AI Policy

Document owner	
Frequency of review	
Date of last review	
Date approved by Governors	
Date of next review	

Contents

1. Rationale and Policy Aims

1.1 At Liscard Primary School we are committed to the ethical, purposeful, and impactful use of Artificial Intelligence (AI) in education. Our aim is to harness AI technologies to improve the care, education and outcomes of all learners, and to support teachers, Leaders and other staff with the management of their workload.

2.1 This policy covers the use of AI tools by school staff, Governors and students. The policy aims to:
- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, Governors and students for a future in which AI technology will play an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, Governors and students
- Protect the privacy and personal data of all stakeholders in compliance with the UK GDPR.

1.3 This policy ensures that our use of AI:
- Promotes responsible innovation aligned with educational values
- Enhances teaching, learning and school operations
- Upholds privacy, safety, fairness, and transparency
- Complies with current legal, regulatory and safeguarding requirements

1.4 The policy seeks to provide guidance in achieving the points above while maintaining flexibility to reflect the pace and scale of change in the AI sector. Underpinning this policy is the belief that AI cannot replace the relationships between staff and students, the expertise of teachers or the decision making of employees within the organisation.

2. Definitions

2.1 Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources. For further understanding of generative AI in the context of education, please see Generative artificial intelligence (AI) in education (DfE).

2.2 This policy refers to both 'open' and 'closed' generative AI tools. These are defined as follows:
- Open generative AI tools are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information
- Closed generative AI tools are generally more secure, as external parties cannot access the data you input

3. Legislation and Alignment

3.1 This policy is informed by and aligns with the guidance set out in the following:

- 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)
- Generative artificial intelligence (AI) in education (DfE), published by the Department for Education (DfE)

3.2 This policy also meets the requirements of:

- 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)](#)
- [AI Use in Assessments](#), published by the Joint Council for Qualifications
- [Ofqual's approach to regulating the use of artificial intelligence in the qualifications sector](#), published by The Office of Qualifications and Examinations Regulation (Ofqual)
- [Keeping Children Safe in Education (2024)](#), published by the Department for Education (DfE)

4. Regulatory Principles

4.1   We follow the 5 principles set out in the [AI regulation white paper](#).

Regulatory Principle	We will…
Safety, security and robustness	- 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 and the use of deepfakes
Appropriate transparency and explainability	- Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	- 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	- Ensure that the Governing Body and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	- 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

5. Roles and Responsibilities

5.1   AI Lead

Our AI Lead is Headteacher Jane Fagan (Teaching, Learning & Curriculum). Mrs Fagan is responsible for the day-to-day Leadership, ownership and management of AI use in the school. The AI Lead will coordinate the use of AI tools within the organisation, including undertaking the necessary due diligence (including data protection impact assessments) and ensuring AI tools can achieve the specific purpose for which they are intended before they are approved for use. In addition, the AI Lead will develop and oversee the delivery of training for staff in school to ensure they are able to safely and effectively use AI tools to strengthen the quality of curriculum provision, teaching and learning, and reduce workload demands.

5.2   Governing Body

The Governing Body 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 are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Ensure the school adheres to the guidelines below to protect data when using generative AI tools:
    - Use only approved AI tools (see section 6)
    - Seek advice from the Data Protection Officer / IT Network Manager / AI 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

5.3   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
- 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 every three years
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Make sure students are taught about the effective use and potential risks of AI
- Sign off on approved uses of AI or new AI tools, taking into account advice from the DPO, AI Lead and data protection impact assessments

5.4   Data Protection Officer (DPO)

The DPO is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

5.4   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)

5.6   All Staff

As part of our aim to reduce staff workload while improving outcomes for our students, we encourage staff to explore opportunities to meet these objectives through the use of 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:

- Use only approved AI tools (see section 6)
- Seek advice from the Data Protection Officer / IT Network Manager / AI 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
- Check with the Headteacher when using a new AI tool and wait for approval to use it.

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

5.7   Students

All students must follow the guidelines set out in the 'Use of AI by students' section of this policy.

6. Approved use of AI

Staff and Governors

6.1 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.

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

6.3 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 if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

6.4 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.

6.5 The table below lists AI tools approved for use at Liscard Primary School. Note that open-source AI tools / open AI tools are those that actively use inputs to training Large Language Models (LLMs). However, even closed models can share data with third parties. **Any information or data that can identify the school, staff, student or other stakeholders should never be inputted into an AI model.**

Tool	Possible Uses
Canva (AI Functionalities)	● Visual content creation - worksheets, presentations, posters and certificates ● School communications - newsletters, social media content and branded materials ● Educational graphics - infographics, displays and teaching resources
Claude AI	● Lesson planning and curriculum development ● Assessment creation - marking schemes, rubrics and feedback ● Administrative documentation - policies, reports and correspondence
ChatGPT	● Creative content generation - writing prompts, discussion topics and activities ● Subject-specific resources - vocabulary lists, examples and practice materials ● Communication templates and educational project ideas
Google Gemini	● Data analysis and personalised learning recommendations ● Multilingual and accessibility resource creation ● Research guidance and targeted intervention planning
Adobe Express	● Creative content generation - writing prompts, discussion topics and activities ● Subject-specific resources - vocabulary lists, examples and practice materials ● Image generation , worksheet use, powerpoint creation

7. Process for Approval

7.1 Staff are welcome to suggest new ways of using AI to improve student outcomes and reduce workload.

7.2 Staff should contact the AI Lead to discuss any ideas they may have with regards to using AI, so that suggestions are only taken forward if they are deemed satisfactory.

7.3 In order to approve an AI tool for the use, the AI Lead will undertake the following actions:

- Data protection and training practices: consider whether the AI tool uses school inputs to train its models and assess potential impact on GDPR, intellectual property and copyright risks
- Data handling and security: review how data is processed, handled, stored and used as outlined in the AI tool's terms and conditions/user agreement
- Output quality and reliability: assess the quality, accuracy and consistency of AI outputs, as well as any potential biases
- Accessibility and age appropriateness: evaluate the tool's accessibility for both staff and students, ensuring age-appropriate content and interfaces
- Educational impact: Consider the potential impact on teaching and learning as well as staff workload
- Technical integration: assess compatibility with existing school systems (MIS, Google Workspace, etc.) and technical requirements
- Cost and sustainability: review subscription costs, scalability across the school and long-term financial viability
- Training and support requirements: evaluate staff training needs, vendor support availability and system reliability

7.4 The Headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI Lead, the DPO and the due diligence undertaken (including data protection impact assessments).

8. Data Protection and Privacy

8.1 To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots.

8.2 If personal and/or sensitive data is entered into an unauthorised generative AI tool, Liscard Primary School will treat this as a data breach and will follow the personal data breach procedure outlined in our Data Protection Policy.

9. Intellectual Property

9.1 Most generative AI tools use inputs submitted by users to train and refine their models.

9.2 Students 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.

9.3 Students' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright. This will always be sought in advance of students' work being inputted into an AI tool (for example, to enable a piece of work to be marked / assessed).

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

10. Bias

10.1 We are aware that AI tools can perpetuate existing biases, particularly towards special characteristics including sex, race and disability. This means that critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output before relying on it.

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

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

10.4   If parents/carers or students 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.

10.5   As we continue to respond to and manage the rapid development of AI in education, we will continue to support staff and students in identifying, understanding and challenging the inherent biases of AI.

11.   Raising Concerns

11.1   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.

12.   Ethical and Responsible Use

12.1   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

12.2   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

13.   Educating Students about AI

13.1   At Liscard Primary School, we acknowledge that students benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. As AI continues to proliferate, we will use the ICT/Computing curriculum, assemblies and other channels of communication to teach students the right skills to make the best use of generative AI, such as:

- Critical evaluation skills: assessing AI-generated content for accuracy, bias and reliability
- Digital literacy: understanding how AI systems work, their limitations and appropriate applications
- Effective prompt engineering: crafting clear, specific instructions to achieve desired outcomes
- Source verification: checking AI-generated information against reliable sources
- Ethical reasoning: understanding implications of AI use including plagiarism and intellectual property
- Creative collaboration: using AI to enhance rather than replace human creativity and critical thinking
- Research methodology: integrating AI tools whilst maintaining robust research practices
- Communication skills: attributing AI assistance and explaining its role in their work

14.   Use of AI by Students

14.1   We recognise that AI has many uses to help students learn, but that the capabilities of AI must be carefully managed so as not to undermine students' learning. While we embrace technology at Liscard Primary School, we are also acutely aware of the potentially damaging effects of over-exposure to

technology and screen time on younger students so will always ensure that supervision is taking place when the use of AI is happening.

14.2 Following the guidance above, students 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
- To help improve aspects of their work
- Any other reason that supports their learning under the guidance of teachers

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

15. Plagiarism and Misuse

15.1 AI may also lend itself to cheating and plagiarism. To mitigate this, students 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, Mathematics calculations)

This list of AI misuse is not exhaustive.

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

15.3 We consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in our examinations and curriculum policies.

15.4 Students 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 explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

16. Formal Assessments

16.1 We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. See our examinations and assessment policies for more details.

17. Staff Training

17.1 The AI Lead has to responsibility to ensure that:

- All staff will receive baseline training to understand the principles and risks of AI in education; role-specific CPD will be offered to support relevant and effective AI use in different job functions
- The school will stay up to date by following DfE, Ofqual, JCQ and trusted sector guidance
- Good practice will be shared regularly through briefings, CPD sessions and teachers' Professional Growth and Development Time

18. Breach of this Policy

By staff and Governors

18.1 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

18.2 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:

- The generative AI application in question (whether or not it is one authorised by the school)
- Any relevant passwords or login details

18.3 Breach of this policy by Governors will be dealt with in line with our Code of Conduct for Governors and Governors will be required to co-operate with any investigation into a suspected breach of this policy.

Staff members must report any breach of this policy, either by themselves or by another member of staff, to the Headteacher immediately. Governors must report any breaches immediately to the Chair of Governors.

By students

18.4 Any breach of this policy by a student will be dealt with in line with our Behaviour Policy.

19. Monitoring and Transparency

19.1 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 AI Lead whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

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

19.3 The policy will be shared with the Local Governing Body at least every three years.

19.4 All teaching staff are expected to read and follow this policy. As AI Lead, Mr Pierce, Assistant Headteacher (Teaching, Learning & Curriculum), will monitor the effectiveness of AI usage across the school.

19.5 We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes.

19.6 As part of our regular surveys, feedback from students, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

20. Links with other Policies

- Acceptable Usage Policy
- Assessment Policy
- Behaviour Policy
- Child Protection Safeguarding Policy
- Curriculum Policy
- Data Protection Policy
- Homework Policy
- Internal Examination Policy
- Non-Examined Assessment Policy
- Online Safety Policy
- Staff Code of Conduct
- Staff Discipline Policy
- Use of Photography / Film Policy