

Victoria Road Primary School Artificial Intelligence (AI) Policy



POLICY DOCUMENT

Approved by: FGB

Date: July 2025

Date of next review: July 2026

Policy Statement and Aims

Victoria Road Primary School recognises the growing use of Artificial Intelligence (AI) in education. We are committed to using AI tools in ways that enhance teaching and learning, while ensuring the safety and privacy of our pupils, staff, and the wider school community. We aim to support responsible and effective use of AI in the curriculum and school operations, to ensure compliance with data protection and safeguarding requirements and to promote digital literacy and critical thinking among pupils and staff.

This policy applies to all staff, pupils, governors, and third parties using AI tools or systems within the school context.

Definition of AI

For the purposes of this policy, AI refers to technologies that can perform tasks typically requiring human intelligence, such as understanding language, recognising patterns, or making decisions (e.g., ChatGPT, Google Gemini).

Acceptable Use

- Only approved AI tools may be used in school. These must be assessed for suitability and risk.
- Staff must model safe and responsible AI use in lessons and communications.
- Pupils may only use AI tools under direct supervision, for educational purposes.
- AI must not be used to generate or share inappropriate, offensive or discriminatory content.

Tasks AI Tools May Be Used For

According to DfE guidance, generative AI tools *may* be used for:

- Generating lesson plans, activities, quizzes, revision sheets.
- Supporting staff with administrative tasks (e.g. drafting communications to parents, letters etc.).
- Supporting staff feedback or marking in *formative*, low-stakes contexts (e.g. classroom quizzes or homework) rather than high-stakes assessments.

Legal / Regulatory Obligations under UK Law

- Staff must follow the school's Data Protection Policy when using AI tools, particularly regarding personal data.
- AI tools must not be used to process sensitive or identifiable pupil data unless approved by the school's Data Protection Officer.
- Staff must review the privacy policies of any new AI tools before use and seek SLT approval.

Law / Regulation	Key Requirements & Implications in Practice
UK GDPR & Data Protection Act 2018	Schools are "data controllers". They need lawful basis for processing personal data; ensure data minimisation; ensure privacy notices are up-to-date; ensure secure storage and appropriate data sharing and deletion policies. Inputting pupil personal data into AI tools must comply.
"Generative AI in Education" DfE Guidance	Schools must perform risk assessments when deploying AI; ensure the benefits outweigh the risks; ensure safeguarding and online safety; align with product safety expectations.
Keeping Children Safe in Education / Safeguarding	AI usage must not violate safeguarding obligations; ensure tools do not expose children to inappropriate content or risk.
Intellectual Property Law	Respect copyright; do not allow pupil work to be used for training AI models without appropriate permission.

What Must be Checked Before Using an AI Tool

Because there isn't a fixed public list of "approved" tools, schools should only use AI tools that meet the following expectations:

Condition	Why It Matters
Safety & filtering features: the tool must include content filtering and/or moderation to avoid harmful, biased or inappropriate output.	To protect pupils from harmful or misleading content.

<p>No input of identifiable personal & special category data</p>	<p>Personal or sensitive data must not be exposed. Any data entered may be processed and stored by the tool.</p>
<p>Closed vs open AI tools: check whether it's open (public, possibly storing inputs for future use) or closed. Prefer closed when handling sensitive data.</p>	<p>Helps protect privacy of inputs.</p>
<p>Transparency: pupils, staff, parents/carers should know when AI is used; what data is used; whether profiling / automated decision-making is involved.</p>	<p>For consent, rights under UK GDPR.</p>
<p>Fact-checking & professional oversight: outputs from AI must be verified; the teacher remains responsible.</p>	<p>AI can make mistakes (“hallucinations”).</p>
<p>Age restrictions / Terms of Service: check the tool's minimum age allowed; don't allow under-age pupils to use tools where the minimum age is violated.</p>	<p>DfE points this out.</p>
<p>Cybersecurity & data processing: understand where data is stored; check if tool provider is UK/EU-based or has appropriate protections; check contracts / terms regarding data retention, deletion.</p>	<p>To comply with UK GDPR / DPA 2018.</p>

What to Avoid / When Not To Use AI Tools

- Do **not** use tools that have no filtering, or known to retain or reuse user inputs in unsafe ways, especially for identifiable personal or special category data.
- Do **not** allow pupils under the minimum age required by the tool to use it without proper parental consent and supervision.
- Do **not** use AI outputs blindly (e.g. for assessment) without teacher review.

- Do **not** assume all tools labelled “education” are compliant—always verify contracts, privacy policy, data storage, etc.

Please see appendix B for a process to ‘vet’ an AI tool. Staff are expected to speak to SLT if they are unsure if the AI tool complies with regulatory requirements.

Safeguarding

- All AI use must comply with the school’s Safeguarding and Online Safety policies.
- Any safeguarding concerns arising from AI use must be reported to the Designated Safeguarding Lead immediately.

Training and Awareness

- Staff will receive regular training on AI, including safe use, data protection, and ethical considerations. This takes place in safeguarding briefings, specific safeguarding training and is also shared with all staff via e mail.
- Pupils will be taught about AI as part of the computing curriculum, with a focus on digital literacy and critical thinking. This is encompassed in our PSHE curriculum.

See our staff factsheet- Appendix A

Monitoring and Review

- The SLT will monitor AI use across the school and review this policy annually.
- Any incidents or breaches will be recorded and addressed according to school procedures.

Roles and Responsibilities

- **Headteacher:** Overall responsibility for safe AI use.
- **Data Protection Officer:** Ensures compliance with data protection.
- **Designated Safeguarding Lead:** Oversees safeguarding related to AI.
- **All staff:** Follow this policy and report concerns.

Appendix A: Staff Factsheet on Artificial intelligence (AI) in school

Artificial intelligence (AI) is the use of computer systems to solve problems and make decisions. It's already a part of everyday life – you've probably already come across it in the form of personalised suggestions on social media, shopping sites or route-planning apps. However, the technology is developing rapidly and throwing up many new challenges for schools.

What's generative AI?

Generative AI takes a written prompt and runs it through an algorithm to generate new, 'natural'-seeming content. Tools include:

- Chatbots such as ChatGPT, Google Gemini and GrammarlyGO, which generate text
- Text-to-image programs like DALL-E and Midjourney, which create images (some programs can make AI-generated animations and near-photorealistic videos, too)

We will explain our rules on AI use to pupils

We will have an open dialogue with pupils about how and when AI tools can be used to support learning, and when they shouldn't be used:

Where possible, support pupils to find age-suitable tools and resources and use them appropriately, without relying on them too much. For example:

- Use a PSHE or computing lesson to teach pupils how and when to use an appropriate tool
- Discuss the issue if a pupil brings it up in class or submits AI-generated work

Never enter sensitive information into an AI tool

Continue to follow our data protection principles and rules, and be aware that any text entered into an AI tool is potentially being made public. If you're using AI for any reason, don't enter any personal or sensitive data.

Our school may also be targeted by fraudulent emails, such as 'phishing' attacks, which are often AI-generated and very convincing. Look out for the following signs:

- Email addresses that don't match the contact details you have on file
- Poor spelling and grammar, including American spellings, or an overly formal tone
- Messages demanding urgent, time-sensitive action
- Suspicious links, e.g. containing strings of numbers
- Generic introductions (e.g. Dear Sir or Madam)

Report any suspicious emails to our data protection officer (DPO)

AI could save you time ...

You can use AI to cut down on some of your workload. For example, it could help you:

Improving cohesion and writing style when writing reports in a more efficient way

Come up with ideas for charity fundraising activities

Write quiz questions to check pupils' knowledge

... but it's not always reliable ...

AI tools are only as accurate as the information they're trained on. They may generate responses that are incorrect, biased, or inappropriate.

Many tools are based on a defined set of information, so won't be able to accurately give you answers about anything that has changed after data was inputted – e.g. new statutory policy requirements or current events.

... so it's important to check all AI-generated results carefully

You can use AI tools as a starting point, but you should always check and adapt the results so they are:

Taking the best interests of staff, pupils and the school into account

In line with our school policies, procedures and guidelines that cover generative AI:

Ofsted will judge our school's use of AI (if we choose to use it)

Ofsted expects us to:

Make sure our AI solutions are safe and secure, and protecting users' data

Be transparent about the school's use of AI and make sure we understand the suggestions it makes

Use AI only when it's ethically appropriate to do so

Closely monitor the AI we use for bias

Identify and correct any bias or problems, where appropriate

Give staff clear roles in monitoring, evaluating, maintaining and using AI tools

Make sure that staff are empowered to correct and overrule suggestions made by AI

Respond appropriately to any concerns, or complaints about errors made by AI

Appendix B: Criteria to Vet an AI Tool

Whenever you consider an AI tool, check:

1. **Curriculum alignment / provenance of content** — e.g. if the tool is grounded in UK curriculum resources (like Oak's content) rather than generic global data.
2. **Transparency & moderation** — is there content filtering, review, "human in the loop"?
3. **Privacy & data protection** — where is data stored, is it fully anonymised, can student work feed back into model training only with consent, etc.
4. **Age / usage restrictions** — is the tool intended for teacher use only, or for pupils (and if for pupils, with supervision and safeguards)?
5. **Ability to review, edit, override** — outputs must not be final without teacher review.
6. **Contractual / legal safeguards** — a proper data processing agreement (DPA), clarity on data deletion, compliance with UK GDPR and DfE expectations.