



Policy
No. 1.6b

APPLEFORD SCHOOL

SAFE USE OF ARTIFICIAL INTELLIGENCE (AI) POLICY

Compliant with UK GDPR, the Data Protection Act 2018, Keeping Children Safe in Education (DfE: September 2026), and Department for Education guidance on generative AI in education

This policy, which applies to all staff, volunteers, contractors and visitors working with pupils in education or the boarding provision publicly available on the school website, on the staff share and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy reflects current legislation, the new recording/parent-notification duties and emerging DfE/Ofsted/ISI expectations for residential special schools

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This policy applies to all staff, proprietor, volunteers and contractors, and to all pupils at Appleford. It applies to the use of AI in connection with any school activity, school data, or school-owned device or account, whether on or off the school site.

This policy applies in:

- classrooms and learning spaces;
- residential accommodation and during boarding routine;
- on-site and off-site activities, including trips, transport and work experience.

Monitoring and Review: The text of this policy is necessary and proportionate to meet the needs of Appleford School, supporting those who work with our pupils, making clearer the responsibilities of school staff, volunteers, proprietor and the Advisory Board. This policy is designed to support the Appleford School staff who work with our pupils who have special educational needs and disabilities (SEND) making clear the responsibilities of school staff, and the proprietor. These arrangements are subject to continuous monitoring, refinement, and audit by Dr Peter Gardner (Proprietor and Managing Director), and Mr David King (Headmaster and Non-Executive Director).

The Proprietor and Headmaster will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented or sooner in response to a significant incident or a change in relevant legislation or statutory guidance. Any amendments, where appropriate, will be made in consultation with staff, the Proprietor, and/or the wider school community to reflect our ongoing commitment to excellence in education. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

Policy Updated Agreed and Published: September 2026

Next Review: September 2027

Signed

Dr Peter Gardner
Proprietor and Managing Director

Mr James Langan
Headmaster

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Introduction:

Statement of Intent and Purpose: At Appleford School, we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.

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 algorithms that generate new outputs based on the data they have been trained on.
- Misuse of AI – Any use of AI which means that pupils have not independently demonstrated their own attainment.
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Artificial intelligence (AI), including generative AI tools such as chatbots and content generators, is becoming increasingly present in everyday life, education and the workplace. Used well, AI can support staff productivity and enrich teaching resources. However, AI also presents specific risks for a school educating young children, including data protection risks, safeguarding risks, and the risk of inaccurate, biased or inappropriate content.

This policy sets out how Appleford] ensures that any use of AI by staff or pupils is safe, lawful, fair and consistent with our safeguarding and data protection obligations, and how academic integrity is protected as pupils progress towards GCSE and other Key Stage 4 qualifications. It should be read alongside the school's Cyber Security Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Data Protection Policy and Examinations Policy.

This policy reflects current Department for Education guidance and good practice as understood at the date of approval. Guidance and regulation in this area is evolving quickly; the policy will be reviewed regularly to keep pace with developments, and staff should check [gov.uk](https://www.gov.uk) for the latest DfE guidance on generative AI in education.

Definitions: For the purposes of this policy, "AI" includes, but is not limited to:

- generative AI tools and chatbots (e.g. tools that generate text, images, audio or video in response to a prompt);

- AI-assisted marking, feedback or assessment tools;
- AI components within learning platforms (e.g. adaptive learning, personalised recommendations);
- AI components within filtering, monitoring or safeguarding software; and
- any automated or algorithmic system that processes pupil or staff data to produce an output, recommendation, prediction or decision.

A “public AI tool” means any AI tool that is freely or commercially available to the public and has not been specifically approved, contracted and risk-assessed by the school for use with school data.

Statutory recording duties:

These derive from UK GDPR and the Data Protection Act 2018 and include:

- documenting the lawful basis for processing personal data using AI systems
- maintaining records of processing activities where AI tools process personal data
- recording data protection impact assessments (DPIAs) for high-risk AI implementations
- documenting AI supplier due diligence and contractual assurances
- maintaining records of AI systems approved for educational or administrative use
- recording staff and pupil acceptance of AI acceptable use requirements
- documenting AI-related personal data breaches
- recording incidents involving misuse of AI, including plagiarism, fabrication of work, or inappropriate content generation
- maintaining records of disciplinary investigations involving AI misuse
- recording decisions where AI-assisted outputs influence significant educational or administrative processes
- documenting human oversight of AI-generated content where appropriate
- retaining evidence supporting academic integrity investigations involving AI-generated work
- recording safeguarding concerns arising from AI-generated content or interactions
- documenting reports of harmful, discriminatory or biased AI outputs
- maintaining records of AI literacy and safe-use training provided to staff and pupils
- recording reviews of approved AI tools and risk assessments
- documenting monitoring activities to ensure AI is used in accordance with school policy
- maintaining audit trails where AI is used to support administrative decisions
- recording complaints relating to AI use and the actions taken in response
- retaining evidence of policy reviews to reflect developments in legislation, government guidance and AI technologies

Legal and regulatory framework: This policy is informed by, and should be read alongside, all relevant legislation and statutory guidance including, but not limited to, the following

- the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, including the requirements for data protection by design and default, lawful processing, and (under Article 22) safeguards around solely automated decision-making that has legal or similarly significant effects;
- Department for Education (DfE) guidance on generative AI in education, including its product safety expectations for AI tools used in education settings;
- the statutory guidance “Keeping Children Safe in Education” (KCSIE 2026), including the requirement for appropriate filtering and monitoring and a whole-school approach to online safety, which extends to risks arising from AI-generated content;
- guidance from the Information Commissioner's Office (ICO) on AI and data protection;
- the Equality Act 2010, in respect of the risk of bias or discriminatory outcomes from AI tools;
- the Copyright, Designs and Patents Act 1988, in respect of the use of copyrighted material as input to AI tools and the ownership of AI-generated output;
- Joint Council for Qualifications (JCQ) guidance on the use of AI in assessments, which sets out requirements for protecting the integrity of GCSE coursework and non-exam assessment (NEA) at Key Stage 4; and
- where applicable, the Independent School Standards and the relevant inspection framework (Ofsted/Independent Schools Inspectorate).

This policy operates alongside, and does not replace, the school's existing obligations under its Data Protection Policy and Safeguarding and Child Protection Policy.

• **This policy operates in conjunction with the following related school policies and documents:**

- Safeguarding and Child Protection Policy
- Online Safety (E-Safety) Policy
- Data Protection Policy and Privacy Notices
- Information Security Policy
- Staff Acceptable Use Policy (Staff)
- Pupil Acceptable Use of ICT Policy (age-appropriate version)
- Mobile Devices and BYOD Policy
- Staff Code of Conduct
- Behaviour Policy
- Assessment Policy
- Examinations Policy
- Records Retention Policy
- Online Safety Policy
- Homework Policy
- Teaching and Learning Policy
- Curriculum Policy
- Remote Learning Policy
- Social Media Policy
- Photography and Images Policy
- Whistleblowing Policy*
- Single Equality Policy
- SEND Policy
- Complaints Procedure or Data Protection
- Cyber Security Policy

Roles and responsibilities

The Proprietor will be responsible for:

- holding strategic oversight of the school's approach to AI, approves this policy, and receives an annual report on AI use, associated risks and incidents.
- ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- reviewing this policy annually.
- 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.

The Headmaster will be responsible for:

- the safe and appropriate use of AI across the school, ensures staff are trained, and authorises the adoption of any new AI tool used with pupils or pupil data.
- 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.
- working with the governing board to review and update this policy on an e
- ensuring that AI practices are audited and evaluated on a regular basis.
- ensuring an appropriate risk assessment is completed before new AI tools are approved for school use.
- ensuring providers of AI tools meet the DfE's product safety standards for use in educational settings.

ICT technicians will be responsible for:

- supporting technical evaluation of AI tools, ensures filtering and monitoring systems address AI-related risks, and assists with incident response;
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- Providing technical support in the development and implementation of the school's AI practices, policies and procedures.
- Implementing appropriate security measures.
- Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The Data Protection Officer (DPO) will be responsible for:

- advising on the data protection implications of any AI tool, oversees Data Protection Impact Assessments (DPIAs) for AI systems, and maintains the Approved AI Tools Register.
- 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.

The Designated Safeguarding Lead (DSL) will be responsible for:

- Considers the safeguarding implications of AI use (including online safety risks such as exposure to harmful AI-generated content), and leads the response to any AI-related safeguarding concern
- Taking the lead 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 Proprietor about the use of AI tools termly and how it links to safeguarding
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All staff and volunteers will be responsible for:

- using AI tools only where approved by the school, exercise professional judgement and human oversight over any AI-assisted output, never input identifiable pupil or staff personal data into a public or non-approved AI tool, and report any concern about AI use to the DPO or DSL as appropriate.

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Taking responsibility for 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.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Submitting work that is demonstrably their own.

Parents/Carers: They are kept informed about how AI is used in school and are encouraged to apply similar caution and supervision to any AI tools their child may encounter outside school.

Suppliers of AI enabled products: They must meet the school's data protection and safeguarding requirements and provide clear information about how any AI component processes pupil data, before a product is approved for use.

Data protection and cyber-security

The school is aware of the data privacy and cyber-security implications that come with using generative AI tools and will ensure that all AI tools are used in line with the school's Data Protection Policy and Cyber-security Policy. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

The school will use data anonymisation techniques, e.g. by using pseudonyms, to ensure that any pupil data processed through AI tools for administrative purposes is not identifiable.

Data audits will be carried out on a [quarterly](#) basis to ensure that AI tools are not capturing or processing personal data inadvertently.

Only authorised staff members will be permitted to use AI for data-related activities.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's [cyber standards](#) are followed at all times.

The school will:

- Protect personal and special category data in accordance with data protection legislation.
- Be aware of intellectual property (IP) implications in line with the below section.
- Review and strengthen cyber security by referring to the DfE's cyber standards.
- Ensure that the school's response to cyber security breaches considers AI-specific issues, e.g. data leakage from AI-generated output.
- Be mindful that generative AI could increase the sophistication and credibility of cyber attacks.

- Ensure that pupils are not accessing or creating harmful or inappropriate content online, including through AI tools.
- Refer to the DfE's [Filtering and monitoring standards for schools and colleges](#) to ensure that the appropriate systems are in place.
- Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with data protection legislation.

If it is necessary to use personal and special category data in AI tools, the school will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data.

The school will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

Intellectual property (IP) implications

The school will ensure that all uses of generative AI tools adhere strictly to IP laws and best practices.

The school will recognise the importance of being aware of the IP implications when using these technologies and only use IP materials to train AI if explicit permission from the copyright holder has been granted, or if a statutory exception applies.

Materials created by pupils and teachers will be recognised as copyright material, provided they meet the statutory standard for copyright. This standard is considered to be low and does not depend on the quality of the work produced.

The school will understand that copyright law is distinct from data protection law, and any consents or data processing agreements for personal data are separate from issues of compliance with copyright legislation.

The school will remain mindful that many free-to-access generative AI tools may use the inputs submitted by users to further train and refine their models. In contrast, certain paid tools may allow users to opt out of their inputs being used for such purposes. The school will evaluate the terms of use for each AI tool to ensure compliance with copyright and intellectual property laws.

Examples of Original Creative Work

The school will recognise the following as examples of original creative work that may be protected by copyright:

- Essays, homework, or any other materials written or drawn by a pupil (not including responses to multiple-choice questions, as these are less likely to constitute copyright work).
- Lesson plans created by a teacher.
- Prompts entered into generative AI tools that produce substantial content.

Permission to Use

The school will not allow or cause pupils' original work to be used to train generative AI models unless explicit permission is obtained, or an exception to copyright applies. Permission will need to be granted by:

- The pupil, as the copyright owner.
- The pupil's parent or legal guardian, if the pupil is unable to consent independently.

The school will ensure that any use of pupil or teacher-created content is handled with full compliance with copyright laws. Where exceptions to copyright may apply, the school will seek legal advice to ensure lawful usage.

Secondary Infringement Awareness

The school will be vigilant in avoiding secondary infringement of intellectual property. This could occur if AI-generated products are trained on unlicensed materials and are then used in educational settings or published more widely—for example, on the school's website.

The school will acknowledge the following as potential risks associated with secondary infringement:

- Publishing a policy generated by an AI tool that used input derived from another school or college's policy without obtaining permission.
- Using an image created by an AI tool that was trained on copyrighted material without the copyright holder's consent.

The school will put measures in place to verify the intellectual property rights of any AI-generated outputs before their use in public or educational contexts.

Using AI tools

The school will ensure that AI tools are used appropriately to achieve the following aims:

- To reduce workload
- To free up teachers' time
- To assist with the production of high-quality and compliant administrative plans, policies and documents
- To support the teaching of a knowledge-rich computing curriculum
- To teach pupils:
 - How to use emerging technologies safely and appropriately.
 - About the limitations, reliability and potential bias of AI tools.
 - How information on the internet is organised and ranked.
 - How online safety practices can protect against harmful and misleading content.
- To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.
- Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:
 - Inaccurate.
 - Inappropriate.
 - Biased.
 - Taken out of context and without permission.
 - Out of date or unreliable.

AI tools will not be used for educational resources without appropriate fact-checking and quality assurance measures in place.

Before adopting any generative AI tool, the school will complete a proportionate risk assessment covering safeguarding, data protection, bias, reliability, and misuse risks.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents 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.

Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work, especially if the work is for an assessment, in order to allow teachers and assessors to review how AI has been used and whether it was appropriate. Pupils' references to AI sources will show the name of the AI source and the date that the content was generated.

Pupils will retain a copy of the questions and AI generated content for reference and authentication purposes in a non-editable format, e.g. a screenshot. Pupils will also provide a brief explanation of how AI tools have been used.

When using AI tools, staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work.

Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought from students over 18; however, for pupils under 18, consent will be sought via their parents.

Where pupils use AI tools, staff will ensure the tool is appropriate for the pupil's age and that the provider's terms of use, including any minimum age requirements, are complied with.

The school will ensure that any AI products and systems used meet the DfE's '[Generative AI: product safety standards](#)'.

Preventing misuse

Staff are permitted to use Microsoft Copilot as their designated AI tool for professional duties, including planning, administrative tasks, resource creation, and teaching support. The use of any other AI platforms by staff for school-related work is not authorised unless approved by the Director of Studies. This controlled approach ensures that staff use AI safely, consistently, and within the boundaries of data protection and safeguarding requirements.

Student	Access	and	Filtering
Students are not permitted to access AI products or generative AI platforms. To enforce this, Smoothwall filtering is in place across the school network, preventing student access to AI-powered websites, applications, and online tools. This measure protects pupils from exposure to inappropriate, unsafe, or unregulated AI content and maintains the integrity of teaching and learning.			

Compliance	and	Monitoring
These restrictions are monitored through the school's online-safety systems. Any attempts to bypass filtering or access unauthorised AI tools will be addressed in line with the school's behaviour, safeguarding, and acceptable-use policies.		

Misusing AI tools

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

- **Appleford does not allow its pupils access to generative AI products on school devices.**
- **Appleford staff are only able to use Copilot and Chalkie AI tools on school devices**
- Restricting access to online AI tools on school devices and networks, especially on devices used for exams and assessments
- Setting reasonable deadlines for submission of work and providing pupils with regular reminders
- Allocating time for sufficient portions of pupils' work to be completed in class under direct supervision, where appropriate

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Examining intermediate stages in the production of pupils' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material
- Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
- Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
- Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use

Identifying misuse

Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own when attempting to identify a misuse of AI tools.

When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.
- General understanding and working level.
- The mode of production, i.e. whether the work was handwritten or word-processed.

Staff members will be aware of and look out for potential indicators of AI use, which include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not appropriate to the working or qualification level.
- A lack of direct quotations and/or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.

- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.
- The submission of pupil work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.
- Overly verbose or hyperbolic language that may not be in keeping with the pupil's usual style.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Exams and assessments

The school will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding exams and assessments. The school will follow the Assessment and Examination Policy, Non-examination Assessment Policy and the Exam Preparation Policy at all times and ensure that these policies address the appropriate and inappropriate use of AI tools.

Pupils will be made aware of the school's approach to plagiarism and malpractice, appropriate and inappropriate uses of AI tools, and the consequences of its misuse. Pupils will be made aware that it is not acceptable to submit work that has been produced with an AI tool. Pupils will also be made aware of the risks of using AI tools to complete exams and assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/or harmful answers.
- Submitting work that contains fake references.

The school will ensure that pupils are issued with, and fully understand, the JCQ [Information for Candidates](#). The school will also ensure that parents are issued with a [letter](#) informing them of the risk of using AI tools, what constitutes as misuse, and the school's approach to malpractice.

Teachers, assessors and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing pupils' use of AI tools in the school.

Misuse of AI tools includes, but is not limited to, the following:

- Copying or paraphrasing sections, or whole responses, of AI generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations
- Failing to acknowledge the use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references and/or bibliographies

The school will not, under any circumstances, accept work which is not the pupils' own.

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 procedures set out in the Child Protection and Safeguarding Policy and the Online Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will engage with parents via the school portal to inform them of the safeguarding risks that come with using AI tools, and how the school is protecting pupils online. The school will ensure that parents are aware of who to speak to about any concerns or issues regarding the use of AI.

The school will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's [filtering and monitoring standards](#). Appleford use Smoothwall.

All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated.

Teaching pupils about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

The school will:

- Prepare pupils for changing workplaces.
- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Help pupils to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Teach about the impact of technology, including disruptive and enabling technologies.
- Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.

Pupils will be supported to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

Monitoring and review

The proprietor and headmaster will review this policy in full on an [annual](#) basis, and following any incidents that occur due to the use of AI tools, e.g. data protection or cyber-security.

The next scheduled review date for this policy is September 2027.

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

