



*Maple Tree is an inclusive, kind and positive school that models respect and embraces diversity and equality - where **everyone** feels safe and is encouraged to be the best they can be.*

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## 1. Aims and Scope

Here at Maple Tree Primary School we understand 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 (please note, this list is not exhaustive).

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

### 1.1 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 you input

## 2. Legislation

This policy reflects good practice guidelines/recommendations 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)

This policy also meets the requirements of the:

- 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 \(DPA 2018\)](#)

## 3. Regulatory Principles

We follow the 5 principles set out in the [AI regulation white paper](#).

REGULATORY PRINCIPLE	WE WILL ...
Safety, security and robustness	<ul style="list-style-type: none"> <li>• Ensure that AI solutions are secure and safe for users and protect users' data</li> <li>• Ensure we can identify and rectify bias or error</li> <li>• Anticipate threats such as hacking</li> </ul>
Appropriate transparency and explainability	<ul style="list-style-type: none"> <li>• Be transparent about our use of AI, and make sure we understand the suggestions it makes</li> </ul>
Fairness	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Accountability and governance	<ul style="list-style-type: none"> <li>• Ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI</li> </ul>
Contestability and redress	<ul style="list-style-type: none"> <li>• Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology</li> <li>• Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment</li> </ul>

## 4. Roles and Responsibilities

### 4.1 Governing Board

- 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 is appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Adhere to guidelines below to protect data when using generative AI tools:
  - Use only approved AI tools (see section 5 and appendix 1)
  - Seek advice from the data protection officer and the designated safeguarding lead, as appropriate
  - Check whether they are using an open or closed generative AI tool
  - Ensure there is no identifiable information included in what they put into open generative AI tools

- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

#### 4.2 Senior Leadership Team

- Take responsibility for the day-to-day leadership and management of AI use in the school
- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- Liaise with the DSL 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, 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 effective use and potential risks of AI
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO and data protection impact assessments

#### 4.3 Data Protection Officer

- Take responsibility for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is Ms Kim Varley and is contactable via [office@mapletreepriaryschool.com](mailto:office@mapletreepriaryschool.com)

#### 4.4 Designated Safeguarding Lead (DSL)

The DSL is responsible for monitoring and advising on our 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

The school's DSL is Miss Amy Hyde and is contactable via [teacher@mapletreepriaryschool.com](mailto:teacher@mapletreepriaryschool.com)

#### 4.6 Teaching and Support Staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- Use only approved AI tools (see section 5 and appendix 1)
- Seek advice from the data protection officer /senior leadership team, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Check whether they are using an open or closed generative AI tool

- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check 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.

#### 4.7 Pupils

Pupils must:

- Follow the guidelines set out in section 7 of this policy ('Use of AI by pupils')

## 5. Staff and Governors' Use of AI

### 5.1 Approved use of AI

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

Always consider whether AI is the right tool to use. Just because the school has approved its use doesn't mean it will always be appropriate.

*School leaders must use the AI Tool Evaluation Checklist in Appendix A when considering new AI tools.*

### 5.2 Process for approval

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Staff should contact 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.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO and data protection impact assessments.

### 5.3 Data protection and privacy

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

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Maple Tree Primary School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

### 5.4 Intellectual property

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

Pupils may own the intellectual property (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 – we will seek legal advice if we are unsure as to whether we are acting within the law.

### 5.5 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 error by training staff in this area.

We also regularly review our use of AI to identify and correct any biases that may arise.

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.

### 5.6 Raising concerns

We encourage staff and governors to speak to 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 the DSL in accordance with our school's child protection and safeguarding policy.

### 5.7 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
- Consider whether the tool 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
- Fact and sense-check the output before relying on it

Staff and governors 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

## 6. Educating pupils about AI

Here at Maple Tree Primary School 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.

Pupils are taught about the potential benefits of using AI tools to aid their learning, while also covering subjects such as:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

## 7. Use of AI by pupils

We recognise that AI has many uses to help pupils learn.

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.

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

## 8. Staff training

Staff will be kept up to date with developments in AI, and how they will be able to develop and improve their practice on a regular basis.

This will include:

- Ensuring a good understanding of AI
- Covering AI use in staff training on safe internet use and online safeguarding
- Response protocols for AI-safeguarding concerns
- Regular updates on emerging threats

## 9. Referral to our child protection and safeguarding policy

The 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 process.

## 10. Breach of this policy

Any breach of this policy will be taken seriously. Breaches can be reported in the following ways:

- standard school complaints procedure
- dedicated process for urgent AI safety issues
- anonymous reporting options for sensitive matters
- clear escalation procedures for serious incidents.

Breaches will be shared with the Governing Body at least termly.

All breaches will be investigated. This process will include:

- prompt acknowledgement of all AI-related complaints
- thorough investigation by appropriately trained staff
- clear communication with complainants about progress
- documentation of all investigations and outcomes

Maple Tree Primary School will ensure that complaints have a resolution and that lessons are learned in order to reduce the possibility of similar incidents.

Where possible:

- appropriate remedial action will take place where issues are identified
- learning from incidents will be used to improve policies and procedures
- communication of changes will be shared with relevant stakeholders
- regular review of complaint patterns and trends will take place and will be reported to governors

## 11. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by the Headteacher whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full governing board at least biannually.

All teaching staff are expected to read and follow this policy.

The Senior Leadership Team will monitor the effectiveness of AI usage across the school.

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

## 12. Links with other policies

This AI policy is linked to our:

- Data protection policy
  - Safeguarding/child protection policy
  - Assessment policy
  - Behaviour policy
  - Staff code of conduct
  - Assessment policy
  - ICT acceptable use policy
  - Online safety policy
  - Equality policy
  - SEND policy
-

## Appendix A: AI Tool Evaluation Checklist for School Leaders

*This comprehensive checklist has been updated to reflect DfE Product Safety Expectations (June 2025) and safeguarding requirements.*

### Initial Assessment: Educational Purpose and Benefits

#### What educational benefit or improvement does this AI tool provide?

- Describe the specific educational outcome or improvement this tool will deliver
- Identify how it enhances teaching, learning, or administrative processes
- Explain why this particular solution is needed at this time

#### Target users and context:

- Who will use this tool? (Teachers only / Pupils only / Both)
- What age groups will it serve?
- Does it generate images or multimodal content?
- Will it be used on personal devices (BYOD) or school-managed devices only?

#### Notes:

### Section 1: Safety and Security (Essential Requirements)

#### 1.1 Content Safety (*Essential for child-facing products*)

- Tool blocks harmful/inappropriate content generation
- Age-appropriate filtering for pupil age groups
- Filtering works across text, images, multiple languages
- Real-time content blocking with user explanations
- Filtering maintained on all devices (including BYOD)

*Mark N/A if tool is teacher-only*

#### 1.2 Data Protection (*Applies to all tools*)

- UK GDPR compliant with clear privacy policy
- Explains what data is collected and how it's used
- States where data is processed (UK/EU preferred)
- Confirms data won't be used to train AI without consent

- Provides data deletion on request

### **1.3 Technical Security (*Applies to all tools*)**

- Meets DfE Cyber Security Standards for Schools
- Strong password/authentication requirements
- Regular security updates and patches
- Administrative controls for user permissions

## **Section 2: Monitoring and Reporting (*Essential for child-facing products*)**

### **2.1 Activity Monitoring**

- Records user activity for safeguarding purposes
- Alerts school staff to harmful content attempts
- Provides real-time notifications when content blocked
- Identifies potential safeguarding disclosures

### **2.2 Reporting Capabilities**

- Provides reports schools can understand and use
- Shows trends in content access attempts
- Has clear incident reporting procedures
- Formal escalation process for safety issues

*Mark N/A if tool is teacher-only*

## **Section 3: Educational Suitability (*Applies to all teacher tools*)**

### **3.1 Curriculum Alignment**

- Content aligns with UK National Curriculum
- Accurate for intended subjects and age groups
- Age-appropriate content and complexity
- Enhances rather than replaces meaningful learning
- Evidence of positive impact in schools

### **3.2 Pedagogical Considerations**

- Supports rather than replaces teacher expertise
- Encourages critical evaluation of AI outputs
- Supports diverse learning needs and abilities
- Compatible with existing assessment practices
- Provides useful feedback to educators

## Section 4: Intellectual Property Protection *(Applies to all tools)*

### 4.1 Copyright and Creative Work Protection

- Student work protected from unauthorised use
- Teacher work protected from unauthorised use
- Clear consent processes for any data use
- Parental consent for under-18 users where needed
- No commercial use of inputs/outputs without permission
- Clear opt-out from any AI training

### 4.2 Content Attribution and Copyright

- AI-generated content clearly identified
- Measures to prevent copyright infringement
- Clear content ownership and usage rights
- Respects employer copyright in teacher-created works

## Section 5: Transparency and Accountability *(Applies to all tools)*

### 5.1 Explainability and Openness

- Information about training data sources
- Clear explanation of tool limitations
- Acknowledges and addresses potential biases

### 5.2 Provider Accountability

- Provider demonstrates education sector understanding
- UK regulatory compliance
- Responsive technical and educational support
- Regular updates and improvement processes
- Formal complaints and escalation procedures

## Section 6: Design and Testing *(Applies to all tools)*

### 6.1 User-Centred Design

- Child-centred design prioritising safety *(for child-facing tools)*
- Meets accessibility and SEND requirements
- Performs consistently as intended
- Design eliminates discrimination and bias where reasonably possible

## 6.2 Safety Testing and Validation

- Input from educators and students (child-facing products) in development
- Technical safeguards for identified risks
- Ongoing improvement based on user feedback
- Regular assessment of safety and effectiveness

## Section 7: Implementation and Support *(Applies to all tools)*

### 7.1 Technical and Educational Support

- Responsive technical support available
- Guidance on educational implementation
- Comprehensive training programmes

### 7.2 Change Management and Integration

- Considers staff capacity and skills
- Plans for communicating changes
- Mechanisms to gather user feedback

## Section 8: Cost and Sustainability *(Applies to all tools)*

### 8.1 Financial Considerations

- Clear educational benefits justify cost
- All costs transparent (no hidden fees)
- Affordable within school budget
- Good value compared to alternatives
- Potential for measurable return on investment

## Scoring and Decision Framework

### Scoring Instructions:

✓ Yes - Requirement fully met      ✗ No - Requirement not met      - N/A - Not applicable to this tool

### Essential Requirements (Must all be "Yes"):

#### For Child-Facing Tools:

- All Section 1 (Safety and Security) applicable items
- All Section 2 (Monitoring and Reporting) items
- All Section 4 (Intellectual Property) items

#### For Teacher-Only Tools:

- Section 1.2 and 1.3 (Data Protection and Technical Security)
- All Section 4 (Intellectual Property) items

### Recommended Standards:

- Child-facing tools: 90%+ of all applicable items should be "Yes"
- Teacher-only tools: 85%+ of all applicable items should be "Yes"

<b>Total Applicable Items:</b>	_____
<b>Items Scoring "Yes":</b>	_____
<b>Percentage:</b>	_____ %

### Evaluator Information:

Name: \_\_\_\_\_

Role: \_\_\_\_\_

Review Date: \_\_\_\_\_

### Final Recommendation:

- Approve for implementation - All essential criteria met, benefits clear
- Conditional approval - Approve with specific conditions or limitations
- Further evaluation needed - Requires additional assessment or information
- Reject - Does not meet essential requirements**

### Key Conditions/Actions Required:

## Appendix B: AI Implementation Plan Template

Use this template to plan the implementation of a new AI tool in your school.

### 1. Tool Information

<b>Name of AI Tool:</b>	
<b>Purpose:</b>	
<b>Provider:</b>	

### 2. Implementation Timeline

<b>Start Date:</b>	
<b>Pilot Phase Duration:</b>	
<b>Full Implementation Date:</b>	

### 3. Stakeholder Communication Plan

Stakeholder Group	Communication Method	Frequency	Responsible Person
Staff			
Pupils			
Parents/Carers			
Governors			

### 4. Training Plan

Objective	Training Details	Audience	Trainer	Success Criteria

### 5. Evaluation

<b>Purpose:</b>
<b>Evaluation:</b>

## Appendix C: Staff AI Safety Quick Reference Guide

This quick reference guide provides essential safety information for all staff using AI tools in educational settings.

### Essential Safety Rules

#### ✗ NEVER Do These Things:

- Input personal data into **unapproved** AI tools or free personal AI accounts
- Use free, consumer AI tools (ChatGPT, Gemini, etc.) for school work involving personal data
- Upload student work to unapproved tools without proper permissions and safeguards
- Share AI-generated content without checking for accuracy and appropriateness
- Allow unsupervised pupil access to AI tools without proper safeguards
- Rely solely on AI outputs without human verification
- Use AI for final decisions about students without human review

#### ✓ ALWAYS Do These Things:

- Use only approved AI tools provided by the school
- Verify that approved tools have appropriate data protection measures (e.g., no model training on user data)
- Check all AI outputs for accuracy, bias, and appropriateness
- Maintain human oversight of all AI-assisted work
- Report concerns immediately to DSL or senior leadership
- Follow data protection guidelines when using any AI tool
- Be transparent about AI use with students and colleagues
- Keep learning about AI developments and best practices

### Recognising AI Limitations

#### Watch Out For:

- **Hallucinations:** AI making up convincing but false information
- **Bias:** Unfair representation of groups or individuals
- **Outdated information:** AI training data may be months or years old
- **Context misunderstanding:** AI may not grasp local or specific situations
- **Inappropriate content:** Despite filters, concerning content may occasionally appear

#### Red Flags in AI Outputs:

- Unusual facts without sources
- Content that seems "too good to be true"
- Stereotypical representations


- Inconsistent information
- Overly complex or simple language for the context

## **Data Protection Quick Check**

### **Before Using Any AI Tool, Ask:**

- Is this tool approved by our school?
- Does this tool have appropriate data protection measures in place?
- If using personal data, is this tool specifically approved for such use?
- Could this data be used to train the AI model inappropriately?
- Do I have permission to use any copyrighted content?
- Is there a non-AI way to accomplish this task?

### **Understanding Tool Categories:**

 **Approved tools with data protection** (e.g., school MIS system with AI features, enterprise AI tools with no-training policies etc):

- May be used with personal data as per school policy
- Still require appropriate professional judgement
- Must follow any specific usage guidelines

 **Approved tools without data protection** (general AI tools):

- Use placeholder names (e.g., "Student A," "The teacher")
- Remove identifying details from any text
- Anonymise data before inputting

### **Unapproved tools:**

- Never use for school work
- Never input any school-related data

## **Safeguarding Checklist**

### **If You Encounter Concerning Content:**

- Don't panic - take a screenshot if safe to do so
- Stop using the tool immediately
- Report to DSL or senior leadership
- Document what happened and what you were trying to do
- Follow normal safeguarding procedures

### **Warning Signs to Report:**

- Generation of inappropriate images or text
- Content that could be used for grooming or exploitation

- Discriminatory or hateful outputs
- Content promoting harmful activities
- Any output that raises safeguarding concerns

### Academic Integrity Guidelines

#### When Working with Students:

- Be clear about when AI use is/isn't appropriate
- Teach students to identify AI-generated content
- Model critical evaluation of AI outputs
- Emphasise the importance of human thinking and creativity
- Check work for signs of AI assistance when inappropriate

#### Signs of Potential AI Misuse in Student Work:

- Sudden improvement in writing quality
- Unusual vocabulary or writing style
- Lack of personal voice or perspective
- Perfect grammar in otherwise inconsistent work
- References or information that seem out of place

### Getting Help and Support

#### Who to Contact:

Issue Type	Contact	When
Technical problems	IT Support	During work hours
Safeguarding concerns	DSL	Immediately
Data protection questions	DPO	Before using new tools
Training needs	Line Manager	Ongoing
General AI questions	Senior Leader	During work hours

#### Resources Available:

- DfE AI Toolkit Modules
- School AI Policy
- Regular CPD sessions on AI use
- Peer support networks within school
- External training opportunities as available

## Quick Decision Tree

**Thinking of using AI? Follow this process:**

1. **Is this an approved tool?** → If NO, stop here
2. **Do I need to input personal data?** → If YES, check it's approved for personal data use
3. **Will this enhance rather than replace my professional judgement?** → If NO, reconsider
4. **Can I check and verify the output?** → If NO, don't use
5. **Is this transparent and ethical?** → If NO, find another approach
6. **Will this genuinely save time or improve outcomes?** → If YES, proceed with caution

## Regular Review Questions

**Ask yourself monthly:**

- Am I using AI tools safely and effectively?
- Have I kept up with training and policy updates?
- Am I modelling good AI practices for students?
- Are there new AI-related risks I should be aware of?
- Do I need additional support or training?

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**Remember:** AI is a tool to enhance human expertise, not replace it. When in doubt, ask for help!

## Appendix D: Approved uses of AI tools (table)

Note that open-source AI tools / open AI tools, meaning tools that anyone can access and modify, should only be used for tasks that don't require personal information to be input.

Staff should seek approval from SLT for any other AI tools.

Please note that the list of approved uses is not exhaustive.

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
Gemini (closed system as part of our Google Workspace for Education)	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Governors</li> <li>• Pupils (supervised only)</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to parents/carers</li> <li>• Recruitment information</li> <li>• Policy writing</li> <li>• Marketing materials</li> <li>• Lesson planning and content</li> </ul>
KeyGPT	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Governors</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to parents/carers</li> <li>• Recruitment information</li> <li>• Policy writing</li> <li>•</li> </ul>
SLTai	<ul style="list-style-type: none"> <li>• Senior Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to parents/carers</li> <li>• Recruitment information</li> <li>• Policy writing</li> <li>• Marketing materials</li> <li>• School development documentation</li> </ul>