



Loving to Learn; Learning to love like Jesus

Safe Use of AI Policy

Date approved by Governors	10.03.26
Next review with Governors <i>(Senior Leadership review annually)</i>	2028
Agreed by Committee	Education

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Statement of intent

At St Monica's Catholic Primary School we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI algorithms that generate new outputs based on the data they have been trained on.
- **Misuse of AI** – Any use of AI which means that pupils have not independently demonstrated their own attainment.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- Online Safety Act 2023
- DfE 'Keeping children safe in education 2026'
- DfE 'Generative artificial intelligence (AI) in education'
- DfE 'Meeting digital and technology standards in schools and colleges'
- DfE 'Generative AI: product safety standards'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Cyber-security Policy
- Cyber Response and Recovery Plan
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Device and Technology Acceptable Use Agreement for Pupils
- Device and Technology Acceptable Use Agreement for Staff
- Assessment & Reporting Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy as per the ratification schedule, unless significant statutory amendments occur during the annual Senior Leadership review.
- Ensuring their own knowledge of the use of AI tools in the school is up-to-date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.

The headteacher will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.

- Communicating with parents to ensure they are kept up-to-date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively.
- Working with the senior leadership to review this policy on an annual basis.
- Ensuring that AI practices are audited and evaluated on a regular basis.
- Ensuring an appropriate risk assessment is completed before new AI tools are approved for school use.
- Ensuring providers of AI tools meet the DfE's product safety standards for use in educational settings.

ICT technicians will be responsible for:

- Providing technical support in the development and implementation of the school's AI practices, policies and procedures.
- Implementing appropriate security measures.
- Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The DPO will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the school.
- Understanding and maintaining awareness of what the use of AI means for data protection in the school.
- Advising the school on how to integrate the use of AI while complying with data protection regulations.

The DSL will be responsible for:

- Taking the lead responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.
- Reporting to the governing board about the use of AI tools and how it links to safeguarding.

All staff members will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Taking responsibility for the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.

- Having an awareness of the risks that using AI tools in school poses.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Submitting work that is demonstrably their own.

3. Data protection and cyber-security

The school is aware of the data privacy and cyber-security implications that come with using generative AI tools, and will ensure that all AI tools are used in line with the school's Data Protection Policy and Cyber-security Policy. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

The school will use data anonymisation techniques, e.g. by using pseudonyms, to ensure that any pupil data processed through AI tools for administrative purposes is not identifiable.

Only authorised staff members may use AI tools for activities that involve the processing of personal or sensitive data, such as pupil records, assessment data, or safeguarding information.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's [cyber standards](#) are followed at all times.

The school will:

- Protect personal and special category data in accordance with data protection legislation.
- Be aware of intellectual property (IP) implications in line with the below section.
- Review and strengthen cyber security by referring to the DfE's cyber standards.
- Ensure that the school's response to cyber security breaches considers AI-specific issues, e.g. data leakage from AI-generated output.
- Be mindful that generative AI could increase the sophistication and credibility of cyber attacks.

- Ensure that pupils are not accessing or creating harmful or inappropriate content online, including through AI tools.
- Refer to the DfE's [Filtering and monitoring standards for schools and colleges](#) to ensure that the appropriate systems are in place.
- Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with data protection legislation.

If it is necessary to use personal and special category data in AI tools, the school will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data.

The school will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

4. Intellectual property (IP) implications

The school will ensure that all uses of generative AI tools adhere strictly to IP laws and best practices.

The school will recognise the importance of being aware of the IP implications when using these technologies, and only use IP materials to train AI if explicit permission from the copyright holder has been granted, or if a statutory exception applies.

Materials created by pupils and teachers will be recognised as copyright material, provided they meet the statutory standard for copyright. This standard is considered to be low and does not depend on the quality of the work produced.

The school will understand that copyright law is distinct from data protection law, and any consents or data processing agreements for personal data are separate from issues of compliance with copyright legislation.

The school will remain mindful that many free-to-access generative AI tools may use the inputs submitted by users to further train and refine their models. In contrast, certain paid tools may allow users to opt out of their inputs being used for such purposes. The school will evaluate the terms of use for each AI tool to ensure compliance with copyright and intellectual property laws.

Examples of Original Creative Work

The school recognises the following as examples of original creative work that may be protected by copyright:

- Written work produced by pupils, including stories, poems, extended responses, and creative writing tasks.
- Drawings, artwork, designs, and other creative outcomes produced by pupils as part of their learning.
- Project work, presentations, or recorded performances created by pupils where these demonstrate original ideas or expression.
- Lesson plans, teaching resources, and original materials created by teachers and support staff.
- Original assessments, learning tasks, and teaching materials developed by staff for use within the school.

Permission to Use

The school will not allow or cause pupils' original work to be used to train generative AI models unless explicit permission is obtained, or an exception to copyright applies. Permission will need to be granted by:

- The pupil, as the copyright owner.
- The pupil's parent or legal guardian, if the pupil is unable to consent independently.

The school will ensure that any use of pupil or teacher-created content is handled with full compliance with copyright laws. Where exceptions to copyright may apply, the school will seek legal advice to ensure lawful usage.

Secondary Infringement Awareness

The school will be vigilant in avoiding secondary infringement of intellectual property. This could occur if AI-generated products are trained on unlicensed materials and are then used in educational settings or published more widely, for example, on the school's website.

The school will acknowledge the following as potential risks associated with secondary infringement:

- Publishing a policy generated by an AI tool that used input derived from another school or college's policy without obtaining permission.
- Using an image created by an AI tool that was trained on copyrighted material without the copyright holder's consent.

The school will put measures in place to verify the intellectual property rights of any AI-generated outputs before their use in public or educational contexts.

5. Using AI tools

The school will ensure that AI tools are used appropriately to achieve the following aims:

- To reduce workload
- To free up teachers' time
- To assist with the production of high-quality and compliant administrative plans, policies and documents
- To support the teaching of a knowledge-rich computing curriculum
- To teach pupils:

How to use emerging technologies safely and appropriately.

About the limitations, reliability and potential bias of AI tools.

How information on the internet is organised and ranked.

How online safety practices can protect against harmful and misleading content.

- To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.
- Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:

- Inaccurate.
- Inappropriate.
- Biased.
- Taken out of context and without permission.
- Out of date or unreliable.

AI tools will not be used for educational resources without appropriate fact-checking and quality assurance measures in place.

Before adopting any generative AI tool, the school will complete a proportionate risk assessment covering safeguarding, data protection, bias, reliability, and misuse risks.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

Pupils will be taught, in an age-appropriate way, that artificial intelligence can be used to support learning but should not replace their own thinking or effort. Where AI tools are used as part of learning activities, teachers will make clear expectations about how and when these tools may be used.

Pupils will be encouraged to talk about how they have used AI tools, where appropriate, for example by explaining whether a tool helped them practise a skill, generate ideas, or check understanding. This supports honesty, reflection, and effective learning.

Teachers will retain responsibility for determining whether the use of AI has been appropriate and will ensure that assessment reflects pupils' own understanding and independent work. Pupils will not be expected to formally reference AI tools or retain records of AI-generated content unless this has been explicitly requested and supported by the teacher.

When using AI tools, staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum, and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work.

Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought from students over 18; however, for pupils under 18, consent will be sought via their parents.

Where pupils use AI tools, staff will ensure the tool is appropriate for the pupil's age and that the provider's terms of use, including any minimum age requirements, are complied with.

This approach supports the school's curriculum pillar of being **'Prepared for the modern world'**, by helping pupils develop an age-appropriate understanding of how digital tools, including artificial intelligence, can be used responsibly, transparently and ethically.

The school will ensure that any AI products and systems used meet the DfE's ['Generative AI: product safety standards'](#).

6. Misusing AI tools

Preventing misuse

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

- Restricting access to online AI tools on school devices and networks, especially on devices used for exams and assessments
- Setting reasonable deadlines for submission of work and providing pupils with regular reminders
- Allocating time for sufficient portions of pupils' work to be completed in class under direct supervision, where appropriate
- Examining intermediate stages in the production of pupils' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material
- Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
- Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
- Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use

Identifying misuse of AI tools (in a Primary School context)

Staff will continue to use the professional judgement, knowledge of pupils, and assessment practices already in place to assure themselves that pupils' work reflects their own understanding, effort and stage of development.

When reviewing pupils' work, staff may consider whether it is consistent with:

- the pupil's previous work and typical standard

- the pupil's age, stage of development and language ability
- work completed in class or under teacher supervision
- the pupil's ability to explain their work verbally

Where work includes written outcomes, staff may take account of features such as:

- spelling, punctuation and grammar in relation to the pupil's usual work
- vocabulary choices and sentence structure
- overall coherence and clarity of ideas
- whether the work demonstrates understanding that has been taught in class

Staff will remain alert to indicators that work may not be wholly independent, which could include:

- language or vocabulary that is significantly beyond the pupil's usual level
- content that is generic or lacks personal, local or classroom-specific detail
- work that cannot be explained or discussed by the pupil
- a sudden or unexplained change in style, quality or presentation
- work completed in a format that would not normally be expected for the task or age group

Any concerns about the appropriate use of AI tools will be addressed through professional discussion, further questioning, or additional assessment opportunities, rather than through automated detection systems alone. The school recognises that AI detection tools are not always reliable and will not rely on them as the sole basis for decision-making.

Teachers will use their knowledge of pupils and their professional judgement to determine whether work is an accurate reflection of a pupil's learning, and will take proportionate and supportive action where concerns arise.

7. Assessments, Independent Work and Academic Integrity

In our context as a primary school, assessment is primarily used to inform teaching, support pupil progress, and identify next steps in learning. The school recognises that artificial intelligence has the potential to support low-stakes, formative assessment and teacher workload; however, it must not undermine the accuracy of assessment or pupils' independent learning.

AI tools must not be used in ways that replace pupils' own thinking, understanding, or effort. Teachers will ensure that pupils' work used for assessment purposes reflects their independent capabilities, and that AI tools are not used to generate or complete assessed work on behalf of pupils.

AI may be used by staff to support:

- formative assessment activities (e.g. quizzes, practice tasks, feedback prompts)
- moderation and professional dialogue
- identifying patterns or trends in pupil work to inform teaching

AI must not be used to:

- generate pupil responses for summative assessment
- complete statutory assessment tasks, including phonics screening checks or national curriculum assessments
- replace teacher judgement when assessing pupil attainment or progress

Where AI-supported tools are used as part of learning activities or homework, expectations around independence will be made clear to pupils and parents. Teachers will retain responsibility for determining what constitutes appropriate support and will ensure that assessment information remains valid and reliable.

The school will continue to promote honesty, independence and integrity in learning, supporting pupils to understand the importance of producing work that reflects their own thinking and understanding.

8. Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the procedures set out in the Child Protection and Safeguarding Policy and the Online Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will engage with parents via email letter to inform them of the safeguarding risks that come with using AI tools, and how the school is protecting pupils online. The school will ensure that parents are aware of who to speak to about any concerns or issues regarding the use of AI.

The school will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's [filtering and monitoring standards](#).

All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated.

9. Teaching pupils about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

This approach supports the school's commitment to ensuring pupils are **prepared for the modern world**, by developing digital literacy, critical thinking and an understanding of how technology influences society, work and decision-making.

The school will:

- Prepare pupils for changing workplaces.

- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Help pupils to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Teach about the impact of technology, including disruptive and enabling technologies.
- Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.

Pupils will be supported to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

10. Monitoring and review

This policy will be evaluated every 12 months, and following any incidents that occur due to the use of AI tools, e.g. data protection or cyber-security, by the Senior Leadership Team and Data Protection Officer (DPO) to align with changing JCQ, Ofqual, and KCSIE frameworks. Re-ratification by the Full Governing Body will only be required if significant statutory amendments occur.

Any changes made to this policy are communicated to all members of the school community.