



Highfield Primary School Artificial Intelligence Policy 2026-27





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Signed: *C Cheng* (Chair of Governors Resources Committee)

Linda Harrower (Computing and Online Safety Lead)

J Feeley (Headteacher)

Highfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Rationale and Aims

At Highfield Primary School, we understand the potential that artificial intelligence (AI), including generative AI, can have for our school. Its benefits can include enhancing pedagogical methods, tailoring learning experiences for our children and inspiring educational innovation.

Similarly, we are also aware of potential risks posed by AI technologies, such as breaches of data protection, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

The aim of this policy is therefore to create guidelines for the ethical, secure and responsible use of AI technologies across our whole school community. This policy will cover the use of AI technologies used by school staff, governors and its pupils. This also includes generative AI chatbot tools such as ChatGPT and Google Gemini (this list is not exhaustive).

This policy aims to:

- support the use of AI to enhance teaching and learning
- allow staff to use AI where possible to improve efficiency and reduce workload
- prepare staff, governors and pupils for a future in which AI technology will form a part of daily life
- promote AI's abilities to promote equity in education and provide personalised support
- ensure that AI technologies are used responsibly in compliance with law
- protect the privacy and personal data of staff, governors and pupils, in compliance with UK GDPR legislation

This policy reflects the good practice and guidance of the following publications:

- Generative Artificial Intelligence (AI) in education, published by the DfE
- Generative AI: product safety standards, published by the DfE
- How Ofsted looks at AI during inspection and regulation, published by Ofsted
- Ai use in assessment, published by the Joint Council for Qualifications
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

Responsibilities:

Role of the Governors

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 that the Headteacher is appropriately supported to make informed decisions regarding the effective and ethical use of AI within the school.
- Use only approved AI tools within their role as Governors.
- Seek advice from the Data Protection Officer and the Designated Safeguarding Lead, as appropriate.
- Ensure there is no identifiable information included in what they put into generative AI tools (check with Data Protection Officer if necessary).



- Check results are reliable and trustworthy to make sure the information produced from AI technologies is accurate.
- Use generative AI tools ethically and responsibly.
- Remember the principles set out in our school's equality policy when using generative AI tools.
- Consider whether the school has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output.
- Not use generative AI to impersonate, bully or harass another person.
- Not use generative AI to generate explicit or offensive content.
- Not input offensive, discriminatory or inappropriate content as a prompt.

Role of the Headteacher

The Headteacher will:

- Take responsibility for the day-to-day leadership and management of AI use in the school.
- Liaise with the Data Protection Officer to ensure that the use of AI in the school is in accordance with data protection legislation.
- Liaise with the Designated Safeguarding Leads to ensure that the use of AI is in accordance with Keeping Children Safe in Education (KCSIE), 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 policy as appropriate and at least annually.
- Ensure staff are appropriately trained in the effective use and potential risks of AI.
- Make sure pupils are taught about the effectiveness and potential risks of AI through the computing and/or online safety schemes of work.
- Sign off approved uses of AI, or new AI tools, considering advice from the Data Protection Officer and data protection impact statements.

Role of the Designation Safeguarding Lead(s) (DSL)

The Designated Safeguarding Lead (DSL) will:

- 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 KCSIE and the school's Child Protection and Safeguarding policy.
- Understanding the filtering and monitoring systems and processes in place on school devices.

The school's Designated Safeguarding Leads are Mr Jonathan Feeley, Mrs Elizabeth Bowker, Mrs Lucy Dalglish, Mr James Brassil and Mrs Helen Calvert.

Role of the Staff

All staff must:

- Use only approved AI tools within their teaching learning commitments. Staff at Highfield Primary School are permitted to use Microsoft Copilot only due to its enhanced privacy and security within the school's Microsoft 365 infrastructure. All use should be linked to



their school's Microsoft 365 account/email. No other AI platform is permitted. Staff should consult with a member of the Leadership Team before using any other generative AI tools not referenced in this policy.

- Ensure personal data relating to pupils, staff, parents, or governors must not be input into any artificial intelligence (AI) tools or platforms. This includes names, images, personal details, or any information that could identify an individual.
- Currently, we do not teach learners to use AI systems. However, in Upper Key Stage 2 (Years 5 and 6), learners are taught how AI systems work. This is consistent with our policy aim of equipping children for a future in which AI technology.
- Seek advice from the Data Protection Officer, where appropriate.
- Report safeguarding concerns to the Designated Safeguarding Leads, in line with our school's Child Protection and Safeguarding policy.
- Ensure there is no identifiable information included in what they put into generative AI tools (unless it is strictly necessary and they are approved to do so – this should be checked with the Data Protection Officer, where appropriate).
- Acknowledge or reference to use of generative AI in their work.
- Check results are reliable and trustworthy to make sure the information produced from AI technologies is accurate.
- All AI generated material must be properly attributed and appropriate for the pupils' age and educational needs.
- Remember the principles set out in our school's equality policy when using generative AI tools.
- Consider whether the school has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output.
- Not use generative AI to impersonate, bully or harass another person.
- Not use generative AI to generate explicit or offensive content.
- Not input offensive, discriminatory or inappropriate content as a prompt.

The school uses a range of educational applications to support teaching and learning. The following section outlines examples of these applications and clarifies whether they include or make use of artificial intelligence (AI) features:

- Times Tables Rock Stars (TT Rock Stars) uses AI in the background to automatically adjust the difficulty of the questions. The algorithm tracks a child's accuracy and speed, analysing how they perform to ensure they are consistently challenged at an appropriate level.
- NumBots is an "intelligent practice" platform, but it does not use standalone generative artificial intelligence as its core mechanism. Instead, it relies on algorithmic, adaptive gameplay to adjust the difficulty of maths questions based on a child's speed and accuracy.
- Seesaw uses artificial intelligence, primarily through the Seesaw AI Hub. These tools are strictly designed for teachers and administrators to save time, while pupils do not interact directly with generative AI systems.
- Tapestry's built-in early years reporting tool does not natively use AI to automatically generate or write children's observations and reports. Instead, it uses flexible reporting templates that allow educators to autofill assessment data (like EYFS frameworks) and draw on their own professional observations



All staff at Highfield Primary School play a role in ensuring that pupils understand the potential benefits and risks posed by AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating information generated by AI and understand its limitations.

Role of the Pupils

- Pupils are not permitted to use AI tools within school.
- Pupils are not permitted to use AI tools in the completion of any school-related activity, including homework.
- Pupils are not permitted to use AI tools to process, analyse, or generate content based on information relating to Highfield Primary School or any material owned by the school.

Whilst the school cannot monitor pupils' online activity at home, the following expectations apply at all times. Pupils must not:

- Not use AI to generate content to impersonate, bully or harass another person.
- Not use AI to generate or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils.
- Not input offensive, discriminatory or inappropriate content as a prompt.

The use of AI in the school will be regularly monitored to ensure it aligns with our educational goals and ethical standards. School will uphold a 'living' document within school, which depicts the AI tools approved and used within school by pupils, staff and governors. This will be updated accordingly, as AI is rapidly evolving.

Data Protection and Privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into generative AI tools or chatbots that have not been approved as safe for this use case. If personal or sensitive information is entered into an unauthorised generative AI tool, Highfield Primary School will treat this as a data breach and will follow the data breach procedure outlined in our Data Protection Policy. Breach of this policy will be dealt with in line with our staff code of conduct.

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school, or from a remote working location

Staff members will be required to cooperate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI tool in question
- Provide reasonable assistance to enable access to relevant systems or accounts, where appropriate and lawful to do so.

You must report any breach of this policy, either by you or by another member of staff, to the Headteacher immediately. A breach of policy by Governors should be reported to the Chair of Governors. This will then be investigated under the Governor Code of Conduct.

Any breach of this policy by a pupil will be dealt with in line with our Behaviour Policy.



Intellectual Property

Most generative AI tools use inputs submitted by users to train and refine their models. Pupils own the intellectual property rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions. In addition, materials created by teachers may be copyright material. Example could include essays, homework, written or drawn, lesson plans, prompts entered generative AI tools, etc. we will not allow, or cause, intellectual property, including pupil's work, to be used to train generative AI models without appropriate consent or exemption to copyright. We are aware that secondary infringement could happen if AI products are trained on unlicensed material and outputs and then used in schools or published more widely, such as on the school's website. This may include:

- Publishing a policy that has been created by an AI tool that used input taken from another school's policy without that school's permission.
- Using an image on a website that has been created by an AI tool using input taken from the copyright holder without their permission.

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

Bias

We are aware that 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. We will ensure we can identify and rectify bias or errors, by training staff in this area. 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 our usual complaints procedure.

Raising concerns

We encourage staff and governors to speak to the Headteacher in the first instance if they have concerns about a proposed use of AI, or the use of AI that may have resulted in errors that led to adverse consequences or unfair treatment. Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSLs within school, in accordance with our school's Child Protection and safeguarding policy.

Staff Training

To prepare our staff for the evolving world of AI, staff will be kept up to date with AI developments and how these will impact their teaching and learning. Staff will be updated on new technologies as they develop, the benefits or risks of such new technologies and be reminded of the risk assessments involved in keeping children and adults safe around its use.

Child Protection and Safeguarding

Highfield Primary School is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion
- Child sexual abuse/exploitation material



- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately. Any such incident will be dealt with according to the procedures set out in the school's Child Protection and safeguarding policy and child protection referral processes.

Review of the Policy

AI technology and its benefits and risks, evolve and change rapidly. Consequently, this policy is a live document that must be kept updated and reviewed regularly, whenever there is a significant change to either AI use by the school. It will also be regularly reviewed to reflect the emerging best practices, technological advancements and changes in regulations. The policy will be shared with the Governing Body, at least annually. All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that this policy is followed by all stakeholders. The Headteacher will monitor the effectiveness of AI usage across the school. We will ensure that we keep members of the school community up to date on the use of AI technologies for educational purposes.

Highfield Primary School is dedicated to harnessing the benefits of AI while upholding our commitment to ethical and responsible use. By following this policy, we aim to create a safe and supportive learning environment for all.