

Artificial Intelligence (AI)

Policy

‘Together we unlock potential and learn for life’



This policy was approved by the Governing Body of Moor First School at their meeting on:

SignedChair of Governors

SignedHeadteacher

Review Frequency: Every 2 years

Next Review: June 2028

Version	Date	Reason for change
Version 1	October 2025	New Policy
Version 2	June 2026	Revisions to bring in line with CFLP – further AI County safeguarding updates

Introduction

Artificial Intelligence (AI) technology is already widely used in commercial environments and is gaining greater use in education. At Moor First, we recognise that AI brings exciting opportunities to enhance learning, reduce teacher workload, support differentiation and expand access to rich learning resources. However, it also brings new safeguarding, ethical, data-protection and online-safety responsibilities, but that these can be mitigated through our existing policies and procedures, amending these as necessary to address AI risks. We will educate staff and learners about safe and ethical use of AI, preparing them for a future in which AI technologies are likely to play an increasing role. The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice. Moor First recognises that pupils in EYFS, Key Stage 1 and Key Stage 2 are particularly vulnerable to misleading information, inappropriate outputs, impersonation risks and emotionally persuasive digital content. As such, AI can only be used within our school in ways that are age-appropriate, safe, transparent and guided by skilled adults. This policy outlines Moor First's commitment to ensuring that AI is used responsibly, ethically and in alignment with statutory duties. It explains how AI will be managed, safeguarding expectations, curriculum opportunities, and the responsibilities of staff and leaders.

Purpose of this policy

This policy provides a framework ensuring that:

- AI is used safely, ethically and transparently
- AI supports teaching and learning without undermining safeguarding
- All use complies with government and statutory guidance
- No AI tool is used without appropriate risk assessment
- Staff and pupils clearly understand expectations for safe behaviour
- Leaders and DSLs maintain appropriate oversight of AI systems

Policy Statements and Strategic Intent

- Moor First acknowledges the benefits of the use of AI in an educational context - including enhancing teaching and learning and outcomes, improving administrative processes, reducing workload and preparing staff and learners for a future in which AI technology will be an integral part. Staff are encouraged to use AI based tools to support their work where appropriate, within the frameworks provided below and are required to be professionally responsible and accountable for this area of their work.
- We will comply with all relevant legislation and guidance, with reference to guidance contained in Keeping Learners Safe.

- We will provide relevant training for staff and governors in the advantages, use of and potential risks of AI. We will support staff in identifying training and development needs to enable relevant opportunities.
- We will ensure that, within our education programmes, learners understand the ethics and use of AI and the potential benefits and risks of its use. The school recognises the importance of equipping learners with the knowledge, skills and strategies to engage responsibly with AI tools.
- As set out in acceptable use agreements, the school will use AI responsibly and with awareness of data sensitivity. Where used, staff should use AI tools responsibly, ensuring the protection of both personal and sensitive data. Staff should only input anonymized data to avoid the exposure of personally identifiable or sensitive information.
- Staff should always ensure AI tools used comply with UK GDPR and other data protection regulations. They must verify that tools meet data security standards before using them for work related to the school.
- Only those AI technologies approved by the school may be used. Staff should always use school-provided AI accounts for work purposes. These accounts are configured to comply with organisational security and oversight requirements, reducing the risk of data breaches.
- We will protect sensitive information. Staff must not input sensitive information, such as internal documents or strategic plans, into third-party AI tools unless explicitly vetted for that purpose. They must always recognize and safeguard sensitive data.
- The school will ensure that when AI is used, it will not infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent.
- AI incidents must be reported promptly. Staff must report any incidents involving AI misuse, data breaches, or inappropriate outputs immediately to the relevant internal teams. Quick reporting helps mitigate risks and facilitates a prompt response.
- We are aware of the potential risk for discrimination and bias in the outputs from AI tools and have in place interventions and protocols to deal with any issues that may arise. When procuring and implementing AI systems, we will follow due care and diligence to prioritise fairness and safety.
- At all times, AI must act as a support, not a substitution for qualified professionals. Moor First explicitly rejects the idea that AI can replace assessment, teacher expertise, individual relationships or professional judgement.

Statutory Framework

This policy aligns with key statutory and regulatory requirements, including:

- Keeping Children Safe in Education (KCSIE) 2025
- Covers AI-related online safety risks including deepfakes, impersonation, extremist content, inappropriate outputs, and monitoring/filtering expectations.
- DfE Generative AI in Education (2025)
- Sets expectations for safe, purposeful, ethical adoption of AI with human oversight.
- DfE Filtering & Monitoring Standards (2025)
- Requires filtering and monitoring systems to assess dynamic, AI-generated content.
- DfE AI Product Safety Expectations
- Requires AI systems to have moderation, transparency, and safety controls.
- Data Protection Act 2018 & UK GDPR
- Regulates lawful and secure handling of pupil data.

Roles and Responsibilities

Headteacher and Senior Leaders

Are responsible for the strategic planning of how AI will be used at Moor First, establishing AI policies and procedures and ensuring that all staff receive relevant training and have a clear understanding of these.

Online Safety Lead

Our Online Safety Lead has responsibility for online safety in the school. They are expected to have knowledge of AI and its safeguarding implications and an in-depth working knowledge of key guidance. We ensure that they receive appropriate specialist training, commensurate with their role and that ongoing training is provided for all school staff.

Data Protection Officer

The DPO will be responsible for providing advice and guidance about data protection obligations in relation to the use of AI, including related Data Protection Impact Assessments (DPIAs).

Technical Staff

Technical staff / IT Leads will be responsible for technical support and guidance, with particular regard to cyber-security and the effectiveness of filtering and monitoring systems.

Staff

It is the responsibility of all staff to have read and understood this policy and associated Acceptable Use Agreements. All staff must report any incidents or suspected incidents concerning the use of AI in line with school policy. All staff will challenge any inappropriate behaviour. Staff have a duty to ensure that:

- the school environment is safe

- sensitive and confidential data / information is secure
- that their actions do not put the reputation of the school at risk and that
- learners understand their responsibilities

Governors

We ensure that our governing body has a good understanding of how AI is used in a school context and potential benefits and risks of its use. They receive regular training and updates, enabling them to support the school and challenge where necessary. This may include evaluation of the use of AI in the curriculum, administration and communications, ensuring that risks relating to these issues are identified, that reporting routes are available, and that risks are effectively mitigated.

Vulnerable groups

Moor First recognises that vulnerable learners are more likely to be at risk from the misuse of AI (both in their own use or through the actions of others). We ensure that vulnerable learners are offered appropriate support to allow them to gain full benefit of the use of AI, while being aware of the potential risks.

Children are considered to be vulnerable data subjects and therefore any process involving their personal data is likely to be “high risk”. If an AI/ automated process is used to make significant decisions about people, this is likely to trigger the need for a Data Protection Impact Assessment (DPIA).

AI Tool Approval Process

Before any AI tool is made available to pupils or staff, it must undergo a thorough review to determine whether it is safe, purposeful and compliant.

Step	Title	Description
1	Identify Need & Purpose	A staff member or school leader identifies a clear educational, accessibility or workload-related justification for the AI tool. Tools without proven value are not progressed.
2	Safeguarding Review (DSL)	The DSL evaluates risks including harmful or misleading content, impersonation, deepfake potential and ensures Trust filtering and monitoring systems can safely manage AI outputs.
3	Data Protection Review (DPO)	The DPO checks GDPR compliance, confirms data minimisation, ensures no personal data is processed, and verifies the vendor does not train models on school data.
4	Cybersecurity Check (IT Team)	The IT team validates the tool against Cyber Essentials requirements, ensuring secure configuration, safe integration, and no vulnerabilities.
5	Educational Suitability (AI Lead)	The AI Lead assesses curriculum alignment, accessibility for SEND/EAL learners, fairness, avoidance of bias, and overall educational value.
6	Controlled Pilot Study	A small supervised pilot is conducted to test real-world safety, accuracy, usability, pupil experience and educational impact.
7	Final Approval & AI Register Entry	If successful, the tool is formally approved, added to the CFLP AI Register and issued with clear usage guidance for staff.

Use of AI by Staff

- Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. Examples of such tasks may include report writing, lesson planning, professional development and facilities management. AI can provide valuable support while still incorporating professional judgment and expertise.
- AI tools will be used responsibly, ensuring they complement staff professional judgment and expertise, without replacing them.
- Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used.
- Staff will receive appropriate training and support to effectively integrate AI into their work including professional development opportunities focused on AI tools and their effective integration into school administrative and teaching practices. Training and support will be planned as part of staff personal development reviews and appraisals or on an as-needed basis. Staff have a responsibility to identify any training and development needs to ensure they adhere to this policy and should discuss these with their line manager.
- AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI-based platforms can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure pupil learning objectives are met.
- Teaching staff can use AI to assist in writing pupil reports, ensuring accuracy and efficiency while maintaining their professional judgment. Where AI has been used to support with report writing, the staff member will always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback.
- Where staff use AI as part of their work, they will be clear where it has been used and what additional professional review or revision has been carried out. Staff will not use school AI tools or data for personal gain or for any means in contravention of applicable laws.

Use of AI by Pupils

- As part of child protection and safeguarding policies and processes, the school will ensure that its pupils will continue to be protected from harmful content online, including that which may be produced by AI technology and that any AI tools used are assessed for appropriateness for individual pupils'

age and educational needs. We will ensure that staff are aware of the risks of AI which may be used to generate harmful content including deepfake and impersonation materials.

- Pupils will be permitted to explore and experiment with age-appropriate AI-based projects, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.
- Pupils will be taught not to enter personal, sensitive or confidential data into Generative AI tools.
- AI education will be incorporated into the curriculum to provide pupils with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

Prohibited Pupil Behaviours

To protect pupils and uphold safeguarding expectations, pupils must never:

- Use AI to complete homework or produce assessed work.
- Share personal details, photos, videos or identifiable information with any AI tool.
- Attempt to bypass school filtering or monitoring controls.
- Create or manipulate synthetic media involving real individuals.
- Generate harmful, deceptive or inappropriate content.

Potential Misuse of AI

- Pupils will receive education on responsible and ethical AI use, including the potential risks and consequences of relying solely on AI tools to complete assignments, coursework, or homework. Pupils will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.
- Teaching staff will emphasise the importance of critical thinking, creativity, and originality in pupil work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to pupils regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.
- Teaching staff will educate pupils on the potential misuse of AI by those seeking to deceive or trick pupils into actions that they would otherwise not contemplate, for example interaction with others who are not who they claim to be but who can imitate who they claim to be using AI technology.

Ethical Use of AI

The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Whether staff are using AI for teaching or school administrative purposes, or with pupils who will make use of this technology, they should be mindful of, and instruct pupils about, the following considerations:

- Bias - data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.
- Accuracy – information may be inaccurate when generated so any content should be fact-checked.
- Currency – some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

Prohibited AI Tools

To protect pupils and staff from identifiable safeguarding, data protection, security and ethical risks, Moor First maintains a clear list of AI tools and technologies that are **strictly prohibited** to use.

This section is not exhaustive; rather, it establishes **categories of tools** that pose unacceptable risk under **KCSIE 2025 online safety duties, DfE AI guidance, DfE AI Safety Standards**, and **GDPR requirements**. Moor First will update this list in response to emerging technologies and risks.

Prohibited Category	Examples of Prohibited Tools	Reason for Prohibition
19.1 Unfiltered, Public Generative AI Models	ChatGPT (public version), Google Gemini (public version), Claude (public version), OpenAI Playground, HuggingFace public models	Cannot be filtered/monitored safely. KCSIE 2025 identifies harmful AI-generated content and impersonation risks requiring monitoring and filtering compliance.
19.2 Deepfake, Face-Swap, Voice-Cloning Tools	Reface, FaceMagic, DeepFaceLab, ElevenLabs free-tier, Voicemod	KCSIE 2025 recognises deepfakes and impersonation as online safety risks that cannot be safely controlled in school settings.
19.3 AI Tools That Require, Store or Process Personal Data	AI photo apps, consumer transcription tools, apps storing conversation history	Breaches GDPR data minimisation and DfE expectations for lawful processing of children's data.
19.4 Unsupervised or Age-Restricted Pupil-Facing AI Platforms	Public chatbots, tools requiring 13+/16+/18+ accounts, unmonitored AI chatrooms	DfE guidance requires close supervision of pupil use and adherence to legal age restrictions.
19.5 AI Marking, Grading or Prediction Tools	Automated essay graders, attainment prediction systems, behavioural profiling AI	DfE emphasises AI must not replace teacher judgement; risks of bias and inaccuracy.
19.6 Tools Without Transparent Safety or Data Standards	AI with unclear data storage, unknown training data, no safety disclosures	DfE AI Safety Standards require transparent data handling, safety testing, filtering and monitoring.
19.7 Tools Not Approved Through CFLP AI Tool Approval Process	Any AI tool not assessed by DSL, DPO, IT, AI Lead and the Digital & AI Strategy Group	DfE requires risk assessment before adopting AI; KCSIE requires leadership oversight of digital tools.

Related policies

This policy should be read in conjunction with other school policies:

- Data Protection Policy
- Staff Discipline policies and codes of conduct
- Behaviour policy
- Anti-bullying policy
- Online safety policy
- Acceptable Use Agreements