



POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE

LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

1. Purpose and principles

Longton Primary School and Nursery recognises that artificial intelligence (AI), including generative AI that creates text, images, audio or video, can support teaching, learning and administration. It can also produce inaccurate, biased, inappropriate or misleading content and create risks to privacy, safeguarding and intellectual property.

AI may be used where there is a clear educational or operational purpose, the tool is suitable and approved for the intended use, and a member of staff remains accountable. AI must support—not replace—professional judgement, relationships, teaching or human decision-making. Use must reflect our values: CARE, GROW and SHINE.

2. Legal and guidance framework

This policy should be read alongside the school's safeguarding and child protection, online safety, data protection, acceptable use, behaviour, staff code of conduct, equality and complaints policies. Relevant requirements and guidance include:

- Keeping Children Safe in Education 2026 and the school's safeguarding duties.
- UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the Data (Use and Access) Act 2025, as applicable.
- Equality Act 2010, including the Public Sector Equality Duty.
- Copyright, Designs and Patents Act 1988 and other applicable intellectual property requirements.
- Department for Education (DfE) guidance: Generative artificial intelligence (AI) in education; Generative AI: product safety standards; and Data protection in schools.

The DfE guidance informs safe practice; it does not mean every AI tool is suitable for school use. The Headteacher and relevant staff will review this policy when legislation or official guidance changes.

3. Acceptable use by staff

Staff may use approved AI tools to assist with appropriate tasks, for example:

- Drafting or improving general communications, letters, newsletters and administrative documents.
- Generating ideas for lesson planning, activities, quizzes, explanations and accessible resources.
- Adapting generic materials for different needs, checking language or suggesting approaches to workload and organisation.

Before using a tool, staff must consider whether AI is needed, whether the tool is approved, what data it collects, its age and safety provisions, and whether its terms allow the intended use. Staff must:

- Check every output for accuracy, bias, suitability, tone and age appropriateness before using or sharing it.
- Make sure resources align with the National Curriculum, school curriculum, school policies and the needs of our pupils.
- Retain responsibility for the final content and decisions; AI output must not be accepted uncritically.
- Be transparent about AI assistance where it is material to the work, where requested, or where required by the audience or process.
- Respect copyright, confidentiality and intellectual property. Do not upload material or use generated content in a way that breaches rights or licence terms.



POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE

LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

4. Data protection and confidentiality

Staff must not enter identifiable pupil, parent, staff or governor information, safeguarding records, SEND information, medical information, behaviour or attendance details, assessment records, personnel information, confidential documents or other sensitive school information into a public or unapproved AI tool.

Using anonymised or fictional information is the default. Personal data may only be processed through a tool specifically approved for that purpose, following advice from the Data Protection Officer (DPO) and/or IT lead, confirmation of the lawful basis and security arrangements, and completion of a Data Protection Impact Assessment (DPIA) where required. Staff must not assume that deleting a prompt removes data already retained by a provider.

Any suspected disclosure, data breach, unsafe output or misuse must be reported immediately through the school's normal reporting route and to the DPO/Headteacher as appropriate. Existing data-breach and safeguarding procedures must be followed.

5. Safeguarding, wellbeing and equality

- AI must not be used to create, request, share or manipulate sexualised, abusive, bullying, discriminatory, humiliating or otherwise harmful content involving children or adults.
- Staff must not use AI chatbots as a substitute for professional safeguarding advice, counselling or a trusted adult relationship. Any disclosure or concern must be dealt with through safeguarding procedures.
- AI outputs can contain stereotypes or discriminate against protected groups. Staff must check for bias, accessibility and fairness, and consider the impact on pupils with SEND and other vulnerable pupils.
- AI must not make or determine significant decisions about a pupil, family member or member of staff. Any use to inform a decision requires appropriate approval, meaningful human review and any necessary data protection and equality assessment.
- Staff must not upload photographs, recordings, voices or work that identifies a pupil to an AI service unless the school has explicitly approved the service and the use, and all safeguarding, privacy, copyright and consent requirements have been addressed.

6. Pupils and learning

Pupils will be taught age-appropriate digital and AI literacy through computing, online safety, PSHE and relevant cross-curricular learning. This will include that AI can be wrong or biased, that generated material is not necessarily true, how to protect personal information, how to report harmful content and why original thinking and learning matter.

Pupil access to AI tools must be planned, supervised and approved by the school. Staff must check provider age limits, filtering and moderation, privacy, suitability and accessibility before use. Pupils must not be directed to create accounts or use tools that breach the provider's age requirements.

AI must not replace pupils' practice of core skills, independent thinking or authentic work. Where AI is used for a learning activity, the teacher will explain the purpose and boundaries. Pupils must not present AI-generated work as wholly their own where this would mislead the teacher.

7. Assessment, reporting and decisions

AI may support teachers by suggesting questions, feedback or ways to organise information, but teachers remain responsible for assessment judgements, reports, references, safeguarding records and communications about



POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE

LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

individual pupils. AI must not be the sole basis for marking, setting, diagnosing need, predicting behaviour, making admissions or exclusion decisions, or determining provision. All outputs must be checked against first-hand evidence and professional knowledge.

Staff must follow any applicable examination or assessment rules, including restrictions on AI use. AI-generated information must never be invented or presented as observed evidence.

8. Choosing and reviewing tools

Before a new AI tool is introduced, the Headteacher or delegated lead will ensure that its purpose and benefits are clear and that proportionate checks have been completed. Checks should cover:

- Provider, intended use, age suitability, account controls and school approval.
- Privacy notice, data storage and sharing, use of prompts to train models, retention and deletion.
- Security, access controls, filtering and monitoring, reporting routes and supplier support.
- Bias, accessibility, safeguarding risks, copyright and the need for a DPIA or other risk assessment.

The school will maintain a proportionate record of AI tools approved for use, their purpose, who is responsible and any conditions or risks. Tools will be reviewed when their features or terms change, an incident occurs, or use is no longer appropriate.

9. Roles and responsibilities

- Governing Body: maintains oversight of the school's approach and seeks assurance that risks are identified and managed.
- Headteacher/senior leaders: approve the school's approach and tools, ensure staff understand this policy, arrange appropriate training and respond to concerns.
- DPO/IT lead: advise on data protection, security, supplier checks and DPIAs within their roles.
- Designated Safeguarding Lead (DSL)/online safety lead: advise on safeguarding implications and ensure concerns are handled through established procedures.
- All staff, volunteers and governors: follow this policy, use professional judgement, protect confidential information and report incidents promptly.
- Parents and carers: are encouraged to raise concerns with school and to support children to use digital technology safely and critically.

10. Incidents and non-compliance

Concerns about harmful or misleading content, inappropriate pupil use, data disclosure, cyber security, discrimination or misuse must be reported promptly to the Headteacher and/or the relevant safeguarding, IT or data protection lead. The school will record and respond using its established procedures and refer to external agencies or regulators where required. Misuse by staff or volunteers may be addressed under the relevant disciplinary or conduct procedures.

11. Training and review

Staff will receive proportionate guidance and training on safe and effective AI use, including data protection, safeguarding, bias, accuracy and intellectual property. The school will use current DfE support materials where



POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE

LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

appropriate. This policy will be reviewed at least annually and sooner if significant changes to technology, school practice, legislation or government guidance require it.

Appendix 1: Staff quick check before using AI

CHECK	QUESTION
Purpose	Is AI necessary and is the intended use appropriate?
Approval	Is this tool approved for school use and suitable for the user's age and purpose?
Privacy	Have I excluded personal, confidential and safeguarding information?
Safety and fairness	Could the output be harmful, biased, discriminatory or unsuitable?
Accuracy	Have I checked facts, references, curriculum content and the tone?
Rights	Have I respected copyright, licences and the rights of pupils and colleagues?
Human responsibility	Have I reviewed the result and taken responsibility for the final decision or content?
Reporting	If something has gone wrong, have I reported it through the school's normal process?

Appendix 2: Key official guidance

- **DfE – Generative artificial intelligence (AI) in education:** <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- **DfE – Generative AI: product safety standards:** <https://www.gov.uk/government/publications/generative-ai-product-safety-standards/generative-ai-product-safety-standards>
- **DfE – Data protection in schools: generative AI and data protection:** <https://www.gov.uk/guidance/data-protection-in-schools/generative-artificial-intelligence-ai-and-data-protection-in-schools>
- **DfE – Keeping Children Safe in Education 2026:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **DfE – Using AI in education settings: support materials:** <https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials>
- **ICO – Information rights and data protection guidance:** <https://ico.org.uk/>



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LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

Appendix 3: Approved AI tools and permitted uses

Purpose. This appendix sets out how Longton Primary School and Nursery will approve and manage AI tools. No product is automatically approved because it is popular, free, marketed for education or mentioned in this policy. Approval applies to the specific product, account type, settings and intended use that have been checked.

A. What staff may use AI for

Category	Examples	Approval position
Lower risk: staff-only, generic content	Brainstorming lesson ideas; drafting generic letters or newsletters; creating quizzes; simplifying non-confidential text; generating fictional examples.	May be permitted once the tool has been approved for staff use. Check all output before use.
Needs specific approval	Adapting resources for an identified pupil; analysing assessment or attendance data; producing pupil-specific reports; using images, voices or work; assessment or feedback tools; any AI connected to school systems.	Do not proceed until the Headteacher/delegated lead and DPO/IT lead have checked the purpose, data, security and safeguards. Complete a DPIA where required.
Not permitted	Entering identifiable or confidential information into public/unapproved AI; relying on AI alone for safeguarding, assessment or decisions about pupils or staff; creating deceptive, harmful or sexualised content involving children; bypassing age limits or school controls.	Prohibited under this policy.

B. How a product is approved

1. A member of staff identifies the intended use and the educational or operational benefit.
2. The Headteacher or delegated lead checks whether the product and the specific account are suitable. The DPO and IT lead are consulted where data protection, security or integration is relevant.
3. Checks include: age suitability; safety and moderation; filtering and monitoring; administrator controls; data collected, stored and shared; whether prompts or uploaded content are used to train models; retention and deletion; security; accessibility and bias; copyright; supplier support and complaint/reporting arrangements.
4. A data protection impact assessment (DPIA) or other risk assessment is completed where required. The school confirms any conditions, permitted users and permitted purposes before use begins.
5. The tool is added to the school's AI approval register. Approval is reviewed if the product, account terms, features or intended use changes, or if a concern or incident arises.

C. Products to consider for assessment — not pre-approved

The following are examples of products a school might assess. Their inclusion is not an endorsement or approval. Availability, terms, age restrictions, data protections and administrator controls vary by plan, account and configuration.

Product / route to assess	Potential staff use	Must be checked before approval
Microsoft Copilot through a school-managed Microsoft 365 account	Drafting generic text, planning and administrative support.	Exact licence and account protections; enterprise data protections; admin settings; retention; whether prompts and files are protected from model training.
Google Gemini through a school-managed Google Workspace for Education account	Generic resource creation, planning and administration.	Exact education edition and age restrictions; admin controls; data processing terms; activity/retention settings; school account protections.



POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE

LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

Other AI tools, including standalone chatbots or specialist education products	Only for a defined, assessed purpose.	Supplier terms, age suitability, privacy, moderation, security, copyright, evidence for educational claims, data transfers and whether pupil accounts are needed.
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Important: A consumer or personal account must not be treated as equivalent to a school-managed education or business account. Staff must not create accounts on behalf of pupils or invite pupils to use a tool until the school has approved that use and checked the provider's minimum age and safeguards.

E. Further guidance

DfE — Generative artificial intelligence (AI) in education: <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

DfE — Generative AI: product safety standards: <https://www.gov.uk/government/publications/generative-ai-product-safety-standards/generative-ai-product-safety-standards>

DfE — Data protection in schools: generative AI and data protection: <https://www.gov.uk/guidance/data-protection-in-schools/generative-artificial-intelligence-ai-and-data-protection-in-schools>