THE DIOCESE OF SHEFFIELD ACADEMIES TRUST

Primary AI in the Classroom Policy

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Statement of intent

At The Diocese Of Sheffield Academies Trust, we recognise that the use of artificial intelligence (AI) can assist and enhance learning experiences for our pupils, positively affect teacher workload and prepare pupils for emerging technologies. While there are many benefits to using AI tools in the classroom, such as providing more personalised and adaptive tutoring, we must ensure that the content produced is accurate, safe and appropriate for our pupils.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely, and appropriately to enhance our pupils' education.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI models that generate new outputs based on the data they have been trained on and the user's prompt. These include, but are not limited to, Microsoft Copilot, ChatGPT, Google Bard, Anthropic Claude, and Inflection's Pi models.
- **Identifiable personal information –** Information about a living pupil or member of staff is personal data if the person can be identified from it alone or with other information reasonably available. A name is unnecessary. A face in a photograph, a video, a recognisable voice, an email address, a pupil or staff number or a username may identify someone. A school, year group and unusual incident or a unique staff role may identify someone in combination. Assessment scores, attendance, behaviour records, examples of work, medical or SEND information, education, health and care plans (EHCPs) and safeguarding records are personal data when linked to an identifiable person. Initials, codes and "Pupil A" still count if someone can work out who is meant.

The Trust is committed to ensuring that the use of AI in classrooms is safe, ethical, and equitable. All AI tools used in DSAT schools must meet the Trust's requirements for data protection, safeguarding, accessibility, equality, and transparency, and must follow the DSAT process for approval, monitoring, and oversight.

Scope

This policy applies to all pupils, employees, trainee teachers, volunteers, supply staff, peripatetic staff, contractors, governors, and any individual using AI tools within DSAT schools. It also applies to all AI tools used for learning, teaching, assessment, intervention, lesson planning, or resource creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Generative artificial intelligence in education'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Cyber Response and Recovery Plan
- Data Protection Policy
- Child-friendly Online Safety Policy
- Acceptable Use Agreement
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Cyber-security Policy
- Behaviour Policy
- Safe Use of AI Policy
- Curriculum Policy
- AI and Homework Policy
- Disciplinary Policy and Procedure

2. Roles and responsibilities

The DSAT Trust Board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of the use of AI tools in the school is up-to-date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.
- Overseeing the budget allocation for AI tools, training, and infrastructure.

The school Headteacher will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum, and staff training.
- Communicating with parents to ensure they are kept up-to-date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively.

- Listening and responding to any feedback and/or concerns raised by parents, pupils, or staff regarding the use of AI tools in the school.
- Working with the DSAT Trust Board to review and update this policy on an annual basis.
- Ensuring that AI practices are audited and evaluated on a regular basis.
- Liaising with ICT technicians and subject leaders to review, approve or disapprove of suggested AI tools.
- Promoting a culture of innovation while ensuring the ethical use of AI tools.

DSAT's ICT team will be responsible for:

- Providing technical support to teachers and subject leaders in the development and implementation of the school's AI practices.
- Reviewing the security of AI tools before they are implemented.
- Implementing appropriate cyber security measures.
- Keeping an up-to-date record of the AI tools being implemented by the school.
- Liaising with the headteacher and subject leaders to review, approve or disapprove suggested AI tools.
- Regularly updating software and ensuring that AI tools are running the latest and safest versions.
- Completing a vendor and security due-diligence checklist before any AI tool is approved.

The DSAT DPO will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the school.
- Understanding and maintaining awareness of what the use of AI means for data protection in the school.
- Advising the school on how to integrate the use of AI while complying with data protection regulations.
- Establishing and regularly reviewing protocols for data storage, sharing, and disposal related to AI tools.
- Running periodic training sessions on data protection in the context of AI for the staff.
- Reviewing and approving DPIAs for AI use in classrooms.
- Ensuring that data minimisation and privacy-by-design principles are followed for all AI-assisted learning tools.

The school DSL will be responsible for:

- Taking responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.

- Reporting to the DSAT Trust Board about the use of AI tools on a termly basis and how it links to safeguarding.
- Being a point of contact for teachers and subject leaders using AI in classrooms to discuss any safeguarding concerns or queries.
- Collaborating with external agencies to stay updated on the latest online threats related to AI.
- Organising awareness campaigns for pupils on the ethical and safe use of AI.

The School AI Lead is responsible for:

- Supporting colleagues in safe and effective classroom use of AI tools
- Coordinating training, support, and implementation
- Acting as the first point of contact for staff concerns or proposed AI use
- Liaising with the ICT Team, DPO, and DSL when reviewing AI tools
- Supporting monitoring of AI tools used in lessons and gathering staff feedback

Subject leaders will be responsible for:

- Researching and identifying the most effective and appropriate AI tools for their subject's curriculum.
- Seeking approval from the headteacher and ICT technicians for any AI tools they wish to use in their curriculum.
- Requesting support from ICT technicians with the implementation of AI tools where needed.
- Effectively integrating the use of AI tools into lesson plans.
- Familiarising themselves with the AI tools they are using in their lessons and ensuring that they have a basic understanding of the technology and the risks it poses.
- Assisting pupils to use and understand the chosen AI tools where necessary.
- Regularly sharing insights and feedback with other subject leaders to ensure cross-curricular coherence in AI tool use.
- Staying updated on global best practices in the use of AI tools in their specific subject.

All staff members will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Ensuring the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Providing feedback to ICT technicians and the headteacher on the effectiveness of using AI tools.
- Participating in CPD related to AI.

- Encouraging pupils to critically assess and provide feedback on the AI tools being used.
- Using only Trust-approved AI tools and adhering strictly to the AI Tool Register.
- Ensuring all AI-generated content is checked for accuracy, bias, appropriateness, and safeguarding concerns before use with pupils.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant school policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer had while using AI tools.
- Seeking assistance from the classroom teacher in the use and understanding of AI tools, where necessary.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Demonstrating responsibility and ethical behaviour while using AI tools, including not attempting to manipulate or misuse the tools.
- Sharing feedback with teachers regarding their experiences and suggestions for AI tools.

Parents will be responsible for:

- Staying informed about the AI tools their children are using in school.
- Collaborating with the school in ensuring safe and ethical use of AI tools at home.
- Attending training or information sessions organised by the school about AI tools.

3. Using AI to plan lessons

The school will ensure that AI tools are used in lesson planning to achieve the following aims:

- To reduce workload
- To free up teachers' time
- To enhance pupils' education
- To provide pupils with more personalised and adaptive learning experiences

All subject leaders and teachers have the option to formulate lesson plans through the use of approved AI tools. Where AI tools are used in lesson planning, the quality and content of the final plan will be staff members' professional responsibility, and will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

All staff using AI tools for lesson planning will understand that plans created by AI tools should act as a starting point or guide rather than the finalised document. Staff will modify and enhance lesson plans in line with their pupils' specific needs, learning styles and the desired content for the lesson. All AI-generated lesson plans will be critically evaluated by the relevant teachers to ensure that they will be age-appropriate and beneficial to pupils' education.

Staff will ensure that, as a minimum, all lesson plans assisted by AI tools cover the following:

- Lesson objectives

- Materials required
- Lesson duration
- Introduction to the lesson and/or subject
- Guided practice
- Independent practice
- Conclusion
- Differentiation

When using AI tools to produce a lesson plan, staff will ensure that they enter prompts that align with the curriculum.

The school will offer regular training sessions and workshops on effectively integrating AI tools into lesson planning.

Teachers will be encouraged to share feedback on the AI tools they use, helping the school continuously refine its approach.

The effectiveness of AI tools in lesson planning will be reviewed termly to ensure their alignment with the school's educational objectives.

When planning lessons, staff signed in to Microsoft 365 Copilot Chat with their dsat.education account may use pupil or staff information they are authorised to use for that purpose, including information from SharePoint, OneDrive or Outlook. For example, a teacher may prepare activity lists using reading groups they have already assigned. Routine use needs no separate DPO or headteacher sign-off. Use anonymous examples when they will do. Where anonymised case descriptions are used, they must be sufficiently generic to avoid identification.

Use only the details the task needs. Keep identifiable information out of web searches and external agents, plugins or connectors. Safeguarding casework, medical records and EHCP or other sensitive SEND details fall outside this routine permission. Check the output before using it and share it only with people authorised to see it. Follow the account and security settings in the Safe Use of AI Policy. Keep identifiable material off classroom displays. This permission applies to staff only.

4. Using AI tools during lessons with pupils

The school will use AI tools to deliver balanced, high-quality lessons to all pupils. The AI resources used will be:

- Approved by the headteacher and ICT technicians.
- Accessible to all staff and pupils.
- Appropriate for the activities pupils undertake.
- Appropriate for pupils’ age, developmental stage and learning abilities.

AI tools will be used in school for educational purposes only, and teachers will collaborate with each other to share good practice for using approved AI tools.

All AI tools used during lessons must be included in the Trust's AI Tool Register and must only be used following approval from the Headteacher, ICT Team, and DPO through the DSAT AI Tool Review Process.

Equality of access

The school recognises that not all pupils will be able to use or access AI tools in the same way. Teachers will ensure that pupils and parents are aware that the use of AI tools is not mandatory or necessary for pupils have a successful education at the school.

Teachers will be encouraged to select AI tools that are accessible for all pupils, taking into account any barriers to AI use such as SEND. Where this is not possible, teachers will work with pupils, parents and relevant staff members to ensure that those unable to use the approved AI tools are given alternative methods of learning and are able to keep up with the curriculum.

The school will ensure that pupils' learning does not rely or depend on the use of AI tools. Where AI tools are used, teachers will prepare alternative methods of learning for those who cannot, or do not want to, use educational AI. Where AI is being used for continuous learning, homework, or exam and assessment preparation, teachers will ensure that pupils are provided with alternative materials, such as physical copies of tasks or past exam papers, to enable pupils without access to AI tools outside of school to access the same level of education and attainment.

The school will ensure that pupils' learning is not disadvantaged by the inability to use AI tools or access them outside of school. Parents and pupils will be encouraged to raise any concerns or issues regarding equality of access with the relevant subject leader.

The school will recognise that technology can sometimes pose accessibility challenges, and will be committed to ensuring that all AI tools adopted are compliant with accessibility standards. The school will take all reasonable endeavours to ensure that pupils with disabilities can interact with them without hindrance.

In addition to SEND considerations, the school will consider socio-economic factors. The school will be aware that not every pupil may have access to high-speed internet or advanced devices at home, and will ensure that offline modes and alternative resources are made available to ensure no pupil is disadvantaged.

The school will choose AI tools that have the capability to support multiple languages or dialects to reflect the linguistic diversity of the school community. This will ensure that pupils with EAL are not disadvantaged.

Recognising that familiarity with AI tools can vary, the school will provide additional support sessions for pupils who might find it challenging to navigate these tools. This will include hands-on training sessions, user manuals, or peer-assisted learning.

Parents will be provided with guidelines and resources to help them support their children's use of AI tools at home, ensuring that the learning ecosystem remains consistent both inside and outside of school.

An Equality Impact Check must be completed for all proposed AI tools to ensure no pupil or group (including SEND, EAL, disadvantaged pupils, or pupils without home access) is disadvantaged by its use.

Personalised learning

Teachers aim to provide more personalised learning to pupils through the use of AI tools during lessons. The school will prioritise the use of AI tools that are capable of adapting lesson content and activities based on individual pupils' abilities and learning styles, to ensure that each pupil is receiving tailored instructions and support.

Teachers will also use AI tools to generate adaptive assessments, which are able to adjust the difficulty of questions and tasks based on the pupil's performance. This will allow teachers to gain more accurate insights into each pupil's strengths and areas for improvement.

Interactive learning

Teachers will use AI tools to facilitate interactive learning during lessons, where this will benefit pupils' learning. Teachers will prioritise using AI tools that are designed to be engaging and child-friendly, e.g. AI tools that include colourful visuals, animations, and characters, to encourage pupils to interact more with the subject content.

Teachers will be encouraged to use AI tools that incorporate gamification elements, such as virtual rewards, earning points, and educational quizzes and games, that pupils can interact with. Teachers will also consider the use of a digital whiteboard that allows pupils to use their own handwriting or drawings to solve problems, which the chosen AI tool can recognise and evaluate.

AI tools that provide pupils with positive reinforcement, such as rewards or virtual badges, will be prioritised in the classroom, particularly for pupils who are struggling with attainment. Teachers will be encouraged to print out any virtual rewards that pupils earn through AI systems, where possible, for pupils to take home or to be added to a classroom display.

The school will use AI tools to support collaborative learning. These tools will be integrated into lessons to promote group-based activities and discussions. The school aims to enhance pupils' teamwork skills and deepen understanding through collaboration. Teachers will ensure that these tools align with the curriculum and facilitate effective group interactions.

Language and literacy development

The school recognises that, as a primary setting that caters to KS1 and KS2 pupils, the development of pupils' language and vocabulary is of the utmost importance. Teachers will, therefore, use AI systems to enhance and assist with pupils' language learning in the classroom, particularly during English lessons and reading time. AI tools will be used to create helpful resources and materials that teachers can use with a whole class or on a one-to-one basis, such as sentence stems or word banks, to provide age-appropriate definitions of unfamiliar words.

AI tools will also be used throughout the school to help pupils with phonics, spelling, reading, and writing at various developmental stages. Teachers will use with AI tools to provide pupils

with support such as pronunciation feedback, spelling lists and tasks focussed on specific phonetic patterns, and, in some cases, multisensory learning to aid memory retention.

At all times, teaching staff will ensure that the language any AI system uses with younger pupils is age appropriate. Teaching staff will receive training on how to prompt AI systems so that resources and interactions are simple to understand and do not prove a barrier to learning. They will also be aware of AI systems' occasional tendency towards bias and inaccuracy, and safeguard children accordingly.

Continuous learning

The school will prioritise using AI platforms that will be accessible to pupils outside of school hours, to allow pupils to continue practicing and learning various skills at their own pace. Teachers will encourage pupils to use the chosen AI tools outside of school time, such as during weekends or half terms, particularly for core subjects, e.g. maths and English. Teachers will ensure that any AI platforms used for continuous learning incorporate interactive, engaging elements, such as videos and animation, to incentivise pupils to use the platform outside of school.

If applicable, the school will communicate with parents at the start of each term, detailing which AI tools can be accessed from home, instructions on how to access the platforms, and emphasising the importance of continuous learning. The school will make it clear to parents that, excluding set homework, it is not mandatory for pupils to continue to use the tools outside of school hours.

Teachers will remind pupils that AI may be used as a support tool but must not be used to generate answers or work submitted as their own. Teachers may conduct verbal checks, request drafts, or use in-class activities to validate understanding.

Feedback, marking and homework

Any AI tools used will have the ability to provide pupils with instant feedback on their work, with the aim of reducing workload for teachers, freeing up time and enabling pupils to progress at their own pace. Teachers may use approved tools for formative practice feedback. Staff must mark and grade pupils' work themselves. Teachers will be expected to find a balance between technology and human interaction in order to ensure learning is effective.

Homework developed using or in relation to AI platforms will be in line with the school's AI and Homework Policy. If required, teachers will use approved AI tools to detect instances of plagiarism in pupils' work. The school will encourage parents to familiarise themselves with the AI tools used for homework to ensure parents remain informed about their child's progress, and can actively participate in supporting their child's learning journey.

5. Misuse of AI tools

The school acknowledges that the misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will follow the Safe Use of AI Policy, Online Safety Policy and Child Protection and Safeguarding Policy to prevent, identify and manage any potential misuse.

Staff members found to be deliberately and/or repeatedly misusing AI tools will be disciplined in line with the school's Disciplinary Policy and Procedures. Pupils found to be deliberately and/or repeatedly misusing AI tools will be sanctioned in line with the school's Behaviour Policy.

Where staff or pupils are found to be misusing AI tools, the headteacher will review the circumstances and consider revoking access to the AI tools for the concerned individuals.

Staff, pupils and parents will be educated on the correct and appropriate ways to use the AI tools they are given access to.

Regular training sessions will be organised for staff and pupils, focussing on the ethical use of AI tools. These sessions will address the distinction between legitimate assistance and over-reliance on AI.

ICT technicians, in collaboration with subject leaders, will regularly review the AI tools being implemented, ensuring that they do not inadvertently promote misuse.

The school will establish a feedback mechanism allowing staff and pupils to report any instances where AI tools might encourage misuse or where they feel uncertain about the ethical boundaries of using such tools. In cases of AI misuse, the school will maintain a transparent process, detailing how the misuse was identified and the steps taken in response.

The school will consider forming a committee or a group that specifically focusses on AI ethics within the educational context. This group will help the school remain up-to-date with the latest challenges and advancements in AI, ensuring that the school's policies remain relevant and effective.

The school will recognise that AI tools have limitations and will encourage a healthy scepticism and critical thinking when using or analysing outputs from AI tools.

The school will design tasks and assessments that reduce dependency on AI systems, including activities requiring personal reflection, process documentation, classroom-based work, or verbal explanations.

6. Selection of AI tools

Teachers are responsible for researching and identifying the most appropriate and accessible AI tools for their lessons, taking into account:

- The needs and abilities of their pupils.
- Compatibility with the school's ICT systems.
- Online safety and safeguarding concerns.
- The subject the AI tool is being used to teach.

Before fully integrating an AI tool into lessons, the school will consider introducing a trial or evaluation period. During this time, a small group of pupils and teachers can use the tool, providing feedback on its effectiveness, ease of use, and any potential concerns.

Any AI tool intended for classroom use must go through the DSAT AI Tool Review Process,

which includes (1) educational suitability review; (2) technical and cyber-security assessment; (3) DPIA (if personal data involved); (4) Equality Impact Check; (5) DSL safeguarding review; and (6) final approval by the Headteacher.

Teachers will thoroughly research potential AI tools, ensuring that the tools are as reliable and safe as possible. Where there are concerns over the accuracy, reliability or appropriateness of an AI tool, teachers will not submit these tools to the headteacher for approval.

The school also understands that many generative AI tools, such as ChatGPT, have recommended age restrictions. Whilst some tools may be useful for teachers, the school will take steps to ensure that any AI tool used in class is appropriate for the age group who are using it.

The school will follow the Online Safety Policy, Cyber-security Policy and Child Protection and Safeguarding Policy at all times when considering which AI tools to incorporate into classroom learning.

Risk Tiering of AI Tools

AI tools will be categorised into *low*, *medium*, and *high* risk based on:

- Whether personal data is processed
- Safeguarding considerations
- Age appropriateness
- Potential for algorithmic bias
- Security and data storage implications

High-risk tools must not be used without a DPIA and DPO approval.

The school will keep a record of:

- The AI tools that have been approved for use.
- The AI tools that have not been approved for use, including which teacher submitted the tool for approval and the reason that approval was denied.
- The teachers that are choosing to use AI tools in their lessons.
- The subjects that AI tools are being used to teach.
- The year groups that are using AI, and which AI tools each year group has access to.
- The date that specific AI tools were given approval.
- The date that specific AI tools were implemented in lessons.
- Any concerns raised by parents, pupils or staff regarding the use of AI tools.
- Relevant login details for each approved AI platform.
- A summary of any DPIA, vendor assessment, and equality impact assessment associated with each tool.

This record will be kept in the school office, and will be reviewed and updated by ICT technicians and the headteacher where necessary.

In addition, the school will:

- Encourage teachers to gather feedback from pupils about the AI tools being used to help understand the tool's impact on learning and identify any areas of improvement or potential pitfalls.
- Ensure that the benefits of any AI tool justify its cost, and always explore if there are free or lower-cost alternatives that provide similar benefits.
- Ensure that any AI tool being considered complies with data protection regulations and has clear policies on how they store, process, and delete user data.
- Ensure that AI tools are vetted to ensure they do not contain culturally insensitive or ethically questionable content.
- Organise CPD sessions for teachers to enhance their understanding and effective use of AI tools.
- Instruct pupils on how to use the tool effectively and ethically before it is introduced.
- Ensure that the AI tools being considered can scale as the number of users increase and that they continue to receive updates to stay relevant. Some newer AI tools may not have a long shelf-life: the school will focus its attention on the better known and more robust tools.

7. Conduct

Staff conduct

All members of staff with access to approved AI tools will act in line with the relevant policies and procedures regarding online safety, child protection and safeguarding, data protection and AI use. Staff using AI tools will receive training on how to use the software appropriately, including how to keep their pupils safe while using AI tools during lessons.

Staff members found to be using unapproved AI tools, or using approved AI tools in way that is deemed inappropriate or unsafe, will be disciplined in line with the school's Disciplinary Policy and Procedure.

Staff members will not access AI tools for personal use during school hours, or with school login details, under any circumstances.

Photographs, voices and other identifying details. Never enter identifiable pupil or staff information into personal or consumer AI services such as ChatGPT or Claude. This includes uploading a recognisable photograph, image or voice recording for editing or transformation. The upload itself processes personal data, even if the result is never shared. Use fictional or genuinely anonymised material instead.

Before sharing or publishing a recognisable likeness, including an altered image, check the intended audience, lawful basis, safeguarding restrictions and any permissions required by the school's image policy. Respect the person's dignity and stated wishes. Permission for an ordinary school photograph does not cover AI alteration or a new publication purpose.

Consent, where relied on, must cover that specific use and cannot override the ban on consumer uploads.

Staff must ensure that all AI-related decisions remain under human oversight and must not rely solely on AI outputs for academic, behavioural, pastoral, or safeguarding decisions.

Pupil conduct

All pupils with access to approved AI tools will act in line with the relevant policies and procedures regarding behaviour and AI use. Pupils using AI tools will be taught how to use the software appropriately, including how to stay safe online and how to raise concerns.

Pupils will understand that the ability to use AI in lessons is a privilege that can be taken away if they conduct themselves poorly. Pupils found to be using unapproved AI tools, or misusing approved AI tools, will be sanctioned in line with the school's Behaviour Policy, and teachers will consider revoking their access to AI tools either temporarily or permanently.

Pupils will only use AI tools during the relevant lessons, under supervision of the classroom teacher. Pupils will not access AI tools for personal use during school hours, or with school login details.

Parents will be made aware of the AI tools their children are using in school, including potential risks and benefits. Parents will be given guidelines on how to discuss appropriate online behaviour related to AI tool usage with their children.

8. Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the Safe Use of AI Policy and Child Protection and Safeguarding Policy when utilising AI platforms, to ensure that pupils are not able to access or be exposed to harmful content.

In the event of an AI-related safeguarding concern, the school will immediately suspend use of the tool, inform the ICT Team and DSL, log the incident centrally, and follow the DSAT AI Incident Response Procedure.

The school will take any reported concerns or incidents regarding the use of AI tools seriously and follow the relevant procedures to ensure the wellbeing of its pupils. Where there is a safeguarding concern that requires an investigation, the school will pause its use of the AI tools in question until they can be reviewed, and the investigation is concluded. Any AI platforms found to hold safeguarding risks will be removed from the school's list of approved tools immediately.

The school will encourage pupils to speak up about any concerns they have about the AI tools being used.

The school also recognises the potential mental health impacts of AI tools, such as the pressure to conform to AI-generated ideals or information overload. Procedures will be put in place to monitor and support pupils' mental wellbeing in relation to AI tool use.

The school will offer regular workshops for parents to understand the AI tools being used, their potential risks, and benefits. The school will make all reasonable endeavours to ensure that the safeguarding process with regard to AI is a collaborative effort between the school and home.

Staff training will be regularly updated to ensure that teachers and support staff are equipped to handle the evolving challenges posed by AI tools in the context of safeguarding.

9. Parental consent

The school will obtain parental consent before pupils are allowed to participate in AI learning, to allow parents to make informed decisions about their child's education and to ensure the school remains compliant with data protection legislation.

The school will send a letter to parents at the start of each academic year, informing them that the school intends to use AI tools for educational purposes. The letter will also:

- Clearly explain how AI tools will be used in lessons.
- Describe the benefits and potential risks of using AI.
- Outline how pupils' data will be collected, processed and stored.
- Address any concerns that parents may have regarding data protection, safeguarding and the impact of AI on pupils' learning.

The school will send a consent form alongside the letter, allowing parents to opt in or out of AI-related classroom activities. Parents will be informed that consent can be given or withdrawn at any time by contacting the school office. If another AI tool is approved for use during the academic year, the school will inform parents of the additional platform via email and allow them to opt in or out of using the tool in question.

Where a parent has opted out of their child participating in AI learning, the school will make other arrangements to ensure that the pupil is supported to learn and keep up with the class without the use of AI tools, and that the pupil's education is not put at a disadvantage.

The school will provide parents with periodic updates regarding any significant changes in the AI tools being used or any noteworthy experiences the school has had with AI in education.

The school will establish a feedback mechanism where parents can share their observations, concerns, or suggestions regarding the use of AI tools. The school will organise sessions where parents can see AI tools in action.

If the school introduces a new AI tool mid-year, parents will be informed in advance and may provide or withdraw consent at any time. No pupil may use a new tool without recorded parental consent if it processes or stores pupil data.

10. Monitoring and review

The DSAT Trust Board and headteacher will review this policy in full on an annual basis and following any incidents that occur due to the use of AI tools.

The next scheduled review date for this policy is Summer 2026.

Any changes made to this policy are communicated to all members of the DSAT community.

Interim reviews may take place sooner if prompted by new DfE/ICO/JCQ guidance, safeguarding concerns, technological developments, or incidents logged through the AI Incident Response Procedure.