



Use of artificial intelligence (AI) policy

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1. Aims and scope

Here at Harrington Hill Primary School 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 Gemini (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
- Provide staff with clear guidance, practical examples and training so that AI can be used safely, ethically and effectively
- Ensure that AI supports, but never replaces, professional judgement and accountability

• 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

2. Legislation

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

[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)

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 [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2020](#)

[Data Protection Act 2018 \(DPA 2018\)](#)

3. Regulatory principles

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
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

4. Roles and responsibilities

4.0 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 is 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 appendix 1)
 - Seek advice from the data protection officer / IT lead and the designated safeguarding 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
 - Where AI is used to support thinking about pupil provision, staff must anonymise information fully and ensure no individual child could reasonably be identified.
 - Staff must never input personal, confidential or sensitive information into open AI systems. This includes, but is not limited to: pupil names, SEND information, safeguarding concerns, assessment data, medical information, behaviour records, staff HR matters or confidential school information.
 - Acknowledge or reference the use of generative AI in their work
 - Fact-check results to make sure the information is accurate

4.1 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
- Liaise with the DSL to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy
- 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, considering advice from the DPO and data protection impact assessments

4.2 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 Judicium and our data protection lead is Elaine Vuong (Senior Admin and Finance Officer). Elaine Vuong implements and manages data protection in practice day to day.

4.3 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) and the school's child protection and safeguarding policy

- Understanding the filtering and monitoring systems and processes in place on school devices

The school's DSL is Peter Brodie.

4.4 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.

Staff remain professionally accountable for all content created or adapted using AI. AI should be viewed as a supportive tool to enhance professional practice and reduce workload, not as a replacement for professional expertise, decision-making or curriculum knowledge. All outputs generated by AI must be checked for accuracy, bias, safeguarding risks, inclusivity and suitability before being used.

To protect data when using generative AI tools, staff must:

- Use only approved AI tools (see appendix 1)
- Seek advice from the data protection lead, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- 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.

4.5 Pupils

Pupils must:

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

5. Staff and governors' use of AI

5.1 Approved use of AI

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 remains 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.

AI may support professional practice, but responsibility for decisions, communication and educational quality always remains with the member of staff.

Inappropriate uses of AI include: making safeguarding decisions; writing pupil reports without staff review and adaptation; producing SEND documentation without professional oversight; entering

identifiable pupil or staff data into unauthorised systems; replacing teacher professional judgement; using AI outputs without checking accuracy and suitability.

Appropriate uses of AI may include: drafting first versions of letters, reports or parent communications; generating lesson ideas, quizzes or scaffolds; supporting planning and adaptation of learning resources; summarising non-confidential information; creating administrative efficiencies; supporting professional reflection or idea generation.

5.2 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 DPO and data protection impact assessments.

5.3 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.

Staff should apply the following principle when considering whether information is appropriate to enter into AI systems: if the information should not be shared publicly, it should not be entered into an open AI platform.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, the school will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy - [Data Protection Policy](#).

Please also refer to section 10 of this policy.

5.4 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.

5.5 Bias

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical thought must be applied to all outputs of authorised AI applications. AI tools can also 'hallucinate' producing inaccurate data or information. This means fact and sense-checking the output are important.

We will ensure that staff are trained to identify and rectify bias or error in the use of AI. We recognise that AI systems may unintentionally introduce or exacerbate existing biases, and therefore we will regularly review our use of AI to monitor for, identify and address any bias, inaccuracy or unintended impact 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: [Complaints Policy](#).

5.6 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.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's child protection and safeguarding policy.

5.7 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: [Equality and Inclusion 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
- Recognise that AI outputs may contain inaccuracies ('hallucinations'), outdated information or bias and therefore require careful review
- Prioritise educational quality over convenience and ensure AI-generated materials meet the school's usual standards for curriculum quality, accuracy, challenge and inclusion

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

6. Educating pupils about AI

Here at Harrington Hill, 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.

Through the computing curriculum and online safety education, pupils are taught about both the potential benefits and limitations of AI technologies. Pupils learn that AI tools can be used to support creativity, research and problem-solving when used appropriately. Alongside this, teaching focuses on developing critical thinking so that pupils understand that AI-generated content may not always be accurate, reliable or free from bias.

As part of the curriculum, pupils are taught:

- how to create, use and share digital content safely and responsibly
- that generative AI systems can produce incorrect, misleading or biased information, and therefore information should always be checked against reliable sources
- how information on the internet is organised, searched for and ranked, including how search engines and algorithms influence the information that users see
- how to identify and respond to harmful, misleading or inappropriate online content
- the importance of protecting personal information and digital identity when using online tools

Pupils will also be supported to understand the ethical implications of AI, including bias, misinformation, academic honesty, digital responsibility and the environmental impact of emerging technologies where appropriate to age and stage.

These topics are primarily delivered through the computing curriculum and the school's online safety programme, in line with statutory guidance from the Department for Education.

7. Use of AI by pupils

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

Pupils 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

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:

- 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.

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 or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils
- Input offensive, discriminatory or inappropriate content as a prompt

8. Formal assessments

Pupil assessments at the school are conducted in supervised classroom environments and are completed without the use of computers or internet-enabled devices. As a result, pupils do not have access to generative AI tools during assessments.

Where written work is completed as part of assessments, teachers monitor and supervise pupils to ensure that all work represents the pupil's own understanding and ability.

The school will continue to follow relevant guidance regarding the use of artificial intelligence in education and assessment, including advice published by the Joint Council for Qualifications and the Department for Education where applicable.

9. Staff training

The school recognises that artificial intelligence (AI) technologies are developing rapidly. It is therefore important that staff have a clear understanding of how AI tools may be used appropriately to support teaching, learning and administrative tasks, while maintaining high standards of safeguarding, data protection and professional conduct.

The school will provide practical examples and opportunities for staff to share effective practice so that expectations around AI use are clear and consistent across the school.

Training and guidance may include: acceptable and unacceptable uses of AI in school; data protection, GDPR and confidentiality; safeguarding considerations; evaluating accuracy, bias and misinformation; examples of effective classroom and workload use; professional accountability and ethical considerations.

The school recognises that staff confidence and experience in using AI varies. As AI technologies develop rapidly, staff will receive regular opportunities for training, discussion and professional reflection to ensure safe, ethical and effective use.

Staff will receive guidance and updates on the safe and responsible use of AI as part of the school's ongoing professional development programme. This may include staff meetings, training sessions and written guidance where appropriate. AI use will also be considered within existing training on online safety and safeguarding to ensure that staff understand potential risks, including data protection, misinformation and inappropriate use of digital tools.

Responsibility for monitoring developments in AI and supporting staff understanding sits with the school's leadership team. Leaders will review emerging guidance and share relevant information with staff so that practice remains safe, appropriate and aligned with current expectations.

10. Referral to our child protection and safeguarding policy

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion
- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the school's child protection and safeguarding policy and child protection referral process: [Safeguarding and Child Protection Policy](#).

11. Breach of this policy

11.1 By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct: [Hackney Code of Conduct for Schools](#).

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.

11.2 By governors

Governors found to be in breach of this policy will have the matter addressed through the school's governance procedures. Concerns may be raised with the Chair of Governors and will be considered in line with the governing body's code of conduct.

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our behaviour policy [Wellbeing and Behaviour Policy November 2025](#) and, if required, our child protection and safeguarding policy.

12. 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 annually or 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 body annually.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

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.

Appendix 1: Approved uses of AI tools (table)

Note that open-source AI tools / open AI tools, meaning tools that anyone can access and modify, should only be used for tasks that don't require personal information to be input.

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
KeyGPT	SLT Governors	Drafting letters to parents/carers Job descriptions, person specifications and adverts Interview questions and recruitment tasks Policy drafting and review School improvement planning Governor reports and strategic summaries Drafting presentations, speeches and staff communications Administrative efficiencies and document summaries
Chat GPT	All Staff	Lesson planning and curriculum ideas Adapting resources and generating scaffolds Drafting parent/carer communications Newsletter and website content Policy and document drafting Creating quizzes, retrieval activities and model texts Generating examples, explanations and differentiated activities Professional reflection and workload support Summarising non-confidential information
Microsoft CoPilot	All Staff	Lesson planning and curriculum support Drafting emails and parent/carer communication Policy writing and document drafting Supporting meeting preparation and note summaries Creating presentations and teaching materials Summarising non-confidential documents Administrative efficiencies and workload reduction Supporting data analysis using anonymised/non-confidential information

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
Google Gemini	All Staff	Lesson planning and resource ideas Communication to parents/carers Drafting newsletters, reports and school communications Policy writing and document drafting Creating quizzes, model texts and curriculum ideas
Canva Magic Write	All Staff	Drafting presentations and visual resources Creating newsletters and promotional materials Supporting lesson resources and displays Drafting parent communications Generating text for posters, assemblies and curriculum materials
Grammarly AI	All Staff	Proofreading and editing written work Improving spelling, grammar and clarity Refining parent/carer communications Supporting report and policy writing Adjusting tone and readability of written content