



Artificial Intelligence Policy

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Regional Director		Principal			Vice Principal	
Head of Foundation Stage		Head of Primary			Head of Secondary	

Artificial Intelligence (AI) Use Policy

This policy outlines our approach to the responsible, ethical and impactful use of Artificial Intelligence (AI) within our school. As AI becomes increasingly embedded in educational environments, we are committed to ensuring its integration enhances teaching, learning and operations in line with our safeguarding, data protection, and curriculum policies.

Aims and Scope

Here at Newlands we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by school staff, governors and pupils. This includes generative chatbots such as ChatGPT and Google Bard (please note, this list is not exhaustive).

This 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 pupils for a future in which AI technology will be 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 pupils
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

Definitions

- 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

Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

- published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- published by the Department for Education (DfE)

This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by

Regulatory Principles

We follow the 5 principles set out in the:

Roles and responsibilities

- If you'll be appointing a designated member of staff to sit on the senior leadership team (SLT) and be responsible for your school's use of AI, add:

4.0 AI Lead

- Our generative AI lead is _____ They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

4.1 Governing board

- The governing board 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 is/are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Adhere to the guidelines below to protect data when using generative AI tools:
- Use only approved AI tools (see section 5)
- Seek advice from the data protection officer / IT / 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

4.2 Headteacher

The headteacher will:

Take responsibility for the day-to-day leadership and management of AI use in the school

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 annually

Ensure staff are appropriately trained in the effective use and potential risks of AI

Make sure pupils 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 [delete if you don't have one], and data protection impact assessments

4.3 Data protection officer (DPO)

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

Our DPO is [name] and is contactable via [contact details].

If your school has a data protection lead in addition to your DPO, for example because your DPO is outsourced and so you need a staff member to manage data protection day to day, you can add details here about their role and what they are responsible for.

4.4 Safeguarding Lead

The safeguarding lead 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)

4.5 All Staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, 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 5)

Seek advice from the data protection officer / IT / 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

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

4.6 Pupils

Pupils must:

- Follow the guidelines set out in section 7 of this policy (Use of AI by pupils)

Staff and governors use of AI

Approved use of AI

Adapt the section below to explain your school's considerations around, and examples of, approved uses of AI in your school.

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.

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

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

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.

Given how rapidly AI is evolving, we recommend you have a separate living document that you update as and when you come across a new AI tool that you would like to approve for your school, and the approved uses for each tool.

The table below suggests how you might lay this out. Note that open-source AI tools / open AI tools, meaning tools which anyone can access and modify, should only be used for tasks that don't require personal information to be input.

A note on your data security in KeyGPT: This is The Key's AI-powered assistant for schools, included in your membership. KeyGPT is a closed generative AI tool, which uses published content from The Key to improve the quality of its response, known as retrieval augmented generation (RAG). The Key has prompted the AI to give you more complete, specific responses, and instruct the AI to limit bias as much as possible. However, all AI models can make mistakes, so do check any important information KeyGPT gives you.

Process for approval

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Staff should contact the headteacher to discuss any ideas they may have with regards to using AI, so the headteacher can take the suggestions forward if they deem it to be a satisfactory new method of working.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI lead [delete if you don't have one], the DPO and data protection impact assessments.

Data protection and privacy

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.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, [school name] will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. [Insert link to your data protection policy here.] Please also refer to section 10 of this policy.

Intellectual property

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

Pupils 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.

Pupils' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright.

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

Bias

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.

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

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

If parents/carers or pupils 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. [\[Insert link here to information about your school's complaints procedures.\]](#)

Provide any further details of your school's approach here.

Raising concerns

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.

Ethical and responsible use.

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 [\[insert link here to your school's equality policy\]](#)

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

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

Educating pupils about AI

Here at [\[insert school name\]](#) we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

Include details of how pupils are taught in your curriculum about the potential benefits of using AI tools to aid their learning, while also covering subjects such as:

Creating and using digital content safely and responsibly

The limitations, reliability and potential bias of generative AI

How information on the internet is organised and ranked

Online safety to protect against harmful or misleading content

Use of AI by pupils

We recognise that AI has many uses to help pupils learn.

Pupils may use AI tools:

[Adapt this section based on your school's context - for example:](#)

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

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

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

[Adapt this section based on your school's context - for example:](#)

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, maths calculations)

This list of AI misuse is not exhaustive.

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

Within the secondary phase, we consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in [section of homework policy, exam policy or other relevant document].

Pupils 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

Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. See our exams / assessment policy for more details.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on.

Staff training

Explain your school's approach here.

You should outline how staff will be kept up to date with developments in AI, and how they will be able to develop and improve their practice on a regular basis.

You may want to consider:

How you ensure good understanding of AI

Who will be responsible for ensuring staff have access to continuing professional development (CPD) opportunities on AI

How the school will stay abreast of good practice and what mechanisms you have in place for sharing it

Breach of this policy

10.1 By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct. [Insert link to your 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

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

You must report any breach of this policy, either by you or by another member of staff, to the headteacher immediately.

10.2 By governors

Governors found in breach of this policy will [insert details here covering how breaches of this policy by a governor will be handled in your school.]

10.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our behaviour policy **[insert link to your behaviour policy here]**.

Monitoring and transparency

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 **[role of individual / committee name]** whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

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

The policy will be shared with the full governing board at least annually.

All teaching staff are expected to read and follow this policy.

[Role of individual] will monitor the effectiveness of AI usage across the school.

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

Links with other policies

This AI policy is linked to our:

Data protection policy

Assessment policy

Exams policy

Homework policy

Behaviour policy

Staff code of conduct

Marking and feedback policy

ICT acceptable use policy

Online safety policy

Equality policy

Insert any other relevant policies