REDDIFORD SCHOOL

INCLUDING EYFS

ARTIFICIAL INTELLIGENCE (AI) POLICY

This policy gives due regard to the following guidance:
Keeping Children Safe in Education (KCSIE) 2025
Online Safety Act 2023
Prevent Duty Guidance 2023
Equality Act 2010
Data Protection Act 2018 and UK GDPR 2021
Copyright, Designs and Patents Act 1988 & DfE copyright licences
DfE Safe & Effective Use of AI in Education 2025
DfE Generative AI in Education 2025
DfE Generative AI: Product Safety Expectations 2025
DfE Filtering and Monitoring Standards 2025
DfE Cyber Security Standards 2025
DfE Data Protection in Schools 2025

To be used in conjunction with Reddiford School's;
Safeguarding Policy
Behaviour and Anti Bullying policies
Staff Disciplinary & Capability Procedures
Data Protection Policy
Equal Opportunities Policy
Curriculum Policy
Computing Policy
Homework Policy
PSHE Policy
RSHE Policy
E Safety Policy
Staff Code of Practice and Expectations
Parent Code of Practice
Pupil Code of Practice
ICT Acceptable Use Agreements

1. Aims and Scope

At Reddiford 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, visitors and pupils. This includes:

- Generative AI tools (e.g. chatbots such as ChatGPT, image/code generators), embedded classroom tools and AI features in existing software.
- Staff, pupils, contractors and volunteers using AI on any device for school purposes (on/off site).
- Procurement, trialling and evaluation of AI-enabled products.
- Data processed by, entered into, or generated by AI systems.

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, parents and pupils in compliance with the UK GDPR.

2. 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 (e.g. ChatGPT).
- **Closed generative AI tools** are generally more secure, as external parties cannot access the data you input (e.g. Canva for Education).

3. Guiding Principles

The intention to integrate AI tools into the curriculum comes from our commitment to enhance pupils' learning experiences and foster skill development. The use of AI is strategically employed as a supplemental tool to support and expand upon classroom instruction, facilitating personalised learning opportunities and increasing accessibility.

AI provides children with access to a broad range of potential learning experiences. Through its use, we can promote independent research, curiosity, critical thinking, and problem-solving skills. Reddiford staff will guide and monitor children's use of AI, ensuring that it aligns with the School's curriculum objectives and learning outcomes.

Teachers will also ensure their pedagogical, behavioural, and pastoral knowledge is complemented and not undermined by AI tools. AI will not replace direct instruction or teacher interaction but will serve as an additional resource to enrich the educational experience. Investing in learning with AI will support children's lifelong learning and development of future skills required in the 21st century.

Teachers and pupils should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. For example, AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate but still require the user to fact check the content.

4. Roles and Responsibilities

4.1 AI Lead/Headteacher

The generative AI Lead is the headteacher who is responsible for the day-to-day leadership, ownership and management of AI use in the school. The Deputy Head (Academic) and the Computing Coordinator will support by advising on effective use of AI in teaching and curriculum content, while the ICT Manager will provide technical support.

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.
- Ensure staff are appropriately trained in the effective use and potential risks of AI.
- Liaise with the Deputy Head (Academic) and Computing Coordinator regarding curriculum content and use 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 and data protection impact assessments.
- Review and update this AI policy as appropriate, and at least annually.

4.2 Governors

The governors 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 section 5).
  - Seek advice from the AI Lead / Data Protection Officer / ICT Manager 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.

4.4 Data Protection Officer (DPO)

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

The DPO is contactable via bursar@reddiford.org.uk.

4.3 Designated Safeguarding Lead

The Designated Safeguarding Lead (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).

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.

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 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 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. Staff should be aware that most AI chatbots require the users to be at least 13 years old. Several of these tools require the user to be capable of entering into a legal contract which raises the age of engagement to 18.

Given how rapidly AI is evolving, this is a living document that is updated as and when we come across a new AI tool that we would like to approve for our school, and the approved uses for each tool. This list will be regularly updated to reflect tools used within school.

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.

Approved tools	Approved uses	Unauthorised use
Oak Academy AI lesson planner (Aila)	Lesson ideas and planning Slide Decks Quizzes Worksheets	No pupil, parent, staff or governor data to be copied, pasted or typed into the platform.
Microbit.org	Specific Microbit AI Projects	No pupil, parent, staff or governor data to be copied, pasted or typed into the platform.
ChatGPT	Lesson ideas and planning Quizzes Worksheets PowerPoint creator Administrative tasks	No pupil, parent, staff or governor data to be copied, pasted or typed into the platform. Age limit 13-18 with parental permission.
Magic School	Lesson ideas and planning Slide Decks Quizzes Worksheets Anything from the All Tools Section (no personal content to be uploaded).	No pupil, parent, staff or governor data to be copied, pasted or typed into the platform.
Brisk	Template letters Lesson ideas PowerPoint creator Any items from the: Create Section (Curriculum Essentials, Admin Tasks and Interventions), Give Feedback Section, Change Level Section and Boost Student Activity Section.	No pupil, parent, staff or governor data to be copied, pasted or typed into the platform.
Microsoft 365 CoPilot	Chatbot Web searches Administrative tasks	No pupil, parent, staff or governor data to be copied, pasted or typed into the platform. No Agent use of third party tools. Age limit 13+.
Canva	Education	No pupil, parent, staff or governor data to be copied, pasted or typed into the platform. No Agent use of third party tools.

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 professional advice and considering 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. 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 the 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 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.

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.

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 Equal Opportunities 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.

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

At Reddiford School, 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.

These emerging AI concepts will be covered within the Computing, RSHE and PSHE curriculum. These concepts will include:

- 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.

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 Computing 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. **Pupils must not share personal information or images of themselves or others with any AI tools.**

AI may also lend itself to cheating and plagiarism.

- To mitigate this, pupils may not use AI tools:
- During assessments.
- 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 explicit or offensive content.
- Input offensive, discriminatory or inappropriate content as a prompt.

8. Staff Training

Staff will be offered regular opportunities for relevant CPD as appropriate and efforts made to ensure staff are kept up to date with developments in AI, and how they will be able to develop and improve their practice on a regular basis.

9. Breach of this Policy

9.1 By Staff

Breach of this policy by staff will be dealt with in line with our Staff Code of Practice and Expectations, Data Protection and/or the Staff Disciplinary policies. 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.

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

9.2 By Governors

Governors found in breach of this policy will contact the Headteacher and the School's DPO.

9.3 By Pupils

Any breach of this policy by a pupil will be dealt with in line with the relevant school policy.

10. 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 when 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. The headteacher is responsible for ensuring that the policy is followed and will also 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 and staff will be considered in the ongoing evaluation and development of AI use in school.

CHECKLIST FOR RESPONSIBLE AI USE

Have you read the AI Policy?

Don't input anyone's personal data. Anonymise your prompts / uploads.

Don't input anyone's intellectual property. This includes pupils work.

Check the output. Fact check, verify and look out for biased content.

Amend / personalise the output. Make it your own.

Be transparent about your use of AI.

Please click the link below to view a 4-minute video containing guidance from the Department of Education when using AI in schools: [Protecting children's privacy when using Artificial Intelligence](#)