

AI (Artificial Intelligence) Policy

Meanwood CE Primary School



Approved by:	Mr Jamie Chapman (Headteacher)	01.09.2026
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Next Review Due:	September 2027	01.09.2027

School Vision and Values

Ethos & Commitment to Wellbeing: Meanwood Church of England Primary School is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment. At Meanwood C of E Primary School, we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality, or disability. The school provides an inclusive environment and curriculum that meets the educational, technological, and developmental needs of all pupils, including those with special educational needs and disabilities (SEND) or English as an additional language (EAL).	Our Vision & Values: Our vision is that every person is valued, nurtured, and empowered to achieve their full potential, underpinned by Jesus' commandment to 'love one another as I have loved you' (John 15:12). This policy is guided by our core values: Open Hearts, Open Minds, and Open Arms.
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1. Aims and Purpose of Policy

This policy outlines the safe, ethical, transparent, and effective use of Artificial Intelligence (AI) within Meanwood Church of England Primary School. It ensures that AI technologies actively support teaching, learning, and school administration while maintaining robust safeguarding, statutory data protection, academic integrity, and our distinctive Christian ethos.

Key Aims

- **Enhance Teaching and Learning:** Support high-quality lesson planning, targeted differentiation, adaptive learning materials, and resource creation across all subject areas.
- **Reduce Staff Workload:** Assist staff with administrative tasks, communications drafting, data structuring, and workflow efficiency.
- **Promote Educational Inclusion:** Provide tailored support for pupils with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and varying learning profiles.
- **Ensure Robust Safeguarding & GDPR Compliance:** Protect pupil and staff data privacy, mitigate algorithmic bias, prevent generative media misuse, and uphold strict security standards.
- **Maintain Human Responsibility:** Ensure that AI tools remain strictly supportive and that staff retain absolute professional accountability for all educational and administrative decisions.

2. Legislation and Statutory Guidance

This policy reflects national statutory frameworks, Department for Education (DfE) guidance, and legal requirements governing digital technology, data privacy, and safeguarding in primary education:

- **UK General Data Protection Regulation (UK GDPR) & Data Protection Act 2018:** Mandating strict compliance regarding personal data processing, data minimization, and privacy standards.
- **DfE Guidance on Generative AI in Education:** Aligning with government advice on safe AI usage, enterprise data security, and protecting educational integrity.

- **Keeping Children Safe in Education (KCSIE):** Ensuring online safety, proactive threat monitoring, and effective safeguarding protocols across all digital platforms.
- **Equality Act 2010:** Guaranteeing non-discrimination, accessible learning, and proactive mitigation against systemic or algorithmic bias.
- **Copyright, Designs and Patents Act 1988:** Ensuring respectful and lawful usage of copyrighted works, digital media, and intellectual property.

3. Roles and Responsibilities

3.1 The Governing Body

The Governing Body holds ultimate strategic oversight for health, safety, data protection, and educational quality across the school. Regarding AI policy, the Governing Body is responsible for:

- **Policy Ratification and Review:** Formally approving this policy and reviewing its operational effectiveness every two years or upon updated DfE statutory guidance.
- **Governance Oversight:** Ensuring that AI implementation aligns with school values, data protection laws, and safeguarding standards.
- **Risk Monitoring:** Receiving regular reports from the Headteacher regarding technology integration, safeguarding audits, and any AI-related incidents.

3.2 The Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT hold operational responsibility for AI implementation, including:

- **Infrastructure & Tool Approval:** Managing enterprise AI licenses, defining access controls, and overseeing approved software deployments.
- **Staff Professional Development:** Ensuring all personnel receive appropriate training on AI capabilities, legal risks, GDPR compliance, and ethical boundaries.
- **Incident Management:** Overseeing prompt investigations into any AI-related data breach, safeguarding concern, or academic integrity issue.

3.3 Staff Responsibilities & Professional Accountability

The use of AI does not remove or diminish the professional responsibilities of staff. Staff remain fully accountable for any decisions, communications, assessments, pupil reports, or learning resources produced with AI assistance. Staff must adhere to the following non-negotiable principles:

- **Professional Judgement:** AI outputs must never be automatically accepted. Staff must rigorously check all AI-generated content for factual accuracy, age-appropriateness, and pedagogical soundness before use.
- **Accountability for Pupil Outcomes:** Teachers retain full accountability for marks, assessment judgements, and educational recommendations. AI must never serve as a substitute for professional human evaluation.
- **Strict Confidentiality:** Staff must never input personal identifiable information (PII) into any AI tool.

3.4 Pupil Expectations

Pupil AI usage must be supervised, age-appropriate, and educationally targeted. Pupils are expected to:

- **Follow Teacher Direction:** Use AI tools only when specifically authorized and guided by teaching staff.

- **Protect Privacy:** Never enter personal details, names, addresses, or photos into any AI platform.
- **Uphold Academic Honesty:** Complete assessed tasks independently and disclose AI assistance when requested.

4. Approved AI Tools and Technical Standards

4.1 Preferred Platform: Microsoft Copilot

Meanwood C of E Primary School's official, designated AI platform is Microsoft Copilot (accessed via school-managed Microsoft 365 accounts). Microsoft Copilot is preferred due to its key structural compliance features:

- **Enterprise-Grade Commercial Data Protection:** Data entered into school-managed Copilot accounts is encrypted and is not retained or used by Microsoft to train public foundation models.
- **Microsoft 365 System Integration:** Operates within our established secure cloud tenant, significantly minimizing external data leakage risks.
- **Centralized Administrative Control:** Enables school IT administrators to manage user permissions, access levels, and security policies centrally.

4.2 Restrictions on Other AI Platforms

Public, consumer-grade AI platforms (such as public ChatGPT, Claude, or unapproved media generators) carry distinct security risks. They often store user inputs on external servers and utilize user data for model training. Therefore:

- **Pupil Prohibition:** Pupils are strictly prohibited from using unauthorized or public AI platforms independently on school devices.
- **Staff Caution:** Staff exercising professional discretion to explore secondary AI platforms for background research must ensure that under no circumstances is any school, pupil, or personnel data inputted.

5. Data Protection, GDPR and Confidentiality

The school strictly enforces the UK General Data Protection Regulation (UK GDPR). Data privacy is paramount and non-negotiable.

Non-Negotiable Data Protection Rule:

Under no circumstances should any personal or identifiable information relating to pupils, staff, parents, or carers be inputted into any AI system.

Prohibited data inputs include, but are not limited to:

- **Names, addresses, and dates of birth.**
- **Pupil assessment records, tracking scores, and progress reports.**
- **Behavioural, pastoral, or safeguarding incident notes.**
- **Medical, health, or Special Educational Needs and Disabilities (SEND) records.**
- **Staff personnel files, appraisals, or HR documentation.**

All AI usage must fully align with the school's overarching Data Protection Policy and Information Security Framework.

6. Acceptable Use and Governance Standards

6.1 Staff Operational & Administrative Use

Staff are encouraged to utilize approved AI tools to enhance operational efficiency, including:

- **Lesson Planning & Differentiation:** Generating creative lesson hooks, drafting differentiated reading passages, and formatting learning materials.
- **Administrative Drafting:** Structuring initial outlines for newsletters, letters, or general policy documents (ensuring thorough human editing prior to distribution).
- **Resource Customization:** Adapting vocabulary lists or generating practice questions tailored to varying attainment bands.

6.2 Assessment, Homework and Academic Integrity

Maintaining academic integrity and fostering genuine pupil intellectual development are core educational priorities. The following guidelines apply to pupil work and assessment:

- **Assessed Work Prohibition:** Pupils must not use AI to complete homework, independent projects, or assessed coursework unless explicitly permitted and structured by the class teacher.
- **Preserving Critical Thinking:** AI must not replace essential skill acquisition, handwriting, creative writing, or fundamental mathematical problem-solving.
- **Year 5 & 6 Transition Declarations:** To prepare pupils for secondary education and digital literacy standards, upper Key Stage 2 pupils utilizing AI for guided research or brainstorming must explicitly declare how AI was used (e.g., submitting a short acknowledgement statement).

6.3 Human Resources, Recruitment and Performance Management

AI technologies must not be used as the sole or primary basis for decisions relating to staff employment, recruitment, appraisal, capability, or disciplinary processes. All HR and personnel evaluations require meaningful, objective human review.

6.4 Copyright, Intellectual Property and Plagiarism

Staff must recognize that generative AI platforms aggregate training data from vast online datasets, which may include copyrighted material. All AI-generated resources must be evaluated to ensure they are lawful, appropriate, non-plagiarized, and suitable for educational publication.

6.5 Generative AI Transparency and Disclosure

In alignment with good governance standards, staff should be prepared to declare significant use of generative AI in the creation of major professional documentation—such as school policies, strategic governor reports, or curriculum frameworks—where transparency is appropriate.

7. Safeguarding, Deepfakes and AI Misuse

Safeguarding children is our highest priority. AI technologies present emerging risks that require vigilant oversight:

- **Inappropriate Content Filtering:** Staff must pre-screen all AI outputs before projecting media or distributing resources to pupils.
- **Deepfakes and Synthetic Media:** The creation, sharing, or attempted distribution of AI-generated images, audio, or video intended to deceive, intimidate, bully, mock, or misrepresent pupils, staff, or community members will be treated as a severe safeguarding and behaviour breach.

- **Disciplinary Alignment:** Any pupil misuse of AI for cyberbullying, harassment, or generating harmful content will be managed strictly under the school's Safeguarding, Anti-Bullying, and Behaviour Policies.

8. Equality, Bias and Educational Inclusion

In accordance with our Christian values and the Equality Act 2010, technology must foster equal opportunity and dignity for all:

- **Mitigating Algorithmic Bias:** AI models may contain inherent cultural, gender, racial, or socio-economic biases. Staff must critically review outputs to ensure they do not perpetuate stereotypes or discriminate against protected groups.
- **Supporting SEND and EAL Pupils:** AI tools should be leveraged to create accessible formats, simplified text structures, visual aids, and translation prompts to empower SEND pupils and EAL learners.

9. Incident Reporting and Management Process

To ensure accountability and swift remediation, clear escalation procedures are established for any AI-related issues:

Safeguarding Concern / Synthetic Media	Report immediately to the Designated Safeguarding Lead (DSL) and Headteacher. Follow standard child protection response procedures.
Data Breach / PII Exposure	Report immediately to the Data Protection Lead / Headteacher. Initiate the Data Protection Breach Management Procedure within statutory GDPR timelines.
Academic Misuse / Technical Fault	Report to the Computing Lead and Senior Leadership Team for internal review and parental liaison.

10. Staff Training and Professional Development

The school is committed to building staff digital literacy and confidence in AI technology. Staff using AI tools will receive ongoing guidance and continuous professional development (CPD) addressing:

- **Prompt Engineering and Pedagogical Integration:** Best practices for generating high-quality learning resources.
- **Data Security & GDPR Verification:** Practical refresher sessions on identifying PII and managing cloud security.
- **Emerging Ethical & Legal Risks:** Updating staff on DfE guidance, copyright developments, and bias detection.

11. Parent and Community Communications

Meanwood C of E Primary School values transparent partnership with parents and carers. The school will maintain open communications regarding how AI technologies are utilized to support classroom learning, reduce administrative overhead, and enrich pupil education, while reassuring the community of our rigorous safeguarding controls.

12. Monitoring, Review and Conclusion

AI integration and policy adherence will be regularly monitored by Senior Leadership. This policy will be formally reviewed by the Headteacher and Governing Body every two years, or sooner in response to significant technological shifts or updated DfE statutory directives.

Conclusion

At Meanwood Church of England Primary School, AI technology will be utilized thoughtfully, securely, and ethically to nurture and empower every individual. Guided by our Christian values—**Open Hearts, Open Minds, and Open Arms**—we will ensure that cutting-edge technology serves to enhance human connection, inspire educational excellence, and safeguard the dignity, privacy, and wellbeing of our entire school community.