



Stanton St Quinton and Langley Fitzurse Primary Schools

Artificial Intelligence Policy

February 2026

Policy Approval and Review

Approved by Governors	
Date Approved	
Review Date	March 2028
Responsible Person	Headteacher and DSL

1. Purpose of this policy

Artificial intelligence is now part of everyday life and is beginning to appear in education. This policy sets out how our schools will use AI in a safe, sensible and helpful way. Our aim is simple. AI should support teachers and pupils, not replace the important human relationships, judgement and care that sit at the heart of our schools.

This policy is designed to help staff feel confident about what they can and cannot do, and to show what good practice looks like in real classrooms and school routines.

This approach follows national guidance which states that AI should assist the education workforce while humans remain responsible for decisions and oversight (Department for Education, 2025).

2. Our principles

We will use AI in a way that:

- supports high quality teaching rather than replacing it
- reduces workload without lowering standards
- keeps children safe at all times
- protects personal data and children's work
- treats staff and pupils fairly and without bias
- keeps a human adult responsible for all final decisions

AI is a tool, like a calculator or a laptop. It can be useful, but it can also be wrong. Teachers remain the experts. National guidance states that AI can be inaccurate and biased and therefore must always have a human in the loop (Department for Education, 2025).

3. What AI can be used for

Staff may use approved AI tools to help with:

- creating first drafts of lesson resources
- adapting texts to different reading levels
- generating ideas for displays or activities

- writing example model texts
- simplifying letters to parents
- summarising long documents
- helping to plan sequences of learning
- supporting pupils with additional needs through adapted materials

In everyday practice this means:

A teacher might ask an approved tool to produce a simpler version of a science explanation for a Year 4 child with reading difficulties, then check it carefully before using it.

A teaching assistant might use AI to turn a long story into short sentences with pictures to support understanding.

A leader might use AI to help draft a newsletter, but will always read and edit it before it is sent home.

These uses reflect Department for Education guidance which identifies resource creation and text adaptation as appropriate when outputs are evaluated by staff (Department for Education, 2024).

4. What AI must not be used for

Staff must not use AI to:

- enter pupil names or personal details into public tools
- upload children's work without permission
- make decisions about safeguarding or behaviour
- write reports that are sent to parents without checking
- replace professional judgement about learning needs
- communicate directly with pupils

Free online tools that staff sign up to personally must not be used for school work because they do not protect data properly. National guidance warns that personal accounts often lack safeguards and may breach data protection and intellectual property requirements (Department for Education, 2025).

5. Keeping children safe

Safeguarding comes first. Most public AI tools are not designed for primary age children and do not have the right protections. Schools must follow Keeping Children Safe in Education duties when considering any AI use (Department for Education, 2025).

In practice we will:

- only allow pupil access to tools that the school has checked and approved
- follow age limits set by providers
- teach pupils about AI through online safety lessons
- update our behaviour and safeguarding policies to include AI risks
- report any harmful AI content using normal safeguarding routes

If a child shares something worrying that came from AI, staff will follow the same procedures as for any other online safety concern.

6. Data protection and children's work

Children own their work. It cannot be put into an AI system that learns from it without permission. Entering pupil work into systems that train on it may infringe intellectual property and UK GDPR (Department for Education, 2025).

Staff must:

- avoid putting personal data into AI tools
- use school approved systems only
- check that tools state data is not used to train the model
- speak to the data protection lead if unsure

A simple rule for daily practice:

If you would not post it on the school website, do not paste it into AI.

7. Checking AI content

AI can make mistakes and can sometimes be biased. Everything created with AI must be checked by an adult before it is used with children (Department for Education, 2024).

Teachers should ask:

- Is this factually correct?
- Is the language suitable for our pupils?
- Does it fit our curriculum and values?
- Could it disadvantage any child?

The teacher remains responsible for the final version.

8. Supporting pupils to learn about AI

We will help children to:

- understand that AI is not a real person
- question information they see online
- know that AI can be wrong
- use technology responsibly
- respect other people's work

This will be taught through computing, PSHE and everyday classroom discussions in line with national recommendations on AI literacy and online safety (Department for Education, 2025).

9. Staff training

All staff will:

- complete the school introduction to AI
- read this policy
- use only approved tools
- share examples of good practice

New staff will receive guidance as part of induction. Leadership guidance emphasises the need for foundational training before implementation (Department for Education, 2025).

10. Ethical and Effective Use of AI

We recognise that AI can support teaching, learning and administrative work, but only when used responsibly and ethically. Staff should keep sight of the educational purpose behind any use of AI and ensure it enhances learning without replacing teacher judgement. This supports our commitment to professionalism and transparency (SWGfL, 2025).

11. Compliance with Legal Standards

Staff must comply with UK GDPR, data protection and intellectual property law when using AI tools. AI systems should be vetted to ensure school data is secure and not used to train external models without consent (SWGfL, 2025).

12. Transparency Around AI Use

When documents or learning materials have been influenced by AI tools, staff should make this clear if appropriate. This transparency promotes trust between staff, pupils and parents (SWGfL, 2025).

13. Engagement with Parents and Carers

Parents and carers will be informed about how AI may be used in school so they can support safe and responsible use at home. An annual AI section in the online safety newsletter will explain common tools and risks (SWGfL, 2025).

14. Everyday examples

Good practice

A Year 5 teacher uses AI to create three versions of the same text at different reading levels, then edits them to match class vocabulary.

A SEND assistant asks AI for ideas to support a child with sequencing and chooses the best ones.

The office uses AI to draft a polite reply to a routine email and checks it before sending.

Not acceptable

- Pasting a whole class set of writing into a free website for marking.
- Letting pupils use AI chat tools independently.
- Sending an AI written report to parents without reading it carefully.

15. Monitoring and review

Senior leaders will:

- keep a list of approved tools
- review risks each year using the risk assessment methodology for schools (Department for Education, 2023)
- listen to staff feedback
- update this policy as technology changes

Final message

AI can be genuinely helpful in primary schools when used with care. It should make teachers' jobs easier, help children access learning and free up time for what matters most: relationships, creativity and high-quality teaching.

If you are ever unsure, ask before you use.

References

Department for Education (2023) Risk assessment methodology for good state funded schools and academies. London: Department for Education.

Department for Education (2024) Generative artificial intelligence in education. London: Department for Education.

Department for Education (2025) The safe and effective use of AI in education: leadership toolkit. London: Department for Education.

SWGfL (2025) Integrating AI in Schools: New Policy Template Available. South West Grid for Learning. Available at: <https://swgfl.org.uk/magazine/integrating-ai-in-schools-new-policy-template-available/>