

Moorside Community Primary School AI Policy



Approved by:

The Governing Board
and Head Learner

Date:

Last reviewed on:

New Policy

Next review due by:

Spring 2027

Contents

Contents.....	
1. Aims and scope	
2. Legislation.....	
3. Regulatory principles.....	
4. Roles and responsibilities	
5. Staff and governors use of AI.....	
6. Educating pupils about AI	
7. Use of AI by pupils	
8. Formal assessments	
9. Staff training	
10. Referral to our child protection and safeguarding policy ...	
11. Breach of this policy	
12. Monitoring and transparency.....	
13. Links with other policies	
Appendix 1: Approved uses of AI tools (table)	

1. Aims and scope

Here at Moorside Community 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">• 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	<ul style="list-style-type: none">• Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	<ul style="list-style-type: none">• 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

4. Roles and responsibilities

4.0 AI lead

Our generative AI lead is Gary Bailey. They are responsible for the day-to-day leadership, ownership and management of AI use in the school.

4.1 Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the Head Learner to account for its implementation in line with the school's AI strategy
- Ensure the head learner and AI lead is/are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Adhere to the 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 (DPO) / Consilium/ AI lead 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 Head Learner

The Head Learner will:

- › Liaise with the AI lead and 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, AI Lead], and data protection impact assessments

4.3 Data protection officer (DPO)

The data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is Caroline Stevens (School business manager) and is contactable via caroline.stevens@moorsideprimary.net

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 Suzanne Howard and is contactable via Suzanne.Howard@moorsideprimary.net

4.5 All 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 / IT / AI lead, 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.

4.6 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.

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 Head Learner to discuss any ideas they may have with regards to using AI, so the Head Learner can take the suggestions forward if they deem it to be a satisfactory new method of working.

The Head Learner is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI lead, 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, Moorside Community Primary School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. Please also refer to section 10 of this policy.

5.4 Intellectual property

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

Pupils 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 complaint's procedure.

5.6 Raising concerns

We encourage staff and governors to speak to the Head Learner 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 Moorside Community 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.

In our Computing curriculum, pupils in Year 6 are explicitly taught about artificial intelligence through Kapow Primary's *Computing systems and networks: Exploring AI* unit. Pupils learn **what AI is**, its basic functions, and explore real-life applications such as text processing, image generation and code generation. As part of their learning, pupils are taught **how to create and refine prompts** to improve the quality and accuracy of AI-generated responses, helping them understand both the potential benefits and the limitations of AI tools. They also explore **how AI processes information**, including how text, images and code are interpreted by AI systems, building their understanding of reliability and potential bias in AI outputs. [\[kapowprimary.com\]](https://www.kapowprimary.com)

Pupils additionally examine **ethical considerations and the potential impact of AI**, including discussions on fairness, accuracy, and the ways AI may influence or replicate human roles, enabling them to critically assess AI-generated content and recognise where bias or misinformation may occur. They also learn how **information online is organised and ranked**, through their study of how AI-generated content is created, filtered and refined, developing awareness of how algorithms shape the information they see. Online safety is embedded throughout this unit, as pupils consider the risks of AI-generated fake information, altered images

and content that may appear credible but is misleading, helping them to navigate digital spaces safely and responsibly. [\[kapowprimary.com\]](https://www.kapowprimary.com) [\[pe.linkedin.com\]](https://www.linkedin.com/company/primaryeducation)

To support responsible digital citizenship, pupils are taught to **create and use digital content safely**, understand how to verify sources, and recognise when AI outputs may be unreliable or require human judgement. Across the unit, pupils develop confidence in using AI as a learning tool while also being equipped with the critical thinking skills needed to evaluate AI responsibly and safely in an increasingly digital world.

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. At Moorside Community Primary School this is always supervised by the adult leading the session and should be an approved source.

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

- › 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

8. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. Pupils who require technology to complete statutory assessments will always be supervised by at least 2 adults and access to the internet or automated checking tools will always be prevented/disabled.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on [AI use in assessments](#).

9. Staff training

Our approach.

We take a whole-school, phased approach to AI professional development that focuses on safety, pedagogy and workload reduction. All teaching staff have received foundation training delivered by **Dr Jon Chippindall**, co-founder and CEO of Teachmate, primary teacher and senior leader with over a decade of classroom experience in Manchester, leader of the Primary Computing PGCE at The University of Manchester, and former Director of Computing at School. Dr Chippindall has written extensively on digital teaching and learning and has worked with schools globally to raise standards in the effective and safe use of AI in education. This

initial input has established a common baseline of understanding and set expectations for ethical, curriculum-aligned use of AI at Moorside.

How we ensure a good understanding of AI (knowledge, practice, and reflection).

Annual core CPD for all staff – *An Introduction to AI Literacy*. Each academic year, staff complete this short, practical course (teachers, leaders, governors, and wider education professionals). It covers: (1) the fundamentals of generative AI and the main LLMs; (2) prompting essentials; (3) opportunities and limitations for teaching, learning and operations; (4) AI compliance essentials (UK GDPR, DPIA considerations, and what questions schools should be asking); and (5) responsible use in action, including how Teachmate differs from general-purpose LLMs and what safe, ethical integration looks like in a primary setting.

Teachmate in practice. We prioritise **Teachmate** as our AI platform to ensure staff work within a controlled, education-focused environment. Training emphasises best practices, limitations, and when human professional judgement must override AI suggestions.

Classroom application cycles. Following each training block, staff trial a small, clearly defined use case (e.g., refining success criteria, generating multiple-choice distractors, or drafting differentiated reading questions). Staff then evaluate impact on workload and pupil outcomes, sharing evidence and reflection with colleagues.

Embedding AI in safe internet use and online-safeguarding training.

Online safety integration. AI topics (mis/disinformation, deepfakes, hallucinations, bias, appropriate prompting, and reporting concerns) are embedded into annual safeguarding and online safety updates for all staff, led by the DSL, with input from the AI Lead and DPO.

Data protection by design. The DPO provides scenario-based refreshers on what can and cannot be entered into AI tools, how to identify an “open” vs “closed” model, when a DPIA is required, and how to escalate any suspected data incident.

KCSIE alignment and reporting. Staff rehearse “see it, say it” procedures where AI use may trigger safeguarding concerns (e.g., harmful content, impersonation, harassment). All concerns are reported immediately to the DSL and handled under the child protection and safeguarding policy.

Responsibility for CPD access and quality.

Head Learner: Signs off the annual AI CPD plan and ensures staff have time allocated for completion and follow-up practice.

AI Lead (Gary Bailey): Curates content, communicates approved tools and use cases, quality-assures materials, and tracks staff completion and impact.

DPO (Caroline Stevens): Oversees compliance content (privacy, DPIA, data minimisation) and co-delivers sessions where appropriate.

DSL (Suzanne Howard): Ensures AI-related online safety and safeguarding themes are up to date and included in statutory training and refreshers.

Staying abreast of good practice & sharing what works.

Regular AI briefings. A 5–10-minute update at staff meetings to highlight new guidance, approved features, exemplar lesson resources, and any changes to approved-use lists.

Feedback and monitoring. Quick pulse surveys after major training, plus a short annual review (classroom observations, planning samples, and staff interviews) to evaluate impact on workload, accuracy, and pupil learning. Findings inform the next CPD cycle and updates to the Approved Uses table.

Progression pathway (annual and long-term).

Every year: *An Introduction to AI Literacy* (all staff) – builds common language, safe habits, and practical classroom strategies.

Platform-specific competence: Ongoing Teachmate workshops to reinforce safe, effective use and limitations.

Long-term certification: Staff are encouraged to complete the **Teachmate Certified Educator – Level 1** course. The introductory module explains how Teachmate’s AI works, best practices and limitations, and top

tips to maximise impact while maintaining safety and compliance. Completion is recorded in the school's CPD log and feeds into performance development discussions.

Measuring success.

We will evaluate training effectiveness against three indicators: (a) **workload reduction** (e.g., planning/admin time saved), (b) **quality** (fewer errors, improved clarity and differentiation), and (c) **safety/compliance** (no reportable data breaches; staff can articulate when and why to avoid AI). Findings are reported to the governing board as part of the annual AI Policy review cycle.

10. 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.

11. Breach of this policy

11.1 By staff

Breach of this policy by staff 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 co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (whether or not it is one authorised by the school)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to the Head Learner immediately.

11.2 By governors

Governors found in breach of this policy will be dealt with in accordance with the school's **Governor Code of Conduct** and wider governance procedures. This may include:

- **Referral to the Chair of Governors**, who will review the breach and determine whether further investigation is required.

- **Formal consideration by the Governing Board**, which may include a panel review to determine the seriousness of the breach and any appropriate action.
- **Requirement to participate in additional training**, including mandatory refresher training on data protection, safeguarding, and responsible AI use, where the breach relates to misuse or misunderstanding of AI tools.
- **Restrictions on access to AI systems or sensitive information**, where necessary to protect the school community and comply with UK GDPR and safeguarding duties.
- **Sanctions up to and including suspension or removal from the governing board**, in line with statutory guidance and the school's governance policies, where the breach constitutes serious misconduct or compromises the safety, integrity, or effective operation of the school.

All governors are expected to cooperate fully with any investigation into a suspected breach and comply with recommendations or sanctions issued by the governing board or Chair of Governors.

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our behaviour policy

12. 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 Gary Bailey (AI Lead) 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 annually.

All teaching staff are expected to read and follow this policy. Senior leaders supported by Phase Leaders are responsible for ensuring that the policy is followed.

Gary Bailey (AI Lead) 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.

13. Links with other policies

This AI policy is linked to our:

- | | |
|--|-------------------------------|
| › Data protection policy | › Staff code of conduct |
| › Safeguarding/child protection policy | › Marking and feedback policy |
| › Assessment policy | › ICT acceptable use policy |
| › Exams policy | › Online safety policy |
| › Homework policy | › Equality policy |
| › Behaviour policy | |

Appendix 1: 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.

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
www.teachmate.com	<ul style="list-style-type: none"> • SLT • SENDCo • Phase Leaders • Teachers • Governors 	<ul style="list-style-type: none"> • Assist in planning • Create Resources • Assessment but should not replace standardised tests (NFER/SATs) • SEND & Adaptations • General Admin • Student Reports • Leadership tasks • CPD & Teacher Support • Letter writing • Policy Support
Air	<ul style="list-style-type: none"> • SLT • Phase Leaders • Teachers 	<ul style="list-style-type: none"> • Moderation and assessment of writing ability
Copilot	<ul style="list-style-type: none"> • SLT • Phase Leaders • Teachers 	<ul style="list-style-type: none"> • Aid in administration tasks on Word.