

# Artificial Intelligence (AI) Policy



**Downsview**  
Community Primary School

**Approved by:**

Governing Body

**Date:**

May 2026

**Next review due  
by:**

May 2027

## Our guiding principle

Education at Downsview Community Primary School is rooted in relationships, professional judgement, and a deep understanding of each child as an individual. Artificial Intelligence (AI) can support this work, but it must never replace it.

AI is a tool to assist staff, not a substitute for professional expertise. It should help personalise learning, reduce unnecessary workload, and enhance teaching and leadership, while keeping people, not technology, at the centre of decision making.

We will use AI intentionally, ethically, and transparently. Learning will remain bespoke, not automated. Safeguarding, data protection, and trust will always come first.

## Purpose of this policy

This policy provides a clear framework for the safe, ethical, and effective use of AI at Downsview Community Primary School. It aims to:

- Support high-quality teaching and learning
- Reduce staff workload where appropriate
- Ensure ethical, legal, and professional use of AI
- Protect the privacy and safety of pupils, staff, and families
- Promote transparency, accountability, and professional judgement

This policy applies to all staff, governors, and any other adults working on behalf of the school.

## Approved AI tools at Downsview

Downsview Community Primary School has taken a deliberate and cautious approach to the adoption of AI tools. Only tools that have been considered for educational value, safeguarding, and data protection are approved for use.

The following AI tools are approved for professional use:

### TeachMate AI

TeachMate AI is the school's primary AI platform for teaching and learning support. It has been selected because it is designed specifically for education, aligns with the National Curriculum, and offers strong data protection assurances.

**Rationale:** - Education-specific design reduces safeguarding and data risks - Supports workload reduction without removing professional judgement - Enables structured inputs that encourage purposeful planning rather than generic outputs

**Appropriate use:** - Lesson and sequence planning - Model text generation (to be adapted by staff) - Differentiation and scaffolding, including SEND support - Drafting assessment questions and feedback prompts

All outputs must be reviewed, adapted, and contextualised by staff before use in lessons.

## ChatGPT

ChatGPT may be used as a general-purpose AI tool to support professional thinking, drafting, and reflection.

**Rationale:** - Supports staff efficiency and creativity - Useful for leadership, planning, and professional dialogue - Enables rapid generation of ideas and alternative approaches

**Appropriate use:** - Drafting lesson ideas, explanations, or exemplars - Supporting staff subject knowledge and pedagogy - Drafting professional documents or communications

Staff must not input identifiable pupil data or sensitive information and must critically evaluate all outputs.

## NotebookLM

NotebookLM may be used as a research and synthesis tool to support staff in managing large volumes of information.

**Rationale:** - Helps staff analyse policies, curriculum documents, and guidance - Supports evidence-informed practice - Reduces cognitive and administrative load

**Appropriate use:** - Summarising curriculum documentation - Analysing school policies or guidance - Supporting leadership and strategic planning

Only approved documents may be uploaded. Pupil-level data must never be used.

## Canva (AI-supported features)

Canva may be used to support the creation of professional-quality resources and communications.

**Rationale:** - Improves accessibility and presentation of learning materials - Supports visual learners - Enables consistent, high-quality communication

**Appropriate use:** - Classroom resources and displays - Parent communications and presentations - Visual scaffolds and learning aids

AI-generated images or text must be checked carefully for appropriateness and bias.

**Any AI tool not listed above must not be used without explicit approval from the Head of School or Executive Headteacher.**

## Scope

This policy covers all uses of AI by staff in their professional roles, whether on school premises or working remotely. This includes (but is not limited to):

- Lesson planning and resource creation
- Adaptation and differentiation
- Assessment support
- Report writing and communications
- Leadership, administration, and strategic planning

AI must never be used for illegal, unethical, or harmful purposes.

## Core principles for AI use

The following principles reflect Kent County Council expectations for safe, lawful, and ethical digital practice and must underpin all use of AI at Downsvew.

### **Professional judgement and accountability**

AI must never replace professional expertise. Staff remain fully accountable for all decisions, content, and outcomes. AI outputs are advisory only and must be reviewed for accuracy, appropriateness, and bias.

### **Educational purpose and proportionality**

AI must only be used where it adds clear educational or operational value. Its use should be proportionate, purposeful, and aligned with curriculum intent and school priorities.

### **Transparency**

Staff must be open about AI use where appropriate. AI-supported materials should not be presented as wholly original where this would be misleading.

### **Safeguarding-first approach**

AI use must not expose pupils to harm, inappropriate content, or unsafe interactions. Safeguarding considerations must take precedence over efficiency or innovation.

### **Inclusion and equity**

AI must be used in ways that support inclusion and do not disadvantage pupils through bias, inaccessibility, or reduced human interaction.

## Data protection and GDPR

Protecting personal data is essential. Staff must:

- Never input identifiable pupil data into AI tools unless explicitly approved
- Never upload safeguarding, CPOMS, medical, or SEN documentation into AI platforms
- Avoid entering sensitive personal information about pupils, families, or colleagues
- Use only GDPR-compliant tools approved by the school

Any data protection concerns must be reported immediately to the Head of School.

## Use of AI by staff

Staff may use AI as a professional support tool, provided its use aligns with this policy and wider school expectations.

### Permitted uses

- Drafting lesson plans, sequences, and resources
- Supporting differentiation, scaffolding, and SEND adaptations
- Generating model texts, examples, and explanations (to be adapted)
- Supporting leadership, administration, and strategic planning

### Responsibilities

- Staff must review, edit, and personalise all AI-generated content
- Staff must ensure materials meet curriculum expectations and pupil needs
- Staff must check for bias, inaccuracies, or inappropriate language

### Prohibited uses

- Making autonomous decisions about pupils or staff
- Replacing assessment of pupil understanding
- Uploading safeguarding, SEN, medical, or confidential data
- Using AI to complete professional responsibilities without oversight

Failure to follow this policy may be treated as a breach of professional conduct.

## Assessment and academic integrity

AI may support assessment processes (for example, drafting feedback or analysing patterns), but:

- All judgements must be made by staff
- Pupils' work must reflect their own understanding

- AI must not be used to complete assessed work on behalf of pupils

A range of assessment methods will continue to be used to ensure authentic learning.

## Use of AI by pupils

AI use in front of pupils will be carefully controlled and explicitly taught. Pupils will not have access to AI tools themselves during any lessons.

### Educational focus

Pupils will be taught: - What AI is and how it works at a basic level - That AI can be unreliable or biased - The importance of originality, effort, and critical thinking - Online safety and data protection

Misuse will be addressed in line with the behaviour and online safety policies.

## Safeguarding considerations

Staff must remain vigilant to AI-related safeguarding risks, including:

- Deepfakes and impersonation
- Online grooming or coercion
- Misinformation and harmful content
- Cyberbullying and harassment

AI may increase safeguarding risks and must be considered within existing safeguarding procedures. Any concerns must be reported in line with the school's safeguarding policy.

## Bias, fairness, and inclusion

AI systems may reflect bias present in their training data. Staff must:

1. Critically evaluate AI outputs
2. Avoid reinforcing stereotypes or discrimination
3. Raise concerns about biased or inappropriate outputs

Inclusion, equity, and respect must underpin all AI use.

## Training and support

The school will:

1. Provide guidance and training on safe and effective AI use
2. Support staff in developing confidence and professional judgement
3. Review practice regularly as AI tools evolve

Staff are expected to engage with training and keep their knowledge up to date.

## Roles and responsibilities

### Leadership

The Head of School and Executive Headteacher are responsible for:

1. Approving AI tools
2. Ensuring compliance with this policy
3. Monitoring impact and safeguarding implications

### Staff

All staff are responsible for:

1. Following this policy
2. Using AI responsibly and ethically
3. Reporting concerns or misuse

## Monitoring and review

This policy will be reviewed every two years, or sooner if required due to changes in technology, legislation, or guidance.

Feedback or concerns relating to AI use should be raised with the Head of School or Executive Headteacher.