



Artificial Intelligence Policy

Including EYFS

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Reviewed by:	Head
Responsible Staff Member:	Ed Orme
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1. Purpose of this Policy

Artificial Intelligence (AI) is becoming an increasingly significant part of everyday life. This policy sets out how AI will be used safely, responsibly, effectively, and ethically within Tower House School (THS). It ensures that AI enhances teaching, learning, and administration while safeguarding pupils, staff, and data.

This policy aims to:



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- Protect pupils' wellbeing, privacy, and learning integrity by ensuring that any AI use supports healthy development, avoids exposing children to inappropriate content, and maintains fairness and honesty in academic work.
- Support staff in using AI tools appropriately by providing clear expectations, training, and guidance so teachers can confidently integrate AI into planning, assessment, and classroom practice without compromising professional judgement.
- Promote digital literacy and critical thinking by teaching pupils to question, evaluate, and understand AI-generated information, helping them become thoughtful and responsible users of technology.
- Ensure compliance with UK law, including safeguarding and data protection by requiring all AI tools and practices to meet statutory requirements such as UK GDPR, the Data Protection Act 2018, and Keeping Children Safe in Education.
- Encourage innovation while maintaining the school's values of kindness, respect, and creativity by enabling staff and pupils to explore new technologies in ways that enhance learning and uphold the ethos of THS.

2. Scope

This policy applies to:

- All pupils aged 4–13 (Reception to Year 8), ensuring that AI use is tailored to their developmental stage and supports safe, age-appropriate learning experiences.
- All teaching and support staff who may use AI tools for lesson planning, assessment, communication, administration, or pastoral support, ensuring consistent and responsible practice across the school.
- Any AI tools used on school devices, networks, or platforms, including those accessed at home for school-related tasks, to maintain a unified standard of safety and compliance.

AI includes (but is not limited to): generative AI tools, adaptive learning platforms, chatbots, automated marking systems, voice assistants, and image or video generation tools.

3. Guiding Principles

3.1 Safeguarding First

AI must never compromise pupil safety. Staff must ensure that any AI tool used with pupils is age-appropriate, contains suitable content filters, and aligns fully with THS safeguarding procedures.



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3.2 Human Oversight

AI may support teaching and learning, but it must never replace professional judgement, pastoral care, or human decision-making. Staff remain fully responsible for all educational and pastoral outcomes.

3.3 Transparency

THS will be open about when and how AI is used. Pupils will be taught what AI is, how it works at a basic level, and how to use it responsibly, helping them understand both its benefits and limitations.

3.4 Privacy and Data Protection

AI tools must comply with UK GDPR and the Data Protection Act 2018. No identifiable pupil data may be uploaded to external AI platforms without explicit approval from the Data Protection Lead, ensuring that personal information remains secure.

3.5 Age-Appropriate Use

AI use will be tailored to developmental stages:

- Early Years & KS1 (ages 4–7): AI exposure will be highly guided, teacher-led, and limited to simple, safe tools that support early learning without overwhelming young children.
- KS2 (ages 7–11): Pupils may use AI in structured, supervised activities that build digital literacy, encourage curiosity, and support learning across subjects.
- KS3 transition (ages 11–13): Pupils may begin to use AI with increasing independence, supported by explicit teaching on digital citizenship, academic integrity, and safe online behaviour.

4. Acceptable Use of AI

4.1 Pupils

Pupils may use AI tools when:

- Directed by a teacher, ensuring that AI use is purposeful, safe, and linked to clear learning objectives.
- Using school-approved platforms, which have been checked for safety, age suitability, and data protection compliance.
- Completing tasks where AI is intended as a learning aid, such as exploring ideas, practising skills, or receiving guided feedback.



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- Exploring creativity under supervision, including coding, design, problem-solving, or controlled experimentation with generative tools.

Pupils must not:

- Use AI to complete homework or assessments dishonestly, as this undermines learning and academic integrity.
- Enter personal information into AI tools, protecting their privacy and preventing data misuse.
- Generate inappropriate, harmful, or misleading content, including anything violent, discriminatory, or deceptive.
- Use AI tools that have not been approved by staff, ensuring all tools meet THS safety and compliance standards.

4.2 Staff

Staff may use AI to:

- Support lesson planning by generating ideas, examples, or differentiated tasks that enhance teaching efficiency.
- Create teaching resources such as worksheets, explanations, or visual aids, while ensuring accuracy and suitability.
- Differentiate materials to meet the needs of pupils with varying abilities, including those requiring additional support.
- Provide feedback with human review, using AI to draft comments or identify patterns while ensuring final feedback reflects professional judgement.
- Enhance administrative efficiency, such as drafting emails, summarising documents, or organising information.
- Support SEND provision through adaptive tools that personalise learning and help pupils access the curriculum.

Staff must not:

- Upload confidential or identifiable pupil data to unapproved AI systems, protecting privacy and ensuring compliance with data protection law.
- Rely solely on AI for assessment or pastoral decisions, as human insight remains essential for accurate and compassionate judgement.
- Use AI tools that have not been risk-assessed by the school, ensuring all tools meet safety, ethical, and legal standards.
- Allow pupils unsupervised access to generative AI tools unless explicitly approved, preventing exposure to inappropriate content or unsafe interactions.



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4.3 Golden Rules for Staff

1. Use Copilot (school account) for all AI-related tasks. This ensures data security, consistency, and compliance with school policy.
2. Never input safeguarding, SEN/medical information, or identifiable student data into public AI tools (including ChatGPT). Public platforms are not secure enough for sensitive or personal information.
3. Use Copilot for school-related work and reserve ChatGPT for non-sensitive, personal use only. This helps maintain clear boundaries and protects pupil data.
4. Assume AI can make mistakes. Always verify accuracy, check facts, and cite reliable sources where appropriate.
5. Use AI to support your professional judgement, not replace it. AI can help draft, refine, and inspire, but final decisions must remain with staff.
6. If in doubt, pause and ask. Contact the IT team or safeguarding lead whenever you're unsure about appropriate use.

5. AI in Teaching and Learning

THS will:

- Teach pupils to think critically about AI-generated content, helping them recognise inaccuracies, bias, and limitations.
- Promote digital citizenship, including understanding how AI influences information, communication, and decision-making.
- Encourage creativity and problem-solving by allowing pupils to explore AI in structured, imaginative ways that enhance learning.
- Ensure AI enhances learning rather than replacing foundational skills, maintaining strong emphasis on reading, writing, numeracy, and independent thinking.

6. Safeguarding and Online Safety

AI tools must:

- Be age-appropriate, ensuring content, language, and functionality are suitable for pupils' developmental stages.
- Include content filters where available, reducing the risk of exposure to harmful or adult material.
- Not expose pupils to harmful, violent, or adult content, maintaining a safe digital environment.



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- Not enable communication with unknown individuals, preventing unsafe interactions or grooming risks.

Staff must report any safeguarding concerns arising from AI use through existing THS safeguarding procedures.

7. Data Protection and Privacy

Before using any AI tool, staff must ensure:

- It has been approved by the Data Protection Lead (DPL), confirming that the tool meets THS standards for safety and compliance.
- It does not store or process personal data without consent, protecting pupils' rights and privacy.
- It complies with UK GDPR and the THS Data Protection Policy, ensuring legal and ethical handling of information.

Pupil work uploaded to AI tools must be anonymised unless explicit permission has been granted.

7.1 Lead for Data Protection

Responsibility for data protection at the school is allocated to the Head as Privacy and Compliance Officer. All AI tools that process, store, or analyse pupil or staff data must be approved by the Head before use. The Head holds final sign-off on any new AI-related tool to ensure it meets legal, ethical, and safeguarding requirements.

8. Academic Integrity

AI must not be used to:

- Complete homework, essays, or assessments on behalf of pupils, as this undermines learning and misrepresents ability.
- Generate work that is then presented as the pupil's own, ensuring honesty and authenticity in academic work.

Teachers will:

- Educate pupils about responsible use, helping them understand when and how AI can support learning.
- Use AI detection tools where appropriate, ensuring fairness and maintaining academic standards.



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- Provide guidance on how AI can support learning without undermining it, promoting healthy, balanced use.

9. Staff Training and Support

THS will provide ongoing professional development to ensure staff:

- Understand the capabilities and limitations of AI, enabling informed and confident use.
- Can model responsible use, demonstrating safe and ethical behaviour for pupils.
- Can teach pupils digital literacy and critical thinking, equipping them with essential modern skills.
- Stay informed about emerging technologies and risks, ensuring practice remains current and effective.
- Use AI in ways that reduce workload and improve efficiency, supporting staff wellbeing and productivity.

10. Communication with Parents

THS will:

- Inform parents about how AI is used in teaching and learning, ensuring transparency and trust.
- Provide guidance on safe AI use at home, helping families support responsible digital habits.
- Encourage open dialogue about digital wellbeing, promoting healthy screen use and balanced technology habits.

11. Review and Monitoring

This policy will be reviewed and formally approved on an annual basis, or sooner if required.

Reviews may be triggered if:

- New legislation is introduced, requiring updates to ensure compliance.
- Significant technological changes occur, affecting how AI is used in education.
- Safeguarding guidance is updated, ensuring pupil safety remains paramount.

Feedback from staff, pupils, and parents will inform future revisions.



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Approved and Signed by the Head

Name: Neill Lunnon



Signature: _____

Date: 20th April 2026



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