



# Artificial Intelligence (AI) Policy

<b>Policy created by</b>	Headteacher
<b>Policy approved by</b>	FGB
<b>Date of approval</b>	November 2025
<b>Date of next review</b>	November 2026
<b>Communication method</b>	Website
<b>Chair of Governors</b>	Nick Chambers

This policy outlines how Artificial Intelligence (AI) is currently managed, restricted, and monitored at Goathland Primary School to ensure safe, ethical, and compliant use in line with Department for Education (DfE), Ofsted, and Information Commissioner's Office (ICO) guidance.

This policy applies to:

- All staff (teaching and non-teaching)
- Governors
- Contractors and third-party providers
- Pupils (by reference and restriction)

### **Current Position on AI Use in School**

- Pupils do not have direct access to any AI tools in school.
- Google Search is the only currently approved tool pupils can use under supervised conditions.
- Use of open source generative AI may be used for curriculum and administrative purposes. Any AI software used must be transparent, explainable, robust and secure.
- Leaders will support staff to be aware of and comply with the DfE guidance for AI use 'Generative Artificial Intelligence in Education' policy paper.
- Use of AI must always comply with safeguarding and data protection requirements.

### **Acceptable Use by Staff**

Staff may use AI tools (e.g. ChatGPT) for the following purposes:

- Curriculum resource development
- Drafting letters or communications (with human oversight)
- Administrative efficiencies (e.g. planning templates, summarising content)

*Current AI tools that are appropriate may include but are not limited to: Chat GPT, Microsoft Copilot, Third Space Learning*

## **Conditions for Use:**

### *Large Language Models (LLMs):*

Large Language Models are a type of artificial intelligence designed to understand and produce human language. These tools, such as ChatGPT, are trained on large amounts of text from books, websites, and other sources to learn how language works. They can be used to help students generate ideas, improve writing, or answer questions, but they do not "think" like humans and can sometimes provide incorrect or biased information. Their use should support learning and not replace students' or staff's own thinking or effort.

### *Machine Learning Principles:*

Machine learning is a method that allows computers to learn from data and make predictions or decisions without being directly programmed for every task. It is the foundation behind many AI tools, including LLMs. Understanding that these systems learn patterns from past data helps us recognize their strengths and limitations. In a school setting, AI tools based on machine learning should be used responsibly, with an emphasis on critical thinking, ethical use, and awareness of data privacy.

Therefore:

- No personal data (of pupils, parents, staff, or any identifiable individual) is to be entered into any AI system.
- Only public figures already named in our published curriculum may be referenced when using AI.
- Any content generated by AI must be reviewed and approved by the user before use or dissemination.
- No automated decision-making is permitted — all outputs must be subject to human judgment.

## **Safeguarding and Online Safety**

All AI use must align with the school's safeguarding, online safety, and acceptable use policies. Pupils are not permitted to interact with generative AI systems (e.g. ChatGPT, Bard, Copilot).

Filtering and monitoring systems are in place to prevent unauthorised access to AI platforms.

Teachers must supervise any search engine use and ensure age-appropriate content filters are active.

## **Data Protection and Privacy**

In accordance with the ICO's guidance:

- No personal or sensitive data may be shared with AI platforms. ● Staff must not use AI tools to process any pupil or staff data.
- Any use of AI involving data must be pre-approved by the school's Data Protection Officer (DPO). A Data Protection Impact Assessment (DPIA) has been carried out – **Appendix 1.**

## **Roles and Responsibilities**

Headteacher / Senior Leadership Team (SLT):

- Ensure this policy is implemented and reviewed annually. The use and management of AI is fast paced and must be reviewed regularly.
- Approve any further AI tools for staff use following risk assessment and due diligence.
- Communicate to parents about the use of AI in school – **Appendix 2**. All Staff:
  
- Comply with this policy in all instances of AI use.
  
- Report any misuse or concerns to SLT or the Designated Safeguarding Lead (DSL).

ICT Lead / DPO:

- Monitor AI-related risks and recommend updates to policy or practice.
- Support staff with technical queries or impact assessments.

### **Breaches of Policy**

Any breach of this policy, including the unauthorised use of AI or inappropriate data handling, will be treated seriously and may lead to disciplinary action in line with the school's Code of Conduct.

### **Monitoring and Review**

This policy has been created in line with guidance from the ICO and Ofsted - **Appendix 3**. Lythe Primary School recognise that the use and management of AI is fast paced and rapidly changing. This policy will be reviewed annually or sooner if significant changes occur in:

National guidance from the DfE, Ofsted, or ICO  
AI technology or platforms in use at the school  
Legal or safeguarding requirements

Date to be reviewed: September 2026

## Appendix 1.

### Data Protection Impact Assessment (DPIA)

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**Project/Processing Name:** Use of AI Tools (ChatGPT) by

**Staff School:** Goathland Primary School **Date:**

**Assessed by:**

**Role:**

**Review Date:**

#### **Purpose of the Processing**

Staff at Goathland School may use to support:

- Lesson planning
- Curriculum resource development
- Drafting non-personal administrative text (e.g., letters, summaries) - CPD-related research or teaching ideas

No decisions about individuals are made by AI. This tool is not used by pupils.

#### **Nature of the Processing**

- Type of processing: Text input and output generation
- Tool used: ChatGPT (OpenAI)
- Access: Staff-only, under strict internal policy
- Data types entered: None that qualify as personal data under UK GDPR. Staff must not enter pupil, staff, or parent data.
- Safeguards: Staff training, written AI policy, monitoring of AI use, filtering systems in place

#### **Assessment of Necessity and Proportionality**

Is the processing necessary? Yes, to support efficient lesson preparation and reduce admin burden

Is there a less intrusive method? Not applicable, as no personal data is processed

Is it proportionate to the aims? Yes — restricted, guided use within tight policy limits

#### **Assessment of Risks and Mitigation**

Risk	Likelihood	Impact	Mitigation Measures

Staff inadvertently enter personal data	Low	Medium	Policy explicitly prohibits this; regular staff reminders
Tool use expands without oversight	Medium	Medium	SLT to approve any new AI tools or expanded use
Data leakage via ChatGPT	Low	Medium	No sensitive data entered; usage monitored
Misuse or overreliance on AI-generated content	Low	Low	Human oversight mandated; no AI-led decision-making

### Consultation Process

Internal consultation with:

- Headteacher
- Senior Leadership Team (SLT)
- Data Protection Officer

### ICO Criteria Check (High-Risk Flags)

According to the ICO's DPIA guidance, this project does not involve:

- Automated decision-making affecting individuals
- Processing of special category data
- Large-scale monitoring or profiling

**Therefore, prior consultation with the ICO is not required.**

### Sign-Off

Name: [Insert Name] | Role: Headteacher / SLT | Signature: \_\_\_\_\_ | Date: \_\_\_\_\_

Name: [Insert Name] | Role: Data Protection Officer | Signature: \_\_\_\_\_ | Date: \_\_\_\_\_

### DPIA Outcome Summary

This DPIA concludes that the staff-only use of ChatGPT, under strict controls and without processing personal data, presents minimal data protection risk. Lythe Primary School is compliant with UK GDPR and ICO expectations as long as current usage boundaries are maintained.

## Appendix 2

Dear Parents and Carers,

### Responsible Use of Artificial Intelligence (AI) in School

As part of our commitment to providing a safe education at Goathland Primary School, we want to keep you informed about how we are approaching the use of Artificial Intelligence (AI) in our school. AI is becoming more common in education and everyday life. While there are exciting opportunities, it is vital that schools use these tools responsibly and with clear safeguards in place.

Children do **not** have access to AI tools like ChatGPT or other generative AI systems in school. Google search is the only AI-enabled tool children may use, and it is supervised and filtered for age-appropriate content. At this time, ChatGPT is the only AI tool approved for staff use, and only for professional tasks such as drafting teaching resources or communications. **No personal data about pupils, parents, or staff is ever entered into any AI tool.** The only individuals mentioned in AI tools are public figures already included in our published curriculum.

We are following national guidance from the Department for Education, Ofsted, and the Information Commissioner's Office. Our focus is on safety, privacy, and using technology in a way that supports, not replaces - high-quality teaching.

As AI develops, we will continue to review our policy regularly. Any future changes will be carefully risk assessed, and we will keep you fully informed.

If you have any questions or concerns about our approach to AI, please don't hesitate to contact the school office.

Yours sincerely,

Mr Wood

## Appendix 3

### What do the ICO and Ofsted say about the use of AI in schools?

Both the Information Commissioner's Office (ICO) and Ofsted have provided guidance on the use of artificial intelligence (AI) in UK primary schools, focusing on data protection, ethical considerations, and educational outcomes.

#### **Information Commissioner's Office (ICO) Guidance**

The ICO emphasizes that AI systems in schools must comply with UK General Data Protection Regulation (UK GDPR). Key points include:

##### **1. Lawfulness and Transparency**

- Schools must have a clear legal basis for processing personal data with AI, such as consent or legitimate interests.
- They should be transparent about AI usage, informing stakeholders about how personal data is processed.

##### **2. Fairness and Bias Mitigation**

- AI systems should be designed to avoid bias and discrimination.
- Schools must assess and mitigate potential biases in AI algorithms to ensure fair treatment of all students.

##### **3. Data Minimization and Security**

- Only necessary personal data should be collected and processed by AI systems.
- Robust security measures must be in place to protect data from unauthorised access or breaches.

##### **4. Automated Decision-Making**

- If AI systems make decisions that significantly affect individuals, schools must ensure human oversight and the ability for individuals to challenge decisions.



## Ofsted's Position on AI in Education

Ofsted supports the use of AI in schools when it enhances educational outcomes and efficiency. Their approach includes:

**1. Inspection Considerations** • Ofsted evaluates the impact of AI on teaching quality, learning outcomes, and safeguarding during inspections.

- They do not assess the technical quality of AI tools but focus on their application within the educational context.

## **2. Regulatory Principles**

Schools are expected to adhere to principles such as:

- **Safety and Robustness:** Ensuring AI tools are secure and reliable.
- **Transparency:** Being open about how AI is used and how decisions are made.
- **Fairness:** Preventing discriminatory practices through AI.
- **Accountability:** Assigning clear responsibility for AI use and outcomes.
- **Contestability:** Allowing decisions made by AI to be challenged and reviewed.

## **3. Ongoing Research**

Ofsted is conducting research to understand how schools use AI, aiming to identify best practices and potential risks. Findings are expected to inform future guidance and policy.

## **Summary**

In summary, the ICO focuses on ensuring that AI use in schools complies with data protection laws, emphasising transparency, fairness, and security. Ofsted, on the other hand, assesses the educational impact of AI, encouraging its use to enhance learning while ensuring it aligns with regulatory principles and does not compromise educational quality or student welfare.