

Waltham Leas Primary Academy



Artificial Intelligence Policy

June 2026

Introduction

To provide a holistic framework for the integration and management of AI in educational settings, encompassing ethical compliance, educational enhancement, workload reduction, data security, and innovation, whilst ensuring the safeguarding and protection of our children is at the heart of what we do at our school.

Definition

AI: Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).

- LLM: Large language models such as ChatGPT which have Generative capabilities.
- NLP: Natural language processing such as Alexa / Siri - differs from the above and has fewer opportunities for bias and hallucination.
- Image generation from LLM - images can be created via text prompts which can be inappropriate or subject to bias.
- Stakeholders: Teachers, children, parents, administrative staff, and external partners.

Other important definitions include:

Deepfake- an image or recording that has been convincingly altered and manipulated to misrepresent someone as doing or saying something that was not actually done or said

Deepfake AI - Deepfake AI is a type of artificial intelligence used to create convincing images, audio and video hoaxes. Deepfakes often transform existing source content where one person is swapped for another. They also create entirely original content where someone is represented doing or saying something they didn't do or say.

Objectives

Educational Enhancement: To improve teaching and learning outcomes.

- Ethical Compliance: To ensure ethical and legal use of AI.
- Data Security: To protect the privacy and data of all stakeholders.
- Workload Reduction: To utilise AI to reduce the administrative and academic workload of staff.
- Innovation: To remain at the forefront of education by integrating AI to enhance and supplement the school's mission to best support young people.

Ethical Use Of AI

The school recognises the potential benefits of integrating artificial intelligence (AI) technologies into the educational environment. This policy outlines the principles and guidelines for the responsible use of AI within the school community, in accordance with the standards set forth by the Joint Council for Qualifications (JCQ) and the Department for Education (DfE).

The school will communicate how AI technologies are being used, providing information about the purpose, functionality, and potential impact on children and staff. As outlined above there are clear lines of accountability for the use of AI technologies within the school to ensure proper oversight and decision-making.

There will always be human oversight and control over any AI systems, particularly in decision-making processes that may impact children's education. We will ensure that staff and children are adequately trained to understand and interpret the outputs of AI technologies including its limitations and potential biases. We will regularly assess any systems for biases that may result in unfair treatment of certain individuals or groups, especially with regard to aspects like gender, ethnicity or socio-economic status.

Use of AI By Staff

AI tools can be used positively by staff to save time in lesson plan development, administrative tasks and assessment. However, it is important to regulate AI in schools, to ensure that staff have a blend of using AI and using other professional skills.

It is important that staff are trained in the use of different AI tools to show how they can be optimised for their own specific role. This should be regularly updated and staff using new tools should have support when developing their use of new sites or apps.

Discussions must take place at senior management level regarding the use of AI by staff. Examples of how staff could use AI is as follows:

- Lesson planning
- Content creation
- Report writing
- Assessment marking and feedback

It is important that staff evaluate AI tools that they use, as information provided through systems may not always be accurate and could include bias.

Other ways that staff can use AI is to use it for automated assessment by using multiple choice or 'fill in the blank' questions which can assist in reviewing pupil's progress.

When using AI for report writing, it is important that these are used for general statements and ensure that they are personalised towards each individual child. It is important that they are reviewed to check accuracy.

Staff using AI tools need to be aware of copyright when creating any image, video and audio resources. It is important that references are made to tools that are used in creating media. Section 178 of the UK Copyright Designs and Patents Act (CDPA 1988) enables copyright protection in works generated by a computer in circumstances when there is no human author of the work. However, the law at present is still unclear on this area and further advice will be given in due course.

Staff using AI for administrative tasks such as letter writing, need to ensure that that personal data is not inputted into systems. For instance, a letter on attendance can be developed using AI, however names of parents and pupils must not be included in the AI generation of the letter. Office staff may also use AI tools in reviewing data and simplifying tasks.

The use of any AI tools must be risk assessed by a member of staff or the IT lead in school. Whilst many tools are web based, some will be available through apps and software which can be downloaded onto devices. In addition, some AI sites may be blocked by filtering systems and to 'whitelist' any site, a review of the content must take place.

Many AI tools have cost implications to use features of the site or app, and staff will need to speak to the headteacher and business manager regarding the purchasing of AI tools. It is also important that there is a central register of AI tools used by the school and which staff use these tools.

Waltham Leas Primary Academy staff will use ChatGPT and Twinkl (Ari AI) to create lessons / worksheets but not include any personal information or create an account.

Use Of AI By Pupils

Pupils should be taught about the use of AI in computing lessons and examine the benefits and drawbacks of systems. It is also important that staff highlight the safeguarding concerns regarding the use of AI and whether using specific tools could bypass the school's current filtering systems.

When pupils use AI tools, the following should be taken into account:

- Sites and apps are reviewed, to ensure that they are age appropriate. Many AI tools can help pupils with developing knowledge and problem solving. In addition, they can be used to develop creative expression.
- Pupils must be taught about how AI tools can provide misinformation and bias, and they need to check the accuracy of information.
- All pupils need to be taught about safeguarding, copyright and data protection when using AI and ensure that they do not input personal data.

Safeguarding & AI

School leaders and staff need to work together to understand emerging safeguarding risks related to AI in order to take action to protect the children in their care. Schools need to be prepared to respond to incidents when they occur, with child-generated images becoming increasingly common in cases of peer-on-peer harm.

Schools also need to prepare specifically for recognising and responding to incidents related to generative AI. This might include:

- Adding Generative AI as a topic in your school's annual safeguarding training to raise teachers' awareness of this emerging risk (KCSIE yearly update)
- Clarifying that the school responds to all forms of harm and abuse between children, irrespective of where the harm takes place (even online), when it affects the safety and well-being of the children in school
- Using case studies to anticipate future challenges and discuss with teachers how your school could manage incidents
- Focusing on teaching children what they can do when they receive an inappropriate image or video of someone else
- Sharing pathways for support for removing inappropriate or harmful content from the online space
- Exploring data privacy laws in terms of how they may impact the school's ability to respond to harmful AI-generated images held on devices

Staff should be aware of following safeguarding procedures in school and ensure that any incident is reported.

Data Protection

Staff and pupils should be aware that any information entered into a Generative AI model is no longer private or secure. Staff and pupils must not enter any personal information (personal data, intellectual property or private information including commercially sensitive information, such as contracts) into any Generative AI model.

Staff who wish to utilise AI tools must ensure that the potential new use is assessed to consider if a Data Protection Impact Assessment is required.

When assessing the security aspects of using Generative AI models, staff should consider the following:

- The nature, scope, context and purposes of any processing of personal data and whether individuals are likely to expect such processing activities.
- A clear indication where AI processing and automated decisions may produce effects on individuals.
- How the use of the AI tool is proportionate and fair by assessing the benefits against the risks to the rights and freedoms to individuals and/or whether it is possible to put safeguards in place.

- An analysis of any bias or inaccuracy of algorithms which may result in detriment to individuals.
- If automated decisions are made, how individuals will be informed about this and how they can challenge those decisions.
- The potential impact of any security threats.

Cybersecurity

To ensure the safe use of AI in our school, we will implement the following:

- Implementing rigorous cybersecurity protocols in line with recommendations from our IT support team.
- Ensuring that any suspected or confirmed security incidents are reported to the Data Protection Lead and Data Protection Officer.
- Carry out evaluations of AI before they are implemented across the school community. This will include the data security aspects to the AI tool and a Data Privacy Impact Assessment will be completed.
- Being vigilant towards safeguarding and fraud issues that may be related to AI. These can be used to spread misinformation and/or the potential for cyber crime.
- Train staff around the potential issues around cyber security and AI.

References:

Joint Council for Qualifications (JCQ)

https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf

Department for Education

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>