

Codnor Community Primary School



AI Policy

September 2025

Mr James Blake
Headteacher

CODNOR COMMUNITY PRIMARY SCHOOL

Policy for AI

Introduction

Codnor Community Primary School understands 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 and pupils. This includes generative chatbots such as ChatGPT and Google Gemini. 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 and pupils in compliance with the UK GDPR.

This policy should be read alongside school's behaviour policy, anti-bullying policy, and online safety policy.

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.
- **Closed generative AI tools** are generally more secure, as external parties cannot access the data which has been input.

Legislation and guidance

This policy reflects good practice guidelines, recommendations and requirements in the following publications:

- [AI regulation white paper](#), published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence.
- [Generative artificial intelligence \(AI\) and data protection in schools](#), published by the Department for Education (DfE).
- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2020](#).
- [Data Protection Act 2018 \(DPA 2018\)](#).

Regulatory principles

We follow the 5 principles set out in the [AI regulation white paper](#). These principles are enacted through the vigilance of at all members of the school community.

- **Safety, security and robustness**
 - Ensure that AI solutions are secure and safe for users and protect users' data.
 - Ensure we can identify and rectify bias or error.
 - Anticipate threats such as hacking.
- **Appropriate transparency and explainability**
 - Be transparent about our use of AI, and make sure we understand the suggestions it makes.
- **Fairness**
 - Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate.
- **Accountability and governance**
 - Ensure that roles and responsibilities relating to online safety and the use of AI are clearly defined.
- **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.

Roles and responsibilities

The governing body 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 and DSLs are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school.

The headteacher will:

- Take responsibility for the day-to-day leadership and management of AI use in the school.
- Liaise with DSLs to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy.
- Ensure that the guidance set out in this policy is followed by all staff.
- Review and update this AI policy as appropriate.
- Ensure staff are appropriately trained in the effective use and potential risks of AI.
- Make sure pupils are taught about the effective use and potential risks of AI.
- Approve uses of AI or new AI tools.

Designated Safeguarding Leads (DSLs) are responsible for monitoring and advising on school's 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) and the school's child protection and safeguarding policy.
- Understanding the filtering and monitoring systems and processes in place on school devices.

All staff are responsible for:

- Using only approved AI tools (see the following section 'Approved use of AI').
- Seeking advice from the headteacher and DSLs as appropriate.
- Reporting safeguarding concerns to a DSL in line with school's child protection and safeguarding policy.
- Checking whether they are using an open or closed generative AI tool.
- Ensuring there is no identifiable information included in what they put into open generative AI tools.
- Acknowledging or referencing the use of generative AI in their work.
- Fact and sense-checking 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 of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

Learners are responsible for following the guidance in the following section 'Pupils' use of AI'.

Approved use of AI

We are committed to helping staff members reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete, but they 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 attributed. Any member of staff 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.

Staff members should always consider whether AI is the right tool to use. Just because the school has approved its use does not mean it will always be appropriate nor that it will produce accurate/desired results.

The only approved AI tool in school is [TeachMateAI](#) as it is a closed implementation of AI featuring a wide range of tools, and it meets DfE's AI Safety Standards. We acknowledge that AI may feature in other online activities, e.g. Google searches present AI-generated suggestions. Staff members must use these suggestions judiciously while always fact and sense-checking the output.

Members of staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Staff members should consult with 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.

To ensure that personal and sensitive data remains secure, no one is permitted to enter such data into unauthorised generative AI tools or chatbots.

Intellectual Property (IP)

Most generative AI tools use inputs submitted by users to train and refine their models.

Pupils own the 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 – school will seek legal advice if we are unsure as to whether we are acting within the law.

Bias

AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output.

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 school's complaints procedure.

Raising concerns

We encourage any party to speak with 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.

Safeguarding concerns arising from the use of generative AI must be reported immediately to a DSL in accordance with school's child protection and safeguarding policy.

Ethical and responsible use

We will always:

- Use generative AI tools ethically and responsibly.
- Remember the principles set out in our school's equality policy when using generative AI tools.
- Fact and sense-check the output before using it.

Any party 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.

Pupils' use of AI

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.

Our Scheme of Work for Computing (Purple Mash) teaches:

- Exploring how AI works.
- Investigating the positive and negative impacts of AI.
- Considering AI in the future.

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 IT 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.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- During assessments, including internal and external 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 or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils.
- Input offensive, discriminatory or inappropriate content as a prompt.

Responding to issues of misuse

Where a pupil misuses the school's ICT systems or Internet, we will follow the procedures set out in school's behaviour policy and anti-bullying policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the Internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with staff disciplinary procedures and staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents that involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

Training

Staff receive training in online safety, Prevent and cyber-bullying in line with our Safeguarding CPD schedule. New members of staff are trained on school's filtering/monitoring systems as part of their induction. DSLs will undertake child protection and safeguarding training, which will include online safety, every 2 years. Governors will receive training on safe Internet use and online safeguarding issues as part of their safeguarding training.

Monitoring and evaluation

The Headteacher is responsible for the review, monitoring and evaluation of the Policy in consultation with the rest of the staff.

Policy review

A review of the Policy will take place in line with the School Improvement Plan.

Governor approval

Any amendments to the Policy will be presented to the Governors for approval at the next available meeting.

Mr J. Blake
Headteacher
September 2025