



Hazelwood Schools

Use of Artificial Intelligence (AI) in School Policy

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Review every two years

Contents	2
1. Aims and scope	3
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	4
4. Process for approving AI use.....	6
5. Staff and governors’ use of AI	7
6. Educating pupils about AI	10
7. Use of AI by pupils.....	11
8. Staff training.....	12
9. Referral to our child protection and safeguarding policy.....	12
10. Breach of this policy	13
11. Monitoring and transparency	13
Appendix 1: Glossary	14

1. Aims and scope

Here at Hazelwood Schools, 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 and progress educational innovation.

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. The safeguarding of children is at the forefront of our practice in school, and all decisions relating to the use of AI will be rooted in protecting children from harm and promoting their wellbeing.

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, Google Gemini and Microsoft CoPilot (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, including in compliance with intellectual property law
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

2. Legislation and guidance

This policy reflects good practice guidelines / recommendations in the following publications:

- Generative artificial intelligence (AI) in education, published by the Department for Education (DfE)
- Generative AI: product safety standards, published by the DfE
- How Ofsted looks at AI during inspection and regulation, published by Ofsted
- AI use in assessments, published by the Joint Council for Qualifications

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)
- Schools must always comply with legislation and statutory guidance relating to technology use and online safeguarding.

3. Roles and responsibilities

3.1 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 is appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school

Governors will adhere to the guidelines below to protect data when using generative AI tools themselves:

- Use only approved AI tools (see section 5 and appendix 1)
- Seek advice from the data protection officer (DPO) and the designated safeguarding lead, as appropriate
- Ensure there is no identifiable information included in what they put into generative AI tools (unless strictly necessary and they have been approved to do so – check with your DPO/AI lead where appropriate)
- Acknowledge or reference any use of generative AI in their work
- Fact-check results to make sure the information is accurate

3.2 Headteacher

The headteacher will:

- Take responsibility for the day-to-day leadership and management of AI use in the school
- Liaise with the data protection officer (DPO) to ensure that the use of AI in the school is in accordance with data protection legislation
- Liaise with the designated safeguarding lead (DSL) to ensure that the use of AI is in accordance with Keeping Children Safe in Education (KCSIE), 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 two years
- 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 and data protection impact assessments

3.3 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 Catherine Findlater, School Business Manager, and is contactable via the school office.

3.4 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 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 Samantha Powell and is contactable via the school office

3.5 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)
- Seek advice from the data protection officer / IT / AI lead / DSL, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy

- Ensure there is no identifiable information included in what they put into generative AI tools (unless it is strictly necessary and they are approved to do so – they should check with the DPO/AI lead where appropriate)
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate
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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.

3.6 Pupils

Pupils must:

- Follow the guidelines set out in section 7 of this policy ('Use of AI by pupils')

4. Process for approving AI use

The headteacher is aware of the approved uses of AI, or new AI tools, taking into account advice from the IT Technician and the DPO.

Any use of generative AI by staff and pupils will be risk assessed, which will include plans for mitigating against unauthorised use cases. The intended use case will be specified and have clear benefits that outweigh the risks.

If it is strictly necessary to use an AI tool to process personal data, we will carry out a data protection impact assessment (DPIA) in addition to the risk assessment. The DPO will advise on this. If the use case is approved, we will also update our privacy notices accordingly.

In the case of AI tools intended for use by pupils, the risk assessment process must consider:

- Age restrictions set by AI tools
- Statutory requirements of KCSIE and our child protection and safeguarding policy
- Filtering and monitoring standards to make sure we have the appropriate systems in place to protect pupils from harm
- The DfE's AI product safety standards

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. Technology, including generative AI, should not replace the valuable relationship between teachers and pupils.

Any content produced using AI requires critical judgement to check for appropriateness and accuracy. Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remain the professional responsibility of the person who produced it. Users should be curious and sceptical of Gen-AI outputs due to regular misinformation, hallucinations, and bias.

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.

When deciding to use AI, the benefits of using any AI platform or technology must always outweigh the risks:

- Reduced critical thinking
- Reduced creativity
- Reduced originality
- Validity & quality of a source of information (e.g. summary functions incorrect if parameters not specific, ask for sources of information to check)
- Bias of output (depends on sites it pulls information from)
- Infringement on IP and Copyright
- Misuse scenarios

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. They should contact the IT Technician (and make the IT Lead and the headteacher aware) to discuss any ideas they may have with regards to using AI, so they – in consultation with others, as appropriate – can assess whether they deem it to be a satisfactory new method of working.

5.2 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into generative AI tools or chatbots that have not been approved as safe for this use case.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Hazelwood Schools will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. Should a member of staff find themselves in such a situation please also refer to section 11 of this policy.

Staff must not enter the following information into consumer AI platforms:

- Pupil names or images
- Staff names or images
- Parent information
- Safeguarding records
- Behaviour records
- SEND information
- Medical information
- Attendance records
- Assessment data
- Confidential school information

Where AI systems have been approved for processing school information, staff must follow school-specific guidance and approved workflows.

The school recognises the growing risk of AI-generated content including:

- Deepfake videos
- Voice cloning
- AI-generated images
- Synthetic media
- Impersonation of staff, pupils or parents

Any incident involving AI-generated content that could cause harm, distress, reputational damage or safeguarding concerns must be reported immediately to the DSL.

5.3 Intellectual property

Most generative AI tools use inputs submitted by users to train and refine their models.

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.

In addition, materials created by teachers may be copyright material. Examples of what may be deemed original creative work include:

- Essays, homework or any other materials written or drawn by a pupil aside from multiple-choice questions responses
- Lesson plans created by a teacher
- Prompts entered into generative AI tools

We will not allow or cause intellectual property, including pupils' work, to be used to train generative AI models without appropriate consent or exemption to copyright.

We are aware that secondary infringement could happen if AI products are trained on unlicensed material and outputs and then used in schools or published more widely, such as on the school's website. This may include:

- Publishing a policy that has been created by an AI tool that used input taken from another school's policy without that school's permission
- Using an image on a website that has been created by an AI tool using input taken from the copyright holder without their permission

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.4 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 complaint's procedure.

5.5 Raising concerns

We encourage staff and governors to speak to make the IT Lead and the headteacher aware if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that led 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.

5.6 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 [insert link here to your school's equality policy]
- 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
- Share any information that is GDPR sensitive

Schools should regularly support parents and carers with understanding what AI is, good practice in its use and how to mitigate risks.

- include AI critical information in newsletters, fact sheets, and safe online use sessions to parents/carers

- boiler plate notice encouraged to be used on website to state/acknowledge AI usage in schools.

Not mandatory.

6. Educating pupils about AI

Here at Hazelwood Schools, 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 as well as:

- Creating and using digital content safely and responsibly using only school approved Gen-AI tools, and only when signed in to a school account - be aware of guest accounts (especially children) Using reliable sources of information and understanding what plagiarism and fake content are
- Using reliable sources of information and understanding what plagiarism and fake content are
- The limitations, reliability and potential bias of generative AI

- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

7. Use of AI by pupils

We recognise that AI has many uses to help pupils learn.

AI should enhance, not replace, human decision-making, especially in supporting the diverse needs of our pupils.

AI should support accessibility and inclusivity, catering to the individual needs of all pupils, especially those with SEND and EAL.

Pupils may use approved AI tools to:

- Support research
- Generate ideas
- Improve understanding of concepts
- Support accessibility needs
- Develop digital literacy skills

Pupils must not:

- Submit AI-generated work as entirely their own
- Use AI during assessments unless authorised
- Create deepfakes or impersonate others
- Generate harmful or inappropriate content
- Use AI to avoid completing learning activities
- Use unapproved AI tools on school devices

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

School staff will be kept up to date with developments in AI through regular staff briefings and training, encouraging them to develop and improve their practice on a regular basis.

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 our 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.

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 and/or our child protection and safeguarding policy.

11. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolve and change rapidly.

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.

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.

Appendix: Glossary

The following is a glossary of key terms relating to Artificial Intelligence (AI) and has been developed to support school staff. For many of the terms below, there are not formally agreed definitions and so the below should be used as a helpful aide rather than a definitive list.

TERM	DESCRIPTION
Artificial Intelligence (AI)	A broad term for technology that can perform tasks typically requiring human intelligence. AI is already widely embedded in school systems like information systems, email systems and most people already regularly interact with AI through home assistants, search engines, navigation tools, streaming services and social media etc.
Generative AI (Gen-AI)	A specific type of AI capable of creating new content, including text, images, audio, video, and computer code, based on the user inputs it receives.
Large Language Models (LLM)	The technology behind tools like ChatGPT, Gemini, and Copilot; these are trained on massive datasets to understand and generate human-like text.
Prompt	The specific instruction or question a user enters into an AI tool to trigger a response.
Prompt Engineering	The process of carefully crafting and refining prompts to get the most accurate or useful output from an AI tool.
Hallucination	A significant risk where Gen-AI produces false, nonsensical, or inaccurate information but presents it confidently as a fact.
Bias	Inherent prejudices in AI outputs that reflect the data the model was trained on, which can lead to the reinforcement of harmful stereotypes.
AI Literacy	The knowledge and skills required to use AI safely, ethically, and effectively, including the ability to critically evaluate AI outputs for accuracy and bias.
Productive Struggle	The necessary part of deep learning where pupils grapple with

	difficult concepts. There is a risk that AI use may allow pupils to bypass this process, leading to superficial understanding.
Filtering	A preventative technical solution that identifies and blocks access to illegal, inappropriate, or harmful content.
Monitoring	A reactive technical solution that tracks user activity on devices and alerts the DSL to concerning behaviour or searches.
HTTPS Decryption	A technical requirement for school networks that allows filtering systems to "see" encrypted traffic, which in turn helps to create more granular filtering where you can potentially block specific AI functionalities within a website rather than blocking the whole site.
Data Protection Impact Assessment (DPIA)	A process to identify and mitigate privacy risks before adopting any new AI technology.
Large Language Model Training	The process by which AI models learn from data. Teachers should be aware that free consumer versions of AI tools often use the data you enter to train and improve their models creating significant risks of data protection breaches.