

Sacred Heart

Catholic Primary School



Learning in Love

USE OF ARTIFICIAL INTELLIGENCE (AI) POLICY

Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Ethos and Curriculum
Agreed by Governors on	12/02/2026
Chair's Signature	
Staff Member Responsible for Review	Headteacher
Date for Review	February 2028

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1. Aims and scope

Here at Sacred Heart Catholic 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, progress educational innovation and reduce workload.

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	· 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	· Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	· 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	· 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	· 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

4.1 AI lead

Our generative AI lead is Mr Bryan Connell. He is responsible for the day-to-day leadership, ownership and management of AI use in the school. bconnell@sacredheart.merton.sch.uk

4.2 Governing board

The governing board will:

- Take 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 and the AI lead 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). Governors should use school-approved accounts where available and must not enter identifiable or sensitive information into AI tools accessed via personal accounts.
- 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

4.3 Headteacher

The headteacher will:

- 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 team 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 every year.
- 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

4.4 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 Mrs Jane Pringle and is contactable via jpringle@sacredheart.merton.sch.uk

4.5 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 Mrs Sarah Norville and is contactable via head@sacredheart.merton.sch.uk

4.6 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) and follow school guidance on account use when accessing those tools.
- Seek advice from the data protection officer / 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.

4.7 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. The list of approved AI tools can be found in Appendix 1.

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 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, Sacred Heart Catholic 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. Staff should assume that information entered into free AI tools may be stored or used to improve the service.

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 complaints policy.

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 Sacred Heart Catholic 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.

Through both the Computing and PSHE curriculum, pupils will be taught about the ways they can safely and responsibly create and use digital content. They will be taught to understand the limitations of generative AI, as well as how to be mindful of reliability and bias.

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.

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

- During assessments, including internal and external assessments, and coursework
- 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. Staff training

We will use our regular programme of CPD to train staff on the safe use of AI, referencing this policy. We will also provide regular updates on the appropriate AI tools that can be used as well as sharing examples of good practice.

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

10.1 By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct and Disciplinary Policy.

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 headteacher immediately.

10.2 By governors

Governors found in breach of this policy will be dealt with in line with our Governor code of conduct .

10.3 By pupils

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

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 Curriculum and Ethos Committee 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. The Headteacher is responsible for ensuring that the policy is followed.

The 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.

12. Links with other policies

This AI policy is linked to our:

- Acceptable use agreements
- Data protection policy
- Child protection and safeguarding policy
- Feedback and marking policy
- Home learning policy
- Behaviour for learning policy
- Staff code of conduct
- Marking and feedback policy
- ICT acceptable use policy
- Online safety policy

Appendix 1: Approved uses of AI tools

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.

AI tool	Approved for	Approved uses	Account and data restrictions
AILA (Oak National Academy)	All school staff	Lesson planning; generating classroom resources	Accessed via Oak National Academy systems. No additional personal data to be entered beyond what is required for normal professional use.
Arbor AI	All school staff	Finding student information; generating emails; generating reports	Must be accessed only via the school's secure Arbor environment. Use is subject to Arbor's data protection and access controls.
Canva AI (Magic Write)	All school staff	Creating visual teaching resources	Must be accessed via a school-managed Canva account. Personal or sensitive data should not be included unless explicitly approved and appropriate safeguards are in place.
ChatGPT	All school staff; Governors	Lesson planning; resource creation; proofreading (ensuring no personal data is shared)	May be accessed via personal or school accounts for general professional use only. No identifiable pupil data, personal data, safeguarding information, or confidential school information may be entered.
DeepSeek	All school staff	Lesson planning; resource creation	May only be used without the inclusion of any personal, pupil-identifiable, or sensitive data. Outputs

			must be critically reviewed and fact-checked.
Google Gemini	All school staff; Governors (when logged in with a school account); Pupils (when using a school account via Google Classroom)	Lesson planning; resource creation; research	Must be accessed using a school account. Although this is a closed tool, users should not enter personal or sensitive data as a default.
KeyGPT	Senior Leadership Team	Letters to parents/carers; job descriptions and adverts; interview questions	May be accessed via personal or school accounts. No identifiable pupil data, personal data, or confidential school information may be entered.
NotebookLM	All school staff	Creating summaries of documents, PDFs, texts or links; creating audio overviews and interactive explanations	Must only be used with school-approved documents. Documents containing personal or sensitive data must not be uploaded unless the tool and account have been explicitly approved for this purpose.
Perplexity	All school staff	Research	May be accessed via personal accounts for research purposes only. No identifiable pupil data, personal data, or confidential school information may be entered.
Poe	All school staff	Idea generation; research; drafting communication	May be accessed via personal accounts. No identifiable pupil data, personal data, safeguarding information, or confidential school information may be entered.

Teachmate AI	Teachers	Lesson planning; resource creation	Must be used in accordance with Teachmate AI's data protection terms. Personal or pupil-identifiable data must not be entered unless explicitly approved.
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