



Chalton Lower School

Artificial Intelligence (AI) Policy

Document Control		
Edition	Issued	Changes from previous
1	11/10/25	New Policy

Policies/Documents referred to in this policy	Postholders/Persons named in this policy
• The Data Protection Act • The UK General Data Protection Regulation (UK GDPR) • DfE Keeping Children Safe in Education • DfE Generative artificial intelligence in education • DfE Meeting digital and technology standards in schools and colleges • E Safety Policy • Computing Policy • Data Protection Policy • Child Protection and Safeguarding Policy • Acceptable Use Agreement	Governors Headteacher Staff Pupils Computing Lead Partnership Education (IT Specialists)

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Statement of Intent

At Chalton Lower 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, Chalton Lower 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.
- Misuse of AI – Any use of AI which means that pupils have not independently demonstrated their own attainment.

Legal Framework

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

- The Data Protection Act
- The UK General Data Protection Regulation (UK GDPR)
- DfE Keeping Children Safe in Education
- DfE Generative artificial intelligence in education
- DfE Meeting digital and technology standards in schools and colleges

This policy operates in conjunction with the following school policies:

- E Safety Policy
- Computing Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Agreement

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 a regular 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.

The headteacher will be responsible for:

- Ensuring that staff receive regular training, so they understand the risks associated with using AI tools in school.
- Communicating with parents to ensure they are kept up to date with how AI tools are being used in the school.
- Working with the governing board to review and update this policy on a regular basis.
- Ensuring that AI practices are evaluated on a regular basis.

Partnership Education system technicians 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 procedures regarding online safety, child protection and safeguarding and data protection.

The computing lead 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.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.
- Familiarising themselves with any AI tools used by the school and the risks they pose.

Data Protection and Cyber-Security

Chalton Lower 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 and E Safety 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.
- Ensure that pupils are not accessing or creating harmful or inappropriate content online, including through AI tools.
- 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.

If it is necessary to use personal and special category data in AI tools, the school will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data. Chalton Lower School will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

Using AI Tools

Chalton Lower 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
- To identify and use appropriate resources to support education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.
- To teach pupils:
 - How to use emerging technologies safely and appropriately.
 - About the limitations, reliability and potential bias of AI tools.
 - How information on the internet is organised and ranked.
 - How online safety practices can protect against harmful and misleading content.

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.

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.

Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils and other staff acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought from students over 18, however, for pupils under 18, consent will be sought via their parents.

Misusing AI Tools

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

- Restricting access to online AI tools on school devices and networks, especially on devices used for assessments.
- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material.
- Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work.
- Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation.
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models.
- Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use.

Identifying Misuse

Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own when attempting to identify a misuse of AI tools.

When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.
- General understanding and working level.
- The mode of production, i.e. whether the work was handwritten or word-processed.

Staff members will be aware of and look out for potential indicators of AI use, which include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not be appropriate to the working or qualification level.
- A lack of direct quotations and/or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.

Staff members will also remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Assessments

Chalton Lower School will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding assessments. Pupils will be made aware of the appropriate and inappropriate uses of AI tools, and the consequences of its misuse. Pupils will be made aware that it is not acceptable to submit work for an assessment that has been produced with an AI tool. Pupils will also be made aware of the risks of using AI tools to complete assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/or harmful answers.

Pupils will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the pupil is able to demonstrate that their work is the product of their own independent work and thinking.

Safeguarding

Chalton Lower School acknowledges that generative AI tools can be used to produce content that is dangerous, harmful and inappropriate. The school will follow the procedures set out in the Child Protection and Safeguarding Policy and the E Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's filtering and monitoring standards.

All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated.

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 foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

The school will:

- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Encourage the safe and responsible use of digital content.
- Include teaching about how computers work, connect with each other, follow rules and process data.

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

Monitoring and Review

The governing board and headteacher will review this policy in full on a regular basis, and/or following any new information that comes to light due to the use of AI tools, e.g. data protection or cyber security. Any changes made to this policy will be communicated to all members of the school community.