checking for accuracy and appropriateness
- Allow unsupervised pupil access to AI tools without proper safeguards
- Rely solely on AI outputs without human verification
- Use AI for final decisions about students without human review

✅ ALWAYS Do These Things:

- Use only approved AI tools provided by the school
- Verify that approved tools have appropriate data protection measures (e.g., no model training on user data)
- Check all AI outputs for accuracy, bias, and appropriateness
- Maintain human oversight of all AI-assisted work
- Report concerns immediately to DSL or senior leadership
- Follow data protection guidelines when using any AI tool
- Be transparent about AI use with students and colleagues
- Keep learning about AI developments and best practices

🔍 Recognising AI Limitations

Watch Out For:

- **Hallucinations:** AI making up convincing but false information
- **Bias:** Unfair representation of groups or individuals
- **Outdated information:** AI training data may be months or years old
- **Context misunderstanding:** AI may not grasp local or specific situations
- **Inappropriate content:** Despite filters, concerning content may occasionally appear

Red Flags in AI Outputs:

- Unusual facts without sources
- Content that seems "too good to be true"
- Stereotypical representations

- Inconsistent information
- Overly complex or simple language for the context

📊 **Data Protection Quick Check**

Before Using Any AI Tool, Ask:

- Is this tool approved by our school?
- Does this tool have appropriate data protection measures in place?
- If using personal data, is this tool specifically approved for such use?
- Could this data be used to train the AI model inappropriately?
- Do I have permission to use any copyrighted content?
- Is there a non-AI way to accomplish this task?

Understanding Tool Categories:

✅ **Approved tools with data protection** (e.g., school MIS system with AI features, enterprise AI tools with no-training policies etc):

- May be used with personal data as per school policy
- Still require appropriate professional judgement
- Must follow any specific usage guidelines

⚠️ **Approved tools without data protection** (general AI tools):

- Use placeholder names (e.g., "Student A," "The teacher")
- Remove identifying details from any text
- Anonymise data before inputting

❌ **Unapproved tools:**

- Never use for school work
- Never input any school-related data

🛡️ **Safeguarding Checklist**

If You Encounter Concerning Content:

- Don't panic - take a screenshot if safe to do so
- Stop using the tool immediately
- Report to DSL or senior leadership
- Document what happened and what you were trying to do
- Follow normal safeguarding procedures

Warning Signs to Report:

- Generation of inappropriate images or text
- Content that could be used for grooming or exploitation
- Discriminatory or hateful outputs

- Content promoting harmful activities
- Any output that raises safeguarding concerns

🎓 Academic Integrity Guidelines

When Working with Students:

- Be clear about when AI use is/isn't appropriate
- Teach students to identify AI-generated content
- Model critical evaluation of AI outputs
- Emphasise the importance of human thinking and creativity
- Check work for signs of AI assistance when inappropriate

Signs of Potential AI Misuse in Student Work:

- Sudden improvement in writing quality
- Unusual vocabulary or writing style
- Lack of personal voice or perspective
- Perfect grammar in otherwise inconsistent work
- References or information that seem out of place

🤝 Getting Help and Support

Who to Contact:

Issue Type	Contact	When
Technical problems	IT Support - Computeam	During work hours
Safeguarding concerns	DSL or DDSl	Immediately
Data protection questions	DPO – Judicium	Before using new tools
Training needs	Line Manager	Ongoing
General AI questions	AI Lead/Senior Leader	Any time

Resources Available:

- DfE AI Toolkit Modules (mandatory for all staff)
- School AI Policy (available on staff intranet)
- Regular CPD sessions on AI use
- Peer support networks within school
- External training opportunities as available

📝 Quick Decision Tree

Thinking of using AI? Follow this process:

1. **Is this an approved tool?** → If NO, stop here

2. **Do I need to input personal data?** → If YES, check it's approved for personal data use
3. **Will this enhance rather than replace my professional judgement?** → If NO, reconsider
4. **Can I check and verify the output?** → If NO, don't use
5. **Is this transparent and ethical?** → If NO, find another approach
6. **Will this genuinely save time or improve outcomes?** → If YES, proceed with caution

🔁 Regular Review Questions

Ask yourself monthly:

- Am I using AI tools safely and effectively?
- Have I kept up with training and policy updates?
- Am I modelling good AI practices for students?
- Are there new AI-related risks I should be aware of?
- Do I need additional support or training?

Remember: AI is a tool to enhance human expertise, not replace it. When in doubt, ask for help!