Roseacre Junior School

Artificial Intelligence Policy

Date of last review: January 2026

Date of next review: January 2027

Rationale

At Roseacre Junior School, we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.

For the purposes of this policy, the following terms are defined as:

• AI – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.

• Generative AI – A category of AI algorithms that generate new outputs based on the data they have been trained on.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

• Data Protection Act 2018

• The UK General Data Protection Regulation (UK GDPR)

• DfE 'Keeping children safe in education'

• DfE (2025) 'Generative artificial intelligence in education'

• DfE (2025) 'Meeting digital and technology standards in schools and colleges'

This policy operates in conjunction with the following school policies:

• Online Safety Policy

• Data Protection Policy

• Child Protection Policy

• Acceptable Use Policy

Roles and responsibilities

The governing board will be responsible for:

• Ensuring that this policy is effective and complies with relevant laws and statutory guidance.

• Reviewing this policy on an annual basis.

• Ensuring their own knowledge of the use of AI tools in the school is up-to-date.

• Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.

• Ensuring the school follows the DfE's digital and technology standards.

The headteacher will be responsible for:

• Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.

• Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.

• Working with the governing board to review and update this policy on an annual basis.

• Ensuring that AI practices are audited and evaluated on a regular basis.

ICT manager will be responsible for:

• Providing technical support in the development and implementation of the school's AI practices, policies and procedures.

• Implementing appropriate security measures.

• Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The DPO (Invicta Law) will be responsible for:

• Keeping up-to-date and informed with AI technologies relevant to the school.

• Understanding and maintaining awareness of what the use of AI means for data protection in the school.

• Advising the school on how to integrate the use of AI while complying with data protection regulations.

The DSLs will be responsible for:

• Taking the lead responsibility for online safety in school.

• Undertaking training so they understand the risks associated with using AI tools in school.

• Liaising with relevant members of staff on online safety matters.

• Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.

All staff members will be responsible for:

• Adhering to the Acceptable Use Agreement and other relevant policies.

• Taking responsibility for the security of the AI tools and data they use or have access to.

• Modelling good online behaviours when using AI tools.

• Maintaining a professional level of conduct in their use of AI tools.

• Having an awareness of the risks that using AI tools in school poses.

• Reporting concerns in line with the school's reporting procedure.

• Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.

• Familiarising themselves with any AI tools used by the school and the risks they pose.

• Not enter data that is classed as personal (including names) and sensitive into AI tools under any circumstances. Any data entered will not be identifiable, and will be considered released to the internet.

Data protection and cyber-security

The school is aware of the data privacy and cyber-security implications that come with using generative AI tools, and will ensure that all AI tools are used in line with the school's Data Protection Policy. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

The school will not enter data that is classed as personal and sensitive into AI tools under any circumstances. Any data entered will not be identifiable, and will be considered released to the internet.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's cyber standards are followed at all times.

The school will:

• Protect personal and special category data in accordance with data protection legislation.

• Not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.

• Review and strengthen cyber security by referring to the DfE's cyber standards.

• Be mindful that generative AI could increase the sophistication and credibility of cyber attacks.

• Refer to the DfE's Filtering and monitoring standards for schools and colleges to ensure that the appropriate systems are in place.

• Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with data protection legislation.

Using AI tools

The school will ensure that AI tools are used appropriately to achieve the following aims:

• To reduce workload

• To free up teachers' time

• To assist with the production of high-quality and compliant administrative plans, policies and documents

• To support the teaching of a knowledge-rich computing curriculum

Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:

• Inaccurate

• Inappropriate

• Biased

• Taken out of context and without permission

• Out of date or unreliable

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

When using AI tools, staff will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum, and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work.

Staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert.

Teaching pupils about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society.

Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools in the future.

The school will:

• Prepare pupils for changing workplaces.

• Teach pupils how to use emerging technologies safely and appropriately.

• Raise awareness of the limitations, reliability and potential bias of AI tools.

• Help pupils to understand how information on the internet is organised and ranked.

• Include online safety teaching in the curriculum and how to protect against harmful or misleading content.

• Raise awareness and understanding of protecting intellectual property rights.

• Encourage the safe and responsible use of digital content.

• Teach about the impact of technology, including disruptive and enabling technologies.

• Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.

Pupils will be supported to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources whilst preventing over-reliance on a limited number of tools or resources.

APPENDIX A

Artificial Intelligence Risk Assessment

Use	Risk Rating	Use Description	Risks Associated	Mitigation
Creating Policies, Procedures and Internal Reports	Low	Using AI to generate policies, procedures and internal reports.	• Inaccuracy of generated content • Lack of personalisation and relevance	• Human always validates and reviews AI generated content.
Creating Curriculum Resources or Activities	Low	Using AI to generate lesson activities, lesson plans, presentations, and other educational materials.	• Inaccuracy of generated content • Lack of personalisation for student group • Potential bias in resources • Pedagogical rigour	• Human always validates and reviews AI generated content. • Customise and adapt resources to suit specific classroom needs.
Parent Communication Email and Report Writing	Low/Medium	Using AI to help draft parent emails or complete student reports.	• Over reliance on AI leading to loss of personal touch and empathy • Potential data privacy issues	• Review and personalise all AI generated reports and parent emails. • Ensure parent/student data privacy is maintained by anonymising names and other personal details within the prompt. • Use AI tools that do not train models on your data such as Copilot or models that have an option to turn off training data such as ChatGPT.
Data Analysis	Medium/High	Analysing performance data and other educational	• Misinterpretation of data • Potential bias in analysis • Data privacy concerns	• Cross check AI analysis with manual data review. • Ensure data used is anonymised and privacy compliant. • Use AI tools with data protection measures

		metrics using AI.	• Poor decision making based on lack of understanding of analysis and results	such as Copilot enterprise. • Use AI tools that do not train models on your data or models that have an option to turn off training data such as ChatGPT. • Avoid use of special category data. This data is subject to strict controls, and therefore schools need to adhere to UK GDPR regulation and protect this information efficiently.