



Responsible AI Usage Policy

Approved by:	Russell Warren
Last reviewed on:	7/7/2026
Next review due by:	July 27

Contents

Executive Summary	3
1. Introduction	3
2. Purpose	3
3. Scope.....	4
4. Understanding Generative AI	4
5. Guiding Principles	4
6. Roles and Responsibilities	6
7. Implementation Guidelines.....	7
8. AI in Teaching and Learning	8
9. Data Protection and Intellectual Property	8
10. Safeguarding Considerations.....	9

11. Academic Integrity	10
12. Environmental Considerations	10
13. Preparing Pupils for the Future	11
14. Complaint and Redress Procedures	Error! Bookmark not defined.
16. Related Policies and Documents	12
Appendix A: AI Tool Evaluation Checklist for School Leaders	13
Appendix B: AI Implementation Plan Template	13
Appendix C: Staff AI Safety Quick Reference Guide	20

Executive Summary

This Responsible AI Usage Policy outlines Swalwell Primary's approach to implementing and using Artificial Intelligence (AI) technologies in our educational setting.

Swalwell Primary School uses AI to support teaching, learning and administration in a safe, responsible and ethical way. AI can help improve efficiency and enhance learning opportunities, but it does not replace professional judgement. All AI use must comply with safeguarding, data protection and copyright requirements. Staff remain responsible for all decisions and content produced with AI assistance.

1. Introduction

At Swalwell Primary School, we recognise the immense potential of Artificial Intelligence (AI), including generative AI and large language models (LLMs), to enhance school leadership, teaching, learning, and administrative processes. This policy outlines our approach to implementing and using AI technologies in a responsible, ethical, and effective manner, in alignment with:

Department for Education (DfE) Generative AI in Education guidance

DfE Generative AI Product Safety Expectations

Keeping Children Safe in Education statutory guidance

OFSTED expectations

Our school's values and educational philosophy

Key DfE Position: "If used safely, effectively and with the right infrastructure in place, AI can support every child and young person, regardless of their background, to achieve at school and college and develop the knowledge and skills they need for life."

At Swalwell Primary School, we believe that artificial intelligence (AI) should enhance, not replace, the expertise, creativity and care of our staff. We will use AI responsibly, ethically and inclusively to improve teaching, learning and school operations, giving staff more time to focus on what matters most: helping every child thrive.

2. Purpose

The purpose of this policy is to:

- Ensure the safe, secure, and appropriate use of AI technologies within our school in compliance with DfE Product Safety Expectations
- Promote transparency and accountability in AI implementation with robust human oversight
- Safeguard the wellbeing and rights of all pupils and staff, including protection from AI-generated harmful content
- Align our AI use with educational goals, DfE guidance, and OFSTED expectations
- Evaluate all AI tools carefully before implementation.
- Harness the potential of AI to reduce workload and enhance leadership, teaching, and learning
- Protect intellectual property rights and ensure compliance with UK GDPR

- Prepare our pupils for a future where AI is increasingly prevalent while maintaining academic integrity
- Address emerging safeguarding risks specific to AI technologies

3. Scope

This policy applies to all AI technologies used within Swalwell Primary School, including but not limited to:

- **Generative AI tools** (e.g., ChatGPT, Google Gemini, Microsoft Copilot, SLT AI)
- **Administrative and productivity tools** with AI features
- **Learning management systems** incorporating AI functionality
- **Assessment and feedback** tools using AI processing
- **Personalised learning platforms** with AI adaptation
- **Data analysis and decision-support systems**
- **AI-integrated educational software and applications**

It covers use by all staff, pupils, and any third parties acting on behalf of the school.

Critical Distinction: This policy distinguishes between:

- **Staff use of AI tools** for professional purposes
- **Pupil use of AI tools** (which requires additional safeguards and permissions)

We currently use SLT AI, Copilot within Office 365 through Gateshead Council and Arbor AI which is built into Arbor.

4. Understanding Generative AI

Generative AI refers to technology that can create new content based on large volumes of data. This includes tools that can:

- Answer questions and complete written tasks
- Respond to prompts in a human-like way
- Produce audio, code, images, text, simulations, and videos
- Adapt content for different reading levels and learning needs

Important Limitations to Understand:

Generative AI is technology that can create text, images, audio and other content in response to prompts. While AI can be a useful tool, it can sometimes produce inaccurate, biased or inappropriate information. All AI-generated content must therefore be checked by a member of staff before use.

While these tools offer significant opportunities, it's crucial to understand their limitations and maintain the principle that humans must always remain in the loop.

5. Guiding Principles

Our use of AI technologies is guided by the following principles, aligned with DfE Product Safety Expectations:

5.1 Safety, Security, and Robustness

We are committed to prioritising the safety and security of all users when implementing AI systems:

- Content Filtering: All AI tools must include robust content filtering to prevent generation of harmful, inappropriate, or illegal content
- Activity Monitoring: AI tool usage is monitored and logged for safeguarding purposes
- Regular Risk Assessments: Continuous evaluation of AI tools and their applications
- Security Standards: Compliance with cyber security standards for schools and colleges
- Age-Appropriate Access: Strict enforcement of minimum age requirements for AI tools

We use Gateshead Council filtering and monitoring for Office 365 which includes copilot.

5.2 Transparency and Explainability

We will be open about how AI is used within the school. Where appropriate, AI-generated content will be identified and staff will be able to explain how AI has supported decisions or produced content. Staff will receive appropriate training and guidance on the responsible use of AI.

5.3 Fairness and Non-Discrimination

We will use AI in a fair and inclusive way. AI outputs will be reviewed for accuracy, bias and appropriateness, and any concerns will be addressed promptly. AI will support equality of opportunity and will not be used to unfairly disadvantage any pupil, member of staff or stakeholder.

5.4 Human Oversight and Accountability

We maintain human oversight of all AI systems and their outputs:

- Professional Responsibility: All AI outputs are reviewed by qualified professionals
- Decision Authority: Humans retain final decision-making authority
- Override Capability: Staff can override AI suggestions when professional judgement deems necessary
- Continuous Supervision: No AI system operates without human monitoring
- The Headteacher has overall responsibility for the safe and effective use of AI within the school. Senior leaders are responsible for ensuring that AI tools are used in accordance with this policy, safeguarding requirements, and data protection legislation.
- All staff members remain professionally accountable for any work, communication, assessment, planning, or decisions supported by AI tools. AI-generated content must be reviewed, checked for accuracy, and approved by an appropriate member of staff before use.
- The Designated Safeguarding Lead (DSL), Data Protection Officer (DPO), and designated Digital Lead will work together to monitor AI usage, assess risks, and ensure compliance with school policies and statutory guidance. Concerns relating to AI use must be reported through established safeguarding, data protection, or incident reporting procedures.

5.5 Data Protection and Privacy

We adhere to all relevant data protection regulations:

- Lawful Basis: Clear legal basis for all data processing through AI systems
- Data Minimisation: Only necessary data is processed by AI tools
- Consent Management: Appropriate consent obtained where required
- Right to Erasure: Systems that support data subject rights

School Data Protection Procedures

The school will process personal data used within AI systems in accordance with its Data Protection Policy, Records Management Policy, Privacy Notices, and Information Security procedures.

Before introducing any AI tool that processes personal data, the school will conduct appropriate due diligence and, where necessary, complete a Data Protection Impact Assessment (DPIA). Staff must not input personal, confidential, safeguarding, or special category data into AI tools unless explicitly authorised and compliant with school procedures.

The school will ensure that any third-party AI providers meet UK GDPR requirements, including appropriate contractual safeguards and data processing agreements where required. Requests relating to access, correction, deletion, or other data subject rights will be managed through existing data protection processes.

5.6 Intellectual Property Protection

Staff and pupils must respect copyright and intellectual property rights when using AI. AI-generated content must be checked for potential copyright issues before publication or use. Student work remains the property of the pupil unless otherwise agreed.

6. Roles and Responsibilities

School Leaders

- Approve AI use and ensure compliance.
- Review this policy annually.
- Ensure staff receive training.

DPO

- Advise on data protection.
- Complete DPIAs where required.

DSL

- Monitor safeguarding risks.
- Manage AI-related safeguarding concerns.

Staff

- Use approved AI tools only.
- Check all AI outputs.
- Follow school policies and report concerns.

Pupils

- Use AI responsibly when permitted.
- Follow school rules and staff guidance.

7. Implementation Guidelines

7.1 Selection and Procurement

We carefully select AI tools that align with DfE Product Safety Expectations:

Enterprise vs. Free Tools:

- **Preference for Enterprise Tools:** Professional AI tools with organisational controls
- **Prohibition of Free Personal Accounts:** Staff must not use personal AI accounts for school work
- **Safety Features Required:** Content filtering, activity monitoring, data protection controls
- **Educational Suitability:** Tools designed for or adapted to educational contexts

Evaluation Criteria:

- Compliance with DfE Product Safety Expectations
- Alignment with educational objectives
- Data protection and security features
- Age-appropriate safeguards
- Evidence of effectiveness in educational settings

School leaders must use the AI Tool Evaluation Checklist in Appendix A when considering new AI tools.

7.2 Data Management and Protection

Critical Requirements:

- **Avoid Identifiable Data:** Staff must not input personally identifiable pupil or staff information into AI tools unless the tool is explicitly approved for such use by the school and meets all data protection requirements.
- **Approved Tools Only:** Only use AI systems that have been reviewed and approved by the school, with appropriate data privacy and security measures in place.
- **No Unauthorised Training:** Ensure AI tools do not use school data for model training unless explicit consent and contracts are in place.
- **Data Retention Awareness:** Staff must understand how long data is stored by any AI tool used and ensure this aligns with school policy and legal obligations.

Safe Practice Guidelines:

- Remove or anonymise identifiable data before using AI tools unless the tool has been verified as safe for processing such data.
- Use pseudonyms or generalised examples where appropriate.
- Conduct regular audits of AI tool data practices to ensure ongoing compliance.

- Maintain and follow clear protocols for responding to any data breaches involving AI tools.

7.3 Training and Support

Mandatory Training Requirements:

- **Foundation Training:** All staff must complete the DfE AI in Education modules
- **Role-Specific Training:** Tailored training for different staff roles
- **Ongoing Professional Development:** Regular updates on AI best practices
- **Critical Thinking Skills:** Training on evaluating AI outputs

Training Components:

- Understanding AI capabilities and limitations
- Recognising hallucinations and bias
- Data protection and intellectual property awareness
- Safeguarding considerations specific to AI
- Practical skills for effective AI use

7.4 Monitoring and Evaluation

Systematic Monitoring:

- Regular assessment of AI tool effectiveness
- Monitoring for misuse or inappropriate outputs
- Gathering feedback from staff, pupils, and parents
- Annual review of AI implementation

Key Performance Indicators:

- Staff confidence in using AI tools safely
- Reduction in administrative workload
- Quality of AI-generated resources
- Safeguarding incident tracking

Use the AI Implementation Plan Template in Appendix B to guide new AI tool introduction.

8. AI in Teaching and Learning

AI may be used to support planning, resource creation, administration and learning activities where appropriate. Teachers remain responsible for all educational decisions, assessment judgements and resources used with pupils. AI must support, not replace, professional expertise.

Formative Assessment:

9. Data Protection and Intellectual Property

9.1 UK GDPR Compliance

The school will use AI in accordance with the UK GDPR, Data Protection Act 2018 and school data protection procedures. Personal or sensitive information must only be entered into approved systems that have been assessed for compliance and security. Data Protection Impact Assessments (DPIAs) will be completed where required.

Lawful Basis Requirements: Before using AI tools with personal data, we must establish one of the following lawful bases:

- Consent (with clear understanding of AI processing)
- Contract (where AI processing is necessary for service delivery)
- Legal obligation (compliance with statutory requirements)
- Public task (performing official functions)
- Legitimate interests (where balanced against individual rights)

Special Category Data:

- Enhanced protections for sensitive personal data
- Additional consent requirements
- Careful consideration of necessity and proportionality

9.2 Consent and Permissions

Student Consent Framework:

- Age-appropriate consent processes
- Clear explanation of AI use and implications
- Easy withdrawal mechanisms
- Regular review of consent status

Transparency Requirements:

- Clear privacy notices explaining AI data processing
- Information about AI training data use
- Details of data retention and deletion policies
- Contact information for data protection queries

10. Safeguarding Considerations

10.1 Emerging AI-Specific Risks

AI may present safeguarding risks including inappropriate content, misinformation, manipulated images, online exploitation and harmful interactions. The school will address these risks through filtering, monitoring, staff training and established safeguarding procedures. Any concerns will be reported to the Designated Safeguarding Lead.

10.2 Preventive Measures

Safeguarding Measures

- AI tools must have appropriate filtering and monitoring in place.
- Staff will receive training on AI-related safeguarding risks and reporting procedures.
- Pupils will receive age-appropriate education about AI, online safety, privacy and critical thinking.

10.3 Response Protocols

Incident Management:

- Clear reporting procedures for AI-related concerns
- Integration with existing safeguarding processes
- Liaison with external agencies where appropriate
- Support for affected pupils and families

Policy Updates:

- Regular review of safeguarding policies to address AI risks
- Coordination with behaviour and online safety policies
- Integration with child protection procedures

10.3 Response Protocols

Responding to Concerns

- AI-related safeguarding concerns must be reported and managed through existing safeguarding procedures.
- The school will work with external agencies where required and provide appropriate support to pupils and families.
- Safeguarding policies will be reviewed regularly to address emerging AI risks.

11. Academic Integrity

11.1 Expectations

- Pupils must submit work that reflects their own learning and effort.
- Any permitted use of AI must be acknowledged.
- Misuse of AI may be treated as academic misconduct.

11.2 Detection and Prevention

- Staff will use professional judgement to identify potential misuse of AI.
- AI detection tools may support investigations but will not be relied upon as sole evidence.
- Any concerns will be reviewed by an appropriate member of staff.

11.3 Educational Response

- Pupils will be taught how to use AI responsibly and ethically.
- Teaching and assessment activities will encourage critical thinking, creativity and independent learning.
- Where appropriate, assessment methods may include discussion, reflection, practical application and demonstration of understanding

12. Environmental Considerations

The school will encourage responsible use of AI and consider environmental impacts where appropriate.

13. Preparing Pupils for the Future

We will help pupils develop an age-appropriate understanding of AI, including its benefits, limitations, ethical use and impact on society. Digital literacy, critical thinking and responsible technology use will be promoted across the curriculum

14.2 Response Framework

Investigation Process:

- Prompt acknowledgement of all AI-related complaints
- Thorough investigation by appropriately trained staff
- Clear communication with complainants about progress
- Documentation of all investigations and outcomes

Resolution and Learning:

- Appropriate remedial action where issues are identified
- Learning from incidents to improve policies and procedures
- Communication of changes to relevant stakeholders
- Regular review of complaint patterns and trends

15. Monitoring and Review

15.1 Regular Policy Review

Review Schedule:

- Annual comprehensive policy review
- Quarterly updates for emerging issues
- Immediate review following significant AI developments
- Integration with broader school policy review cycles

Review Criteria:

- Compliance with updated DfE guidance
- Effectiveness in managing identified risks
- Staff, pupil, and parent feedback
- Technological developments and new tools

15.2 Continuous Improvement

Data-Driven Evaluation:

- Regular monitoring of AI tool usage and effectiveness
- Analysis of safeguarding incidents and complaints
- Assessment of educational outcomes and workload impact
- Benchmarking against sector best practices

Stakeholder Engagement:

- Regular consultation with staff on AI policy effectiveness
- Pupil voice in AI policy development and review
- Parent and community feedback on AI implementation
- Professional network sharing and learning

16. Related Policies and Documents

This policy should be read in conjunction with the following:

Core School Policies:

- Data Protection Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Assessment Policy
- Online Safety Policy
- Acceptable Use Policies (Staff and Pupils)
- Behaviour Policy
- SEND Policy

External Guidance:

- [DfE Generative AI in Education](#)
- [DfE Generative AI Product Safety Expectations](#)
- [Keeping Children Safe in Education](#)
- [JCQ AI Use in Assessments](#)
- [UK GDPR and Data Protection Act 2018](#)
- [Meeting Digital and Technology Standards in Schools and Colleges](#)

This policy has been developed in alignment with the Department for Education's guidance on the safe and effective use of AI in education, including the four-module teacher toolkit and leadership guidance published in June 2025.

Appendix A: AI Tool Evaluation Checklist for School Leaders

This comprehensive checklist has been updated to reflect DfE Product Safety Expectations (June 2025) and safeguarding requirements.

Initial Assessment: Educational Purpose and Benefits

What educational benefit or improvement does this AI tool provide?

- Describe the specific educational outcome or improvement this tool will deliver
- Identify how it enhances teaching, learning, or administrative processes
- Explain why this particular solution is needed at this time

Target users and context:

- Who will use this tool? (Teachers only / Students only / Both)
- What age groups will it serve?
- Does it generate images or multimodal content?
- Will it be used on personal devices (BYOD) or school-managed devices only?

Notes:

Section 1: Safety and Security (Essential Requirements)

1.1 Content Safety (*Essential for child-facing products*)

- ☐ Tool blocks harmful/inappropriate content generation
- ☐ Age-appropriate filtering for your student age groups
- ☐ Filtering works across text, images, multiple languages
- ☐ Real-time content blocking with user explanations
- ☐ Filtering maintained on all devices (including BYOD)

Mark N/A if tool is teacher-only

1.2 Data Protection (*Applies to all tools*)

- UK GDPR compliant with clear privacy policy
- Explains what data is collected and how it's used
- States where data is processed (UK/EU preferred)

- Confirms data won't be used to train AI without consent
- Provides data deletion on request

1.3 Technical Security (*Applies to all tools*)

- ☐ Meets DfE Cyber Security Standards for Schools
- ☐ Strong password/authentication requirements
- ☐ Regular security updates and patches
- ☐ Administrative controls for user permissions

Section 2: Monitoring and Reporting (*Essential for child-facing products*)

2.1 Activity Monitoring

- ☐ Records user activity for safeguarding purposes
- ☐ Alerts school staff to harmful content attempts
- ☐ Provides real-time notifications when content blocked
- ☐ Identifies potential safeguarding disclosures

2.2 Reporting Capabilities

- ☐ Provides reports schools can understand and use
- ☐ Shows trends in content access attempts
- ☐ Has clear incident reporting procedures
- ☐ Formal escalation process for safety issues

Mark N/A if tool is teacher-only

Section 3: Educational Suitability (*Applies to all teacher tools*)

3.1 Curriculum Alignment

- ☐ Content aligns with UK National Curriculum
- ☐ Accurate for intended subjects and age groups
- ☐ Age-appropriate content and complexity
- ☐ Enhances rather than replaces meaningful learning
- ☐ Evidence of positive impact in schools

3.2 Pedagogical Considerations

- ☐ Supports rather than replaces teacher expertise
- ☐ Encourages critical evaluation of AI outputs
- ☐ Supports diverse learning needs and abilities

- ☐ Compatible with existing assessment practices
- ☐ Provides useful feedback to educators

Mark N/A if tool is leadership-only

Section 4: Intellectual Property Protection *(Applies to all tools)*

4.1 Copyright and Creative Work Protection

- ☐ Student work protected from unauthorised use
- ☐ Teacher work protected from unauthorised use
- ☐ Clear consent processes for any data use
- ☐ Parental consent for under-18 users where needed
- ☐ No commercial use of inputs/outputs without permission
- ☐ Clear opt-out from any AI training

4.2 Content Attribution and Copyright

- ☐ AI-generated content clearly identified
- ☐ Measures to prevent copyright infringement
- ☐ Clear content ownership and usage rights
- ☐ Respects employer copyright in teacher-created works

Section 5: Transparency and Accountability *(Applies to all tools)*

5.1 Explainability and Openness

- ☐ Information about training data sources
- ☐ Clear explanation of tool limitations
- ☐ Acknowledges and addresses potential biases

5.2 Provider Accountability

- ☐ Provider demonstrates education sector understanding
- ☐ UK regulatory compliance
- ☐ Responsive technical and educational support
- ☐ Regular updates and improvement processes
- ☐ Formal complaints and escalation procedures

Section 6: Design and Testing *(Applies to all tools)*

6.1 User-Centred Design

- ☐ Child-centred design prioritising safety *(for child-facing tools)*

- ☐ Meets accessibility and SEND requirements
- ☐ Performs consistently as intended
- ☐ Design eliminates discrimination and bias where reasonably possible

6.2 Safety Testing and Validation

- ☐ Input from educators and students (child-facing products) in development
- ☐ Technical safeguards for identified risks
- ☐ Ongoing improvement based on user feedback
- ☐ Regular assessment of safety and effectiveness

Section 7: Implementation and Support (*Applies to all tools*)

7.1 Technical and Educational Support

- ☐ Responsive technical support available
- ☐ Guidance on educational implementation
- ☐ Comprehensive training programmes

7.2 Change Management and Integration

- ☐ Considers staff capacity and skills
- ☐ Plans for communicating changes
- ☐ Mechanisms to gather user feedback

Section 8: Cost and Sustainability (*Applies to all tools*)

8.1 Financial Considerations

- ☐ Clear educational benefits justify cost
- ☐ All costs transparent (no hidden fees)
- ☐ Affordable within school budget
- ☐ Good value compared to alternatives
- ☐ Potential for measurable return on investment

Scoring and Decision Framework

Scoring Instructions:

✓ Yes - Requirement fully met

✗ No - Requirement not met

- N/A - Not applicable to this tool

Essential Requirements (Must all be "Yes"):

For Child-Facing Tools:

- All Section 1 (Safety and Security) applicable items
- All Section 2 (Monitoring and Reporting) items
- All Section 4 (Intellectual Property) items

For Teacher-Only Tools:

- Section 1.2 and 1.3 (Data Protection and Technical Security)
- All Section 4 (Intellectual Property) items

Recommended Standards:

- Child-facing tools: 90%+ of all applicable items should be "Yes"
- Teacher-only tools: 85%+ of all applicable items should be "Yes"

Total Applicable Items:	_____
Items Scoring "Yes":	_____
Percentage:	_____ %

Evaluator Information:

Name: _____

Role: _____

Review Date: _____

Final Recommendation:

- ☐ Approve for implementation - All essential criteria met, benefits clear
- ☐ Conditional approval - Approve with specific conditions or limitations
- ☐ Further evaluation needed - Requires additional assessment or information
- ☐ **Reject - Does not meet essential requirements**

Key Conditions/Actions Required:

Appendix B: AI Implementation Plan Template

Use this template to plan the implementation of a new AI tool in your school.

1. Tool Information

Name of AI Tool:	
Purpose:	
Provider:	

2. Implementation Timeline

Start Date:	
Pilot Phase Duration:	
Full Implementation Date:	

3. Stakeholder Communication Plan

Stakeholder Group	Communication Method	Frequency	Responsible Person
Staff			
Pupils			
Parents/Carers			
Governors			

4. Training Plan

Objective	Training Details	Audience	Trainer	Success Criteria

5. Evaluation

Purpose:
Evaluation:

Appendix C: Staff AI Safety Quick Reference Guide

This quick reference guide provides essential safety information for all staff using AI tools in educational settings.

Essential Safety Rules

NEVER Do These Things:

- Input personal data into **unapproved** AI tools or free personal AI accounts
- Use free, consumer AI tools (ChatGPT, Gemini, etc.) for school work involving personal data
- Upload student work to unapproved tools without proper permissions and safeguards
- Share AI-generated content without checking for accuracy and appropriateness
- Allow unsupervised pupil access to AI tools without proper safeguards
- Rely solely on AI outputs without human verification
- Use AI for final decisions about students without human review

ALWAYS Do These Things:

- Use only approved AI tools provided by the school
- Verify that approved tools have appropriate data protection measures (e.g., no model training on user data)
- Check all AI outputs for accuracy, bias, and appropriateness
- Maintain human oversight of all AI-assisted work
- Report concerns immediately to DSL or senior leadership
- Follow data protection guidelines when using any AI tool
- Be transparent about AI use with students and colleagues
- Keep learning about AI developments and best practices

Recognising AI Limitations

Watch Out For:

- **Hallucinations:** AI making up convincing but false information
- **Bias:** Unfair representation of groups or individuals
- **Outdated information:** AI training data may be months or years old
- **Context misunderstanding:** AI may not grasp local or specific situations
- **Inappropriate content:** Despite filters, concerning content may occasionally appear

Red Flags in AI Outputs:

- Unusual facts without sources

- Content that seems "too good to be true"
- Stereotypical representations
- Inconsistent information
- Overly complex or simple language for the context

Data Protection Quick Check

Before Using Any AI Tool, Ask:

- Is this tool approved by our school?
- Does this tool have appropriate data protection measures in place?
- If using personal data, is this tool specifically approved for such use?
- Could this data be used to train the AI model inappropriately?
- Do I have permission to use any copyrighted content?
- Is there a non-AI way to accomplish this task?

Understanding Tool Categories:

 **Approved tools with data protection** (e.g., school MIS system with AI features, enterprise AI tools with no-training policies etc):

- May be used with personal data as per school policy
- Still require appropriate professional judgement
- Must follow any specific usage guidelines

 **Approved tools without data protection** (general AI tools):

- Use placeholder names (e.g., "Student A," "The teacher")
- Remove identifying details from any text
- Anonymise data before inputting

 **Unapproved tools:**

- Never use for school work
- Never input any school-related data

Safeguarding Checklist

If You Encounter Concerning Content:

- Don't panic - take a screenshot if safe to do so
- Stop using the tool immediately
- Report to DSL or senior leadership
- Document what happened and what you were trying to do

- Follow normal safeguarding procedures

Warning Signs to Report:

- Generation of inappropriate images or text
- Content that could be used for grooming or exploitation
- Discriminatory or hateful outputs
- Content promoting harmful activities
- Any output that raises safeguarding concerns

Academic Integrity Guidelines

When Working with Students:

- Be clear about when AI use is/isn't appropriate
- Teach students to identify AI-generated content
- Model critical evaluation of AI outputs
- Emphasise the importance of human thinking and creativity
- Check work for signs of AI assistance when inappropriate

Signs of Potential AI Misuse in Student Work:

- Sudden improvement in writing quality
- Unusual vocabulary or writing style
- Lack of personal voice or perspective
- Perfect grammar in otherwise inconsistent work
- References or information that seem out of place

Getting Help and Support

Who to Contact:

Issue Type	Contact	When
Technical problems	IT Support	During work hours
Safeguarding concerns	DSL	Immediately
Data protection questions	DPO	Before using new tools
Training needs	Line Manager	Ongoing
General AI questions	AI Lead/Senior Leader	Any time

Resources Available:

- DfE AI Toolkit Modules (mandatory for all staff)

- School AI Policy (available on staff intranet)
- Regular CPD sessions on AI use
- Peer support networks within school
- External training opportunities as available



Quick Decision Tree

Thinking of using AI? Follow this process:

1. **Is this an approved tool?** → If NO, stop here
2. **Do I need to input personal data?** → If YES, check it's approved for personal data use
3. **Will this enhance rather than replace my professional judgement?** → If NO, reconsider
4. **Can I check and verify the output?** → If NO, don't use
5. **Is this transparent and ethical?** → If NO, find another approach
6. **Will this genuinely save time or improve outcomes?** → If YES, proceed with caution



Regular Review Questions

Ask yourself monthly:

- Am I using AI tools safely and effectively?
- Have I kept up with training and policy updates?
- Am I modelling good AI practices for students?
- Are there new AI-related risks I should be aware of?
- Do I need additional support or training?

Remember: AI is a tool to enhance human expertise, not replace it. When in doubt, ask for help!