



St Stephen's CE Primary School: Artificial Intelligence (AI) Policy

Date of Implementation: 2025-09-08

Date of Review: Annually (September)

1. Introduction and Purpose

This policy outlines St Stephen's CE Primary School's approach to the use of Artificial Intelligence (AI) within the school environment. It aims to ensure that AI is used ethically, safely, and effectively to enhance teaching, learning, and school operations, while aligning with our Christian values of thankfulness, respect, hope, forgiveness, trust, and love, and our vision that "with God, nothing shall be impossible."

This policy is designed to:

- Provide a framework for the responsible and ethical use of AI.
- Ensure the safety and well-being of all pupils and staff.
- Promote digital literacy and critical thinking skills among pupils.
- Support the school's improvement priorities, especially in writing, teaching and learning, reading, curriculum refinement, SEND adaptation, and outdoor learning.
- Address OFSTED's concerns regarding policy implementation and curriculum knowledge.
- Reflect the school's context, including its high percentage of PP and EAL pupils.

Key Questions for School Leaders:

- This policy has been written along side other core policies and with SLT , Computing lead, DFE guidance
- Our corer purpose of using AI in school is to enhance the quality of provision and education for al, in careful and checked way
- Staff will be trained before using AI and checks undertaken to support it's use in the school. The statement of intent will be published on the web page.

2. Scope



This policy applies to all members of the St Stephen's CE Primary School community, including:

- All staff (teaching and non-teaching)
- All pupils
- Parents/Carers
- Governors
- Volunteers
- Visitors who use school-provided technology or AI tools on school premises.

This policy covers all uses of AI within the school, including but not limited to:

- AI-powered educational software and platforms
- AI-assisted assessment tools
- AI-driven administrative systems
- AI tools used for research and data analysis
- AI used in assistive technologies for pupils with SEND
- AI used to support EAL pupils

Key Questions for School Leaders:

- AI will most frequently be used in small and repetitive tasks where checking and re-reading are in place before publishing. Creating and linking documents and planning can be undertaken as well as creating and publishing posters and info grams etc. we always ensure that a 'human eye' is cast over all items before publishing

The school's policy is to create the AI statement and publish this on the web page to support the information to parents/ guardians etc.

3. Legal and Ethical Framework

This policy is informed by the following legislation and ethical considerations:

- **UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018:** Ensuring the privacy and security of personal data used by AI systems.
- **Equality Act 2010:** Preventing discrimination in the design and deployment of AI systems.
- **Children and Families Act 2014:** Considering the needs of pupils with SEND when implementing AI solutions.
- **Keeping Children Safe in Education (KCSIE):** Addressing online safety and safeguarding risks associated with AI.
- **National AI Strategy (UK Government):** Promoting responsible and ethical AI innovation.
- **UNESCO Recommendation on the Ethics of AI:** Guiding principles for ethical AI development and use.



- **Our School's Christian Values:** Ensuring that AI is used in a way that reflects thankfulness, respect, hope, forgiveness, trust and love.

OFSTED Policy Paper Recommendations- 2024

OFSTED published a policy paper '[Ofsted's approach to artificial intelligence \(AI\)](#)'. It contains some expectations from schools in relation to their use of AI. We have created this handy crib sheet to help you start to answer these questions, specifically with regards to using SLT AI.

*Importantly, Ofsted will not directly inspect the quality of AI tools. It is through their application that they affect areas of provision and outcomes such as safeguarding and the quality of education. **Leaders, therefore, are responsible for ensuring that the use of AI does not have a detrimental effect on those outcomes, the quality of their provision or decisions they take.***

*Ofsted supports the use of AI by providers where it improves the care and education of children and learners. **We recognise that these tools can help providers make better-informed decisions, reduce workload and lead to innovative ways of working.***

Regulatory principle	Providers are expected to...	What SLT AI has...
Safety, security and robustness	Assure themselves that AI solutions are secure and safe for users and protect users' data. Ensure they can identify and rectify bias or error	Our Privacy Policy . • Data processed and stored in the UK. • We do not collect student data. • We do not collect special category data.
Appropriate transparency and explainability	Be transparent about their use of AI, and make sure they understand the suggestions it makes	SLT AI encourages schools to be open about their use of AI and to always review the output. We have created a tool to help school leaders create a Responsible AI Usage statement to be transparent and clear about their AI use.
Fairness	Only use AI solutions that are ethically appropriate – in particular, we expect providers to consider bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate	SLT AI does not offer any tools that could shape or inform important decisions for a pupil, such as careers advice or subject options. SLT AI uses extensive information from the DfE, EEF, OFSTED etc to inform its responses. SLT AI uses school level information to inform its output, such as school context etc allowing users to address their specific circumstances reducing the chances of bias or discrimination.
Accountability and governance	Ensure that providers and their staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI	SLT AI allows users to directly edit responses before downloading. Users can also download and edit in Word. Individual staff are responsible for ensuring the output is suitable.



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.	SLT AI does not provide any tools that make a “decision” for schools or staff member to act on. It does not complete any “actions” for schools or staff. Staff are ultimately responsible for assessing the output to ensure that it is accurate and meets the needs of the school.
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Key Questions for School Leaders:

- We will ensure that SLT and the Computing lead are regularly trained in current best practice and use nationally recognized support ie. Nat online college, DFE and local LEA
- We will only use agreed and checked AI tools, support and train all needing users and develop ways to educate and support our stakeholders, to avoid bias and discrimination

4. Roles and Responsibilities

- **Headteacher:** Overall responsibility for the implementation and monitoring of this policy.
- **Senior Leadership Team (SLT):** Supporting the Headteacher in implementing the policy, ensuring staff training, and addressing any concerns.
- **Computing Lead:** Providing expertise on AI technologies, evaluating AI tools, and supporting staff in their use.
- **SENDCo:** Ensuring that AI tools used for pupils with SEND are appropriate and effective.
- **EAL Coordinator:** Ensuring that AI tools used for EAL pupils are appropriate and effective.
- **All Teachers and employees:** Using AI tools only when trained and have signed the school record, log on planning AI use and IMPACT , to use AI responsibly and ethically in their teaching practice, monitoring pupil progress, and reporting any concerns. All AI use is checked again after it has been generated for problems and accuracy- if used for planning, at this stage it is to personalized to the context of the class specifically each time.
- **Pupils:** Using AI tools responsibly and respectfully, following school guidelines, and reporting any concerns.
- **Parents/Carers:** Supporting the school's AI policy, discussing online safety with their children, and reporting any concerns.
- **Governors:** Overseeing the implementation of the AI policy and ensuring its effectiveness.

Key Questions for School Leaders:



- The computing lead (and then Headteacher) will be the primary person to question re. AI
- Staff will be trained and use DFE guidance before using AI
- Staff will be trained in directed time and with high quality resources before using AI in school.

5. Implementation Strategies

- **Curriculum Integration:**
 - Integrate AI concepts into the computing curriculum to promote digital literacy and critical thinking skills.
 - Use AI tools to support learning in other subjects, such as writing, reading, and mathematics.
 - Develop lesson plans that encourage pupils to explore the ethical implications of AI.
- **Staff Training:**
DFE training (all modules)

<https://www.youtube.com/watch?v=k2qw-pB6qX8>

and Nat online college training

<https://nationalcollege.com/webinars/what-does-kcsie-say-about-ai>



- Provide training for all staff on the responsible and ethical use of AI tools.
 - Offer ongoing professional development to keep staff up-to-date with the latest AI technologies and best practises.
 - Include training on data privacy, online safety, and safeguarding.
- **Pupil Education:**
 - Educate pupils about the benefits and risks of AI.
 - Teach pupils how to use AI tools responsibly and ethically.
 - Promote critical thinking skills to help pupils evaluate the information generated by AI systems.
- **Data Privacy and Security:**
 - Implement robust data privacy and security measures to protect pupil and staff data.
 - Conduct regular data protection impact assessments (DPIAs) for AI systems.



- Obtain consent from parents/carers for the use of AI tools that collect personal data.
- **Accessibility and Inclusion:**
 - Ensure that AI tools are accessible to all pupils, including those with SEND and EAL.
 - Provide appropriate accommodations and support for pupils who may struggle with AI technologies.
- **AI Tool Selection and Evaluation:**
 - Establish a clear process for selecting and evaluating AI tools, considering factors such as effectiveness, ethics, and data privacy.
 - Prioritise AI tools that are aligned with the school's values and educational goals.
- **Addressing Gaps in Prior Learning:**
 - Use AI tools to identify and address gaps in pupils' prior learning, particularly in writing and reading.
 - Personalise learning experiences based on individual pupil needs.
- **SEND Adaptation:**
 - Utilise AI to adapt lessons and planning effectively for pupils with SEND, addressing the concerns raised by OFSTED.
 - Provide assistive technologies powered by AI to support pupils with specific learning needs.
- **Outdoor Learning:**
 - Explore the use of AI to enhance outdoor learning experiences, such as identifying plants and animals or analysing environmental data.
- **Parent/Carer Engagement:**
 - Inform parents/carers about the school's AI policy and its implications.
 - Provide opportunities for parents/carers to learn more about AI and its potential benefits for their children.
 - Address any concerns or questions that parents/carers may have.

Key Questions for School Leaders:

Staff will receive in-house and Expert training as outlined through this policy. Pupils will have device support and provision in place to support their learning with adaptation and challenge to make best use of learning . Staff will ensure pupil data is understood and GDPR regs before using AI and school equipment.

AI will be evaluated by soft and hard evidence and feedback- some tools (like SLT AI) give this in the header to show time and cost savings.

Policy will be available on the web page



6. Acceptable Use Guidelines

- **Staff:**
 - Use AI tools in a way that is consistent with the school's code of conduct and professional standards.
 - Must only use after training is undertaken, logged and the register signed by staff. All AI material must be carefully checked after being generated to ensure that it is Accurate, personalized to the child/ class contextually and appropriate for their exact and individual point of development or progress
 - AI use is always logged on planning giving the name of AI tool used AND log the resource/ outcome with the planning files.
 - AI not to be used to generate emails or communication by teachers or Tas, or to write school reports, upload students work or data. AI must not be used to give feedback on work.
 - Respect the privacy of pupils and staff when using AI tools.
 - Report any concerns about the use of AI to the appropriate authorities.
 - Do not use AI tools to create or disseminate inappropriate content.
- **Pupils:**
 - Use AI tools for educational purposes only.
 - Respect the privacy of others when using AI tools.
 - Report any concerns about the use of AI to a teacher or other adult.
 - Do not use AI tools to cheat or plagiarise.
 - Do not use AI tools to create or disseminate inappropriate content.
- Guidelines will be set out in this policy and all staff will adhere to them of the possibility of disciplinary action could follow.

7. Monitoring and Review

- The Headteacher will be responsible for monitoring the implementation of this policy.
- The Computing Lead will conduct regular audits of AI systems to ensure compliance with data privacy and security standards.
- Pupil and staff feedback will be collected to evaluate the effectiveness of AI tools and identify areas for improvement.
- This policy will be reviewed annually, or more frequently if necessary, to ensure that it remains up-to-date and effective.
- The review process will involve input from all stakeholders, including staff, pupils, parents/carers, and governors.



Key Questions for School Leaders:

- Success of the use of AI will be captured with soft and hard data including staff / child voice.

8. Safeguarding Considerations

- AI systems must be designed and used in a way that protects pupils from harm.
- Appropriate safeguards must be in place to prevent pupils from accessing inappropriate content or being exposed to online risks.
- Staff must be trained to identify and respond to safeguarding concerns related to AI.
- The school's safeguarding policy will be updated to address the specific risks associated with AI.

Key Questions for School Leaders:

- Training to understand the wider implications of using AI will be in place for all staff and children. Parents will be informed of the school's policy and support made available with parent workshops and safeguarding advice.
- Training will be logged in staff files before AI is used.

9. Addressing OFSTED Concerns

This policy directly addresses the concerns raised by OFSTED in the most recent inspection:

- **Teaching and Learning:** AI tools will be used to personalise learning experiences and address gaps in prior learning.
- **Adapted Lessons and Planning:** AI will be used to create more effective and individualised lesson plans for pupils with SEND.
- **Behaviour Policy:** The responsible use of AI will be integrated into the school's behaviour policy.
- **Teacher's Knowledge of Curriculum and Framework:** Training will be provided to ensure that teachers have a strong understanding of the curriculum and how AI can be used to support it.
- **Gaps in Prior Learning:** AI will be used to identify and address gaps in pupils' prior learning, particularly in writing and reading.
- **Policy Implementation:** This policy provides clear guidelines and responsibilities to ensure that it is fully implemented in all classrooms.

10. Communication and Dissemination

- This policy will be made available on the school website and in the school office.
- Parents/carers will be informed about the policy through newsletters, emails, and parent meetings.
- Staff will be trained on the policy as part of their professional development.
- Pupils will be educated about the policy in age-appropriate ways.



11. Review Mechanism

This policy will be reviewed annually by the Headteacher, in consultation with the SLT, Computing Lead, SENDCo, EAL Coordinator, and governors. The review will consider:

- The effectiveness of the policy in achieving its objectives.
- Any changes in legislation or best practice.
- Feedback from stakeholders.
- The impact of the policy on teaching and learning outcomes.

12. Related Policies

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Acceptable Use Policy
- Data Protection Policy
- E-Safety Policy
- SEND Policy
- Equality Policy
- Behaviour Policy