

COLERNE CHURCH OF ENGLAND PRIMARY SCHOOL

ARTIFICIAL INTELLIGENCE (AI) POLICY

2026–2027



Policy status	Approved / for governing body adoption
Effective from	September 2026
Review date	September 2027, or sooner if guidance, technology or risk changes
Policy owner	Headteacher / Ruth Holden (designated AI lead)
Linked policies	Child Protection & Safeguarding; Online Safety; Data Protection & Privacy; Computing / Digital Technology; Behaviour; SEND; Copyright / Intellectual Property

This edition has been revised from the school's existing AI policy to reflect Keeping children safe in education 2026, current DfE generative AI guidance, product safety standards, data-protection guidance and the updated filtering and monitoring standard. *It should be read alongside the school's safeguarding and online-safety policies rather than replacing them.*

1. Statement of principles

Colerne Church of England Primary School recognises that artificial intelligence (AI), including generative AI, can support teaching, learning, creativity and staff workload when it is used thoughtfully, safely and with clear educational purpose.

The school will use AI in ways that complement professional knowledge, skills and judgement. Humans remain accountable for decisions, communications, teaching materials and other outputs created with AI.

- AI should support clearly defined educational or organisational purposes and should not be used simply because it is available.
- All users must treat people fairly and actively consider bias, discrimination, accessibility and the needs of pupils with SEND.
- AI use must be transparent, understandable, reliable and appropriately supervised.
- Staff remain responsible for checking the accuracy, suitability, fairness and safeguarding implications of AI-generated content.
- Personal, confidential and sensitive information must be protected.
- The school will consider the environmental impact of AI and use it where it is necessary or provides a clear benefit.
- AI must not replace relationships, professional judgement or appropriate human support.
- Where AI creates or contributes to a safeguarding concern, the school's safeguarding procedures take precedence over the technical or educational purpose of the activity.

2. Aims

- To enhance teaching and learning and support positive outcomes for pupils.
- To support staff workload where this can be done safely and responsibly.
- To develop age-appropriate AI literacy so pupils understand both the opportunities and risks of AI.
- To ensure ethical, legal, safeguarding and data-protection compliance by all users.
- To protect the privacy and security of pupils, staff, families and governors.
- To provide a consistent process for approving and reviewing AI tools.
- To ensure AI use supports equality, inclusion, accessibility and the school's Christian values.
- To maintain clear links between AI use, online safety and safeguarding.

3. Scope

This policy applies to governors, leaders, teachers, support staff, volunteers and any other adults using AI on behalf of the school. It also applies to pupil use of AI on school devices, school networks, school accounts or within school-directed learning activities.

It covers generative AI systems that produce or transform text, images, audio, video, code or other digital content, as well as AI-enabled educational products, chatbots, assistants, recommendation systems and tools that process pupil or staff information.

4. Key definitions

Term	Meaning
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Artificial intelligence (AI)	Computer systems that perform tasks commonly associated with human intelligence, including generating, classifying, predicting, recommending or transforming content.
Generative AI	AI systems that generate new content such as text, images, audio, video or code in response to prompts or other inputs.
AI tool	Any application, website, platform or embedded feature using AI, whether or not AI is its primary purpose.
Pupil-facing AI	An AI system that pupils directly interact with, including chatbots, image generators, writing assistants and adaptive or personalised tools.
Approved AI tool	A tool that the school has reviewed and authorised for a defined purpose, user group and set of conditions.

5. Governance, roles and responsibilities

5.1 Governing body

- Ensure that AI use is consistent with the school's safeguarding duties and relevant policies.
- Receive assurance that appropriate risk assessment, data protection, filtering and monitoring arrangements are in place.
- Review significant risks or incidents where appropriate.

5.2 Headteacher / senior leadership

- Provide strategic oversight of AI use.
- Ensure staff understand this policy and relevant safeguarding requirements.
- Ensure AI-related incidents are managed through appropriate school procedures.
- Ensure significant AI products or uses are appropriately risk assessed and approved.

5.3 DSL / safeguarding team

- Treat AI-related safeguarding concerns as safeguarding concerns, not merely technical or behaviour incidents.
- Ensure concerns involving harmful AI interactions, exploitation, sexualised imagery, bullying, coercion or other risks are managed through the child protection procedures.
- Work with the online-safety / IT lead where technical evidence, filtering or monitoring is relevant.

5.4 Data protection / IT lead

- Support assessment of data-protection, privacy and security implications of AI tools.
- Maintain or support the register of approved AI tools.
- Advise on account controls, data retention, supplier arrangements and technical safeguards.
- Support filtering and monitoring reviews, including risks associated with AI-generated content.

5.5 All staff

- Use only approved tools for school-related AI activity where approval is required.
- Protect personal, confidential and sensitive information.
- Check and edit AI outputs before use.
- Follow safeguarding procedures and report concerns promptly.
- Complete relevant AI and safeguarding training.

6. Approved AI tools and risk assessment

The school will maintain an internal register of approved AI tools. Approval applies to a defined purpose and user group; approval of one feature or use does not automatically approve every feature or use of a product.

Before a tool is approved, the school should consider:

- Minimum age requirements and age assurance.
- Safeguarding risks and the possibility of harmful or inappropriate outputs.
- Whether the product can generate or manipulate text, images, audio or video.
- Filtering and monitoring arrangements and whether the product can be safely used on the school's network.
- How the product handles personal data, prompts, uploads, account information and usage data.
- Whether data is retained, shared with third parties or used to train models.
- Security, account controls and administrative settings.
- Accessibility, SEND and reasonable adjustments.
- Bias, discrimination and fairness.
- Intellectual property and copyright implications.
- Whether the product can make recommendations, profiles or automated decisions about pupils.
- Supplier safety arrangements, including reporting and safeguarding escalation mechanisms where relevant.

A new AI product should be reassessed if its functionality, terms, age requirements, data processing, supplier or intended use changes materially.

7. Pupil use of AI

The school's current position is that direct use of generative AI by pupils is limited to UKS2 and takes place under close adult supervision. This may be changed by the school following risk assessment and review.

7.1 Conditions for pupil use

- The tool must be approved by the school for the specific activity.
- The pupil must meet the tool's minimum age requirement.
- There must be a clear educational purpose.
- A member of staff must supervise the activity at an appropriate level.
- Pupils must not enter personal, confidential or sensitive information.
- Pupils must be taught how to question, check and appropriately respond to AI outputs.
- The activity must be appropriate to pupils' age, developmental stage, individual needs and SEND.
- Appropriate filtering and monitoring arrangements must be in place.

7.2 Pupils must not

- Use an AI tool that the school has not authorised for the activity.
- Bypass age restrictions, filtering, monitoring, account controls or other school safeguards.
- Share personal, private or sensitive information with an AI system.
- Use AI to bully, threaten, impersonate, embarrass, deceive or harass another person.
- Create, request, manipulate, distribute or share sexualised, nude or semi-nude images of themselves or others, including AI-generated or digitally altered images.
- Use AI to produce harmful, discriminatory or hateful material.

- Use AI to impersonate another pupil, member of staff or other person.
- Treat AI as a substitute for trusted adults, friends or professional support.
- Use AI output dishonestly where this conflicts with the purpose or rules of an assignment or assessment.

8. AI and safeguarding

The school recognises that AI creates online-safety and safeguarding risks as well as educational opportunities. These risks include harmful or inappropriate content, harmful or manipulative interactions with AI systems, misinformation and disinformation, privacy risks, AI-generated bullying or harassment, exploitation and the creation or sharing of harmful or sexualised images.

8.1 AI-generated sexualised or harmful imagery

The school treats the creation, request, possession, sharing or distribution of sexualised, nude or semi-nude images involving children as a serious safeguarding matter, including where an image is wholly generated or digitally altered using AI (for example, a deepfake or deep nude).

Staff and pupils must not attempt to investigate, circulate or forward harmful sexual imagery. Any concern must be reported promptly to the DSL or deputy and managed in accordance with the school's safeguarding and child protection procedures.

8.2 Harmful AI interactions

Where a pupil reports or staff identify an AI interaction involving grooming-like behaviour, sexual content, coercion, manipulation, encouragement of self-harm, threats, exploitation, secrecy or other concerning behaviour, this must be reported to the DSL in accordance with safeguarding procedures.

8.3 Emotional dependency and wellbeing

Pupils must not be encouraged to regard an AI system as a friend, confidant, therapist or secret-keeper. AI must not be presented as a replacement for relationships with trusted adults or appropriate professional support.

8.4 Reporting route

1. Stop or safely end the AI activity where appropriate.
2. Do not promise confidentiality where a safeguarding concern may exist.
3. Report the concern immediately to the DSL or deputy using the school's established safeguarding route.
4. Record the concern in accordance with the school's safeguarding record-keeping procedures.
5. Where appropriate, preserve relevant technical information without circulating harmful content.
6. The DSL will determine next steps in line with the Child Protection and Safeguarding Policy.

9. Staff use of AI

9.1 Appropriate educational uses

- Simplifying texts to support lower attainers or pupils with SEND, including where outputs are combined with accessibility tools such as Widgeo.
- Generating examples, WAGOLs, questions and word problems.
- Creating lesson, unit or home-learning starting points.
- Generating spelling, vocabulary and retrieval-practice material.

- Creating images, audio or songs for educational activities, subject to intellectual-property checks.
- Supporting Reading Progress / Reading Coach or other approved personalised learning tools.
- Summarising documents where this can be done without exposing personal or confidential information.
- Drafting routine communications, reports or statements as a starting point, with full human review.
- Creating audio or video versions of appropriate school materials using approved tools.
- Creating or configuring school-document chatbots only where the product and data arrangements have been approved.

9.2 Staff must always

- Evaluate outputs against the intended purpose.
- Check facts, data, quotations, calculations and other claims using reliable sources.
- Consider hallucinations, bias, omissions and inappropriate assumptions.
- Edit outputs to reflect the pupils, curriculum, school context and professional judgement.
- Ensure that the final content is appropriate, accurate, inclusive and safe.
- Remain responsible for the final work, communication, resource or decision.
- Be transparent about AI use where appropriate and where required by school arrangements or professional expectations.

10. Data protection, privacy and confidentiality

The school's existing principle that identifiable information should not be entered into generative AI tools remains in place. As a default, staff should use anonymised or fictionalised information rather than personal data.

- Do not enter names, addresses, contact details, safeguarding information, SEND information, medical information, behavioural information, photographs, pupil records or other identifiable personal data into an AI tool unless the specific use has been approved and data-protection requirements have been satisfied.
- Do not enter confidential school, staff, governor or family information into a free or unapproved AI service.
- Do not assume that a school account makes an AI tool private or compliant.
- Check how prompts, uploads and generated outputs are stored, processed, shared and retained.
- Check whether submitted information is used to train or improve the AI model.
- Consult the school's Data Protection Officer / IT lead before using personal data in an AI tool.
- Where AI processing changes how personal data is used, ensure the school's privacy information and relevant records are updated as necessary.
- Do not use AI to profile pupils or make automated decisions about individual children without appropriate legal, data-protection and governance arrangements.

11. Copyright and intellectual property

AI-generated content does not automatically avoid copyright or other intellectual-property obligations. The school will consider the source material, tool terms, intended use and publication or distribution arrangements before using AI-generated content.

- Staff must not assume that an AI-generated image, song, text, video or other output is free from copyright restrictions.

- Where material is based on or reproduces existing creative work, staff should consider the relevant copyright position and licensing terms.
- Pupils' original creative work should not be uploaded to AI systems for model training or other purposes unless the school has established that the use is lawful and appropriate and any necessary permissions or notices are in place.
- Staff should follow school arrangements for acknowledging or recording AI use where appropriate.
- Copyright and intellectual-property checks are particularly important for material intended for public publication, performances, websites or social media.

12. Assessment, reporting and professional decision-making

AI may support the preparation of assessments, questions, examples, draft report language and analysis, but it must not replace professional judgement.

- AI must not be the sole basis for a decision about an individual pupil's attainment, SEND provision, safeguarding, behaviour, attendance, wellbeing or other significant educational outcome.
- AI-generated reports, assessment material or recommendations must be reviewed by an appropriately qualified member of staff before use.
- Staff must check that AI-generated content does not introduce inaccurate, discriminatory or inappropriate statements about a pupil.
- Where an AI tool profiles, ranks or recommends outcomes for pupils, the school must seek appropriate data-protection and governance advice before use.

13. AI literacy for pupils

The school will develop age-appropriate AI literacy. In UKS2, where pupils may encounter supervised generative AI, pupils should understand that:

- AI can produce fluent but inaccurate information and may 'hallucinate'.
- AI outputs can contain bias or reflect limitations in training data.
- AI-generated images, audio and video can be manipulated or entirely synthetic.
- Personal information should not be shared with AI systems.
- AI should support thinking and learning rather than replace pupils' own ideas, effort and judgement.
- Information generated by AI should be checked against reliable sources.
- AI can be used to help people but can also be used to bully, deceive, manipulate or exploit.
- A pupil should tell a trusted adult if an AI interaction makes them uncomfortable, worried or unsafe.
- Other people's work, ideas and creative rights should be respected.

14. Filtering and monitoring

The school will maintain appropriate filtering and monitoring arrangements in accordance with KCSIE and the DfE filtering and monitoring core standard. The school will consider whether its provision is capable of managing risks associated with dynamic, personalised and AI-generated content.

- Filtering and monitoring effectiveness will be reviewed at least annually and following significant changes in technology or AI provision.

- Introducing a new pupil-facing generative AI product will trigger consideration of its filtering, monitoring and safeguarding implications.
- Known limitations in filtering or monitoring will be recorded and addressed through the school's safeguarding and digital-technology processes.
- Filtering and monitoring do not replace supervision, education or professional judgement.

15. Parents and carers

- The school will communicate its approach to pupil use of AI, including the year groups permitted to use AI and the safeguards in place.
- Parents and carers will be encouraged to discuss responsible AI use with their children.
- The school will provide appropriate information about risks associated with unsupervised AI use outside school.
- Parents and carers should raise concerns about AI-related safeguarding, privacy or harmful content through the school's usual safeguarding or communication routes.

16. Staff training and professional development

Staff will receive appropriate training so they understand both the opportunities and risks of AI. Training should include safeguarding, ethics, data protection and intellectual property.

- Understanding how generative AI works and its limitations.
- Prompting and evaluation of outputs.
- Hallucinations, bias and misinformation.
- Personal data, confidentiality and privacy.
- Copyright and intellectual property.
- Pupil safeguarding and harmful AI interactions.
- AI-generated sexualised imagery and deepfakes.
- Filtering and monitoring.
- Approved tools and reporting routes.

The DfE's 'Safe use of generative AI in education: module 3' should be used as part of staff development because it covers safeguarding, ethics, data and intellectual-property risks.

17. Environmental responsibility

AI systems can require significant computing resources. Staff should consider whether AI is necessary for the task and avoid unnecessary generation or repeated use where a simpler approach would achieve the same educational purpose.

18. AI-related incidents and concerns

Incidents involving AI should be classified according to their nature. A technical issue is not automatically a safeguarding issue, but any indication of harm, exploitation, sexualised content, coercion, bullying or significant wellbeing risk must be referred through safeguarding procedures.

Concern	Immediate route	Further action
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Harmful / sexualised / deepfake image involving a child	DSL / deputy immediately	Safeguarding procedures; do not circulate content
Concerning chatbot interaction or disclosure	DSL / deputy	Safeguarding assessment and appropriate technical action
Cyber / account / data incident	IT / data protection lead	Data breach / cyber incident procedure as applicable
Inappropriate AI output without safeguarding concern	Class teacher / AI lead	Stop activity, record and review tool suitability
Pupil bypassing controls or misuse of AI	Relevant staff member / DSL if harm involved	Behaviour and safeguarding procedures as appropriate

19. Monitoring, evaluation and review

- The AI tool register will be reviewed regularly and when significant changes occur.
- Pupil-facing AI use will be reviewed for age appropriateness, safeguarding, educational value and accessibility.
- Filtering and monitoring arrangements will be reviewed at least annually and following significant technology changes.
- AI-related incidents and concerns will inform policy review and staff training.
- The policy will be reviewed annually, or sooner if KCSIE, DfE guidance, legislation, technology or the school's risk profile changes.

20. Relationship with other school policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Data Protection / Privacy Policy and Privacy Notices
- Behaviour Policy
- SEND Policy
- Equality / Accessibility arrangements
- Staff Code of Conduct / Acceptable Use arrangements
- Cyber Security and Incident Response arrangements

Where another school policy sets a more protective safeguarding or data-protection requirement, that requirement takes precedence.

Appendix 1: AI tool register – template

The school should maintain a live register. The following table is a template and does not itself approve a product.

Tool	Purpose	Users / year groups	Approved features	Data restrictions	Safeguards / monitoring	Review date

Appendix 2: Staff quick guide – before you use AI

STOP – THINK – CHECK

- STOP: Is AI actually the best or necessary tool for this task?
- THINK: Could this prompt reveal personal, confidential or sensitive information?
- THINK: Is the tool approved for this purpose?
- CHECK: What are the age, safeguarding, data and copyright implications?
- CHECK: Could the output be inaccurate, biased or inappropriate?
- CHECK: Have you verified the important facts and claims?
- CHECK: Have you edited the output using your professional judgement?
- CHECK: Could the activity create a safeguarding concern for a pupil?
- REPORT: If something feels unsafe or a child may be at risk, follow the school's safeguarding procedure and contact the DSL.

Appendix 3: Key guidance and resources

- [Keeping children safe in education 2026](#)
- [DfE: Generative artificial intelligence \(AI\) in education](#)
- [DfE: Generative AI – product safety standards](#)
- [DfE: Data protection in schools – Generative AI and data protection](#)
- [DfE: Filtering and monitoring – core standard](#)
- [DfE: Safe use of generative AI in education – Module 3](#)
- [DfE: Using AI in education settings – support materials](#)

Note: This policy provides a school-level framework. It does not replace statutory safeguarding guidance, the school's Child Protection and Safeguarding Policy, data-protection advice from the school's Data Protection Officer, or professional/legal advice where required.