Hampshire County Council

Improvement and Advisory Service

SERVICES FOR SCHOOLS

Artificial Intelligence use in schools

Part one - AI policy guidance

November 2025

Contents

Executive summary

This Artificial Intelligence (AI) policy guidance provides Hampshire schools with a flexible framework for the safe, ethical, and effective integration of AI in education. HIAS recognises that AI in education affords both opportunities and challenges in schools. This guidance offers both a principles-based approach and a task-based approach, enabling leaders to choose the format that best aligns with their ethos. Schools can decide whether to permit AI use by age-appropriate pupils, limit AI access to approved tools, or adopt a mixed approach for trusted and untrusted staff. The policy addresses critical areas, including avoiding bias, data protection compliance, pupil rules, and transparency in acknowledging AI use. Optional sections offer guidance on prompt creation, glossary terms, and detailed role descriptions for key staff. This document is intended as a starting point for adaptation, encouraging collaboration with staff and community stakeholders to ensure the final policy reflects local needs while safeguarding pupils and maintaining academic integrity.

Phil Bagge Computing & AI Inspector / Advisor HIAS
August 2025

Definition

Key principles

It is recognised that many educators are already using AI, as well as pupils; therefore, it is vital to ensure your school creates a robust policy. The following principles will support your policy development and are covered in this guidance.

1) Clear definition of the purpose, vision and scope of the policy.
2) Safeguarding.
3) Data protection and general data protection regulation (GDPR).
4) Ethical considerations and bias.
5) 'Human in the Loop'.
6) Ofqual and pupil use.
7) Professional development and training.
8) Continued review and oversight.

Considerations for use

Most sections have been written in multiple ways. Schools can choose the version that most matches their ethos and policy writing style as a starting point. Schools are free to adapt any part of this policy to meet their school needs.

Policy review

Most school policies have a two-year review cycle. AI is developing at such speed that HIAS recommend schools consider an annual or even a six-month review period.

Roles and responsibilities

Schools need to consider how they will manage the change required to integrate AI successfully. The Senior leadership team (SLT) must communicate how AI use fits in with the school's vision, commit school resources and time to a programme of professional development and monitor the change process. In many schools, the SLT may appoint a dedicated AI lead to manage the process. Whilst they will need to work with everyone in the school to ensure smooth, purposeful change, schools should consider defining the roles of the governors, the Data Protection Officer, and the Safeguarding Lead in the policy.

Decisions to make before using this AI policy creation tool

1. Are you going to allow AI for age-appropriate pupils using school systems? Some generative large language models now have a 13-year age limit, making them permissible for Key Stage 4 (KS4) pupils[1]. You may have bought other tools that can be used safely with younger pupils. Be sure to include these in your list of approved AI tools - section 9. Pupil AI rules are covered in section 10.

[1] Make sure any provider of AI to pupils is following the Governments AI safety guidance which can be found here Generative AI: product safety expectations - GOV.UK

2. School data[2] should only be uploaded to a safe system that does not retain your data for training purposes. However, you can choose to trust staff to use other AI tools safely or to block other tools to prevent accidental breaches - sections 8 and 9. Most schools go for one or the other, although you could technically have some trusted and some un-trusted staff. If AI use in your school was minimal before writing this policy, HIAS recommends the untrusted route, as it is easier to maintain and police. However, if staff have invested time, energy and sometimes their own money in a variety of tools, then the trusted route values their prior investment. It is also possible to write your policy so that staff can use their own tools with school data by making them responsible for not allowing their chosen tool to retain data for training purposes. We strongly recommend schools avoid this option as it increases the chance accidental GDPR breaches.

3. Will you choose a task list policy - section 4 - where every AI usage is listed explicitly, or select a principles policy - section 3 - where you outline the principles that govern AI use in your school? Generally, a principles policy allows greater freedoms, although a lengthy task list might give greater liberty than a short principles list. You could also have principles followed by a task list.

These are good sections to work closely with staff on before finalising a policy. I have not included a list of areas where AI should not be used, as a task list policy implies this. Still, there is nothing to say that you should not do this if you feel strongly enough about the sanctity of human creation in any school endeavour.

Suggested AI policy creation roadmap

Appoint an AI lead: the school designates an AI lead to coordinate the development and implementation of the AI policy.

Define the vision: the senior leadership team (SLT) and AI lead agree on how the use of AI aligns with the school's overall vision and values.

Engage stakeholders: the AI lead shares the school's AI vision with staff, pupils, governors, and parents, inviting feedback on:

a. current use of AI within the school community
b. examples of good practice observed internally and externally
c. AI tools currently being used.

Develop policy content: using the agreed vision and stakeholder feedback, the AI lead drafts the school's AI principles or task list, an AI action plan, and the full AI policy.

Consult and refine: the draft policy is circulated to all stakeholders for comments and suggested adaptations.

[2] Data is defined as any information the school holds about pupils, parents or carers, staff, or its operations. This includes personal details, academic records, safeguarding information, staff employment records, and any other data collected or used in the course of running the school. All school data must be handled securely and in line with data protection law.

Ratification: following consultation, the finalised policy is ratified by the appropriate governing body.

Review: regular review based on DfE policy updates and technology improvements.

How has AI been used in this policy?

AI has been used to rewrite sections in different ways, providing you with a greater choice than previous policies. It has also been used to improve grammar and syntax.

References

Section 4a was influenced by Cornerstone C of E primary schools' task list in their AI policy
AI and education - Guidance for policymakers
How Ofsted looks at AI during inspection and regulation - GOV.UK
Generative artificial intelligence (AI) in education - GOV.UK

Consider recognising the HIAS document by adding a footnote that states:
Influenced by HIAS AI Policy - Phil Bagge August 2025

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3. AI Principles List a. Principles example 3a b. Principles example 3b c. Principles example 3c	Choose either a set of principles (3) or a task list (4)
4. Task list a. Task list detailed example 4a b. Task list general example 4b c. Task list general example 4c d. Task list general example 4d	
5. Avoiding Bias a. Avoiding bias example 5a b. Avoiding bias example 5b c. Avoiding bias example 5c	
6. Review a. Review example 6a b. Review example 6b c. Review example 6c	A yearly review is recommended for this policy, but you may wish to reduce the importance of this by just setting a review date
7. Responsible People a. Responsible people short example 7a b. Responsible people short example 7b c. Responsible people short example 7c d. Responsible people **long** example 7d	7 is optional

8. Staff responsibilities a. Un-Trusted staff example 8a b. Un-Trusted staff example 8b c. Un-Trusted staff example 8c d. Trusted staff 8d e. Trusted staff 8d f. Trusted staff 8d 9. Agreed AI Tools a. Un-trusted staff 8a b. Un-trusted staff 8b c. Un-trusted staff 8c d. Trusted staff example 8d e. Trusted staff example 8e f. Trusted staff example 8f 10. AI Usage rules for pupils a. Pupil rules example 10a b. Pupil rules example 10b c. Pupil rules example 10c d. Pupil rules summary 10d 11. How to write a good prompt a. Prompt example 11a b. Prompt example 11b c. Prompt example 11c 12. Appendix - acknowledging AI use a. Appendix 1 example 12a b. Appendix 1 example 12b 13. Glossary	Un-trusted staff refers to staff who are only allowed to use school-approved AI whilst in school. Use 8 a, b or c and 9 a, b or c Trusted staff refers to allowing staff to use their sources of AI, as long as they are not uploading school data into these sources. Use 8 d, e or f and 9 d, e or f Both types of staff are only authorised to input school data into school-approved and assessed AI. 10 is only relevant if you allow age-appropriate pupils to use AI in school 11 is optional Appendix 1 is linked to the last bullet point in section 8. Schools may choose to remove that point and leave out Appendix 1 13 is optional

1. Vision Statements

Three example school vision statements to adapt
1a **<insert school name>** is committed to harnessing AI to support teaching excellence, operational efficiency, and future-readiness. This policy ensures the responsible, secure, and equitable use of AI across our school.
1b **<insert school name>** is dedicated to leveraging artificial intelligence to advance pedagogical excellence, optimise operational effectiveness, and ensure preparedness for future developments. This policy guarantees the accountable, secure, and impartial application of AI throughout our educational institution.

1c
At **<insert school name>**, we use AI to

- Enhance learning opportunities
- Work smarter (spend more time on tasks that make the most difference to pupil outcomes)
- Prepare for the future.
- <add own justification or link to school principles>

This policy outlines our commitment to the responsible, secure, and fair implementation of AI throughout our school.

2. What is AI?

It is essential to show that the school understands both the opportunities and the risks that AI poses, and a good way to do this is to explain that you know what it is and what it is not. There are three examples to choose from below.

2a
As part of our commitment to using AI effectively in everyday tasks, all staff are encouraged to develop a clear understanding of what AI can and cannot do.

Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence. All current AIs are examples of Narrow AI, meaning they are trained to perform one specific function, such as generating text, analysing data, or recognising patterns.

These systems learn by processing large amounts of training data, which influences how they respond. Generative AI creates new content, such as text, images, or code, by drawing on patterns learned during training. Because AI models are often trained on human-created data, they can reflect the biases, assumptions, and gaps found in the data they were trained on.

AIs are prone to hallucination[3]. Large language models (LLMs), such as ChatGPT, Copilot, or Gemini, can hallucinate, producing incorrect answers. Typically, they do this when they are unable to predict the next word with a high level of certainty.

Current AI systems are not sentient. They do not have thoughts, feelings, self-awareness or understanding. Any appearance of intelligence or emotion is a reflection of the data and algorithms and is not genuine awareness or intent.

2b

[3] Large language models most often hallucinate by inventing facts, sources, or references that do not exist, or by misattributing real information to the wrong person or event. They can also produce logical errors, make factual or mathematical mistakes, or fill in missing details with information that sounds convincing but are false.

We are committed to making the most of AI in practical and meaningful ways, so it is crucial that all staff build a strong understanding of both its capabilities and its limitations.

AI tools assist humans in tasks such as writing text, answering questions, or identifying patterns. The type of AI used in schools is called Narrow AI, which means it's built to perform one specific task well, such as working with text or creating images.

These systems learn by examining numerous examples, known as training data. If the data is good and balanced, the results can be helpful. However, if the data contains human biases such as sexism or racism, the AI may also make biased decisions.

Although AI can seem clever or lifelike, it isn't thinking or feeling. It doesn't know or understand anything as humans do. AI works by spotting patterns in vast amounts of data and predicting what comes next. It is not conscious or aware.

2c

At **<insert school name>**, all staff are supported in learning what AI is designed to do and where its limits lie.

- Currently, all AI are Narrow AI, specialised tools that perform one task (e.g., working with text, creating a photo, generating code).
- AI tools learn from training data, which can include both helpful patterns and hidden biases.
- Generative AI creates new content (text, images, etc.) based on patterns learned during training.
- AI can replicate human decision-making, including both strengths and flaws. Because of this, AI can unintentionally amplify bias, making human oversight and ethical use essential.
- AI is not sentient, it doesn't have feelings, intentions, or real understanding, and should not be treated as if it does.

3. AI principles list

Note on equity and AI use

At this stage of AI integration, most schools' focus is on exploring and trialling practical uses of AI within the school. We recognise that achieving full equity, where all pupils benefit equally from AI, is a valuable long-term goal but may not be immediately achievable during the early stages of AI adoption.

The following section provides three alternative sets of example AI principles for adoption.

3a

Overarching principles for AI use in our school

1. **Ethical and safe use**: AI technologies will be used in ways that prioritise pupil safety, uphold data protection regulations including UK General Data Protection Regulation (UK GDPR), and respect individual rights and dignity.
2. **Human oversight and accountability**: all AI-assisted decisions will be subject to human judgment. Staff remain responsible for all educational and administrative outcomes.
3. **Educational value first**: AI will only be used where it enhances learning, improves inclusion, or supports high-quality teaching and administrative efficiency.

4. **Transparency and fairness**: the purpose, function, and limits of AI tools must be communicated clearly to all staff, pupils, and stakeholders. Bias and inequality will be actively monitored.
5. **Review and adaptation**: AI use will be reviewed annually, with mechanisms in place for staff, parents, and pupils to raise concerns, suggest improvements, or propose new uses.

3b
Our school's principles for using AI

1. **AI should help, not harm**: we only use AI in ways that keep everyone safe, protect privacy, and support good learning.
2. **Humans make the final decisions**: AI might give us ideas or save time, but people, not machines, always make the essential choices.
3. **Learning comes first**: we only use AI if it makes lessons more interesting, helps people learn better, or makes school life run more smoothly.
4. **We'll keep it fair and honest**: everyone will know how AI is being used. We won't allow unfair treatment, and we'll check for mistakes or bias.
5. **You can speak up**: anyone in the school community can ask questions, raise concerns, or suggest new ideas about AI use. We'll listen and review regularly.

3c
Strategic principles for responsible AI adoption

1. **Purpose-driven deployment**: AI is implemented only where it aligns with our school's mission to improve learning, wellbeing, or operational efficiency.
2. **Safeguarding, privacy, and trust**: all AI use must adhere to safeguarding standards and data protection law, fostering trust among staff, pupils, and families.
3. **Augmentation, not replacement**: AI tools support – but never replace – the professional judgement of educators and the personal relationships at the heart of education.
4. **Equity and accessibility**: we prioritise AI applications that close gaps, reduce barriers, and empower diverse learners, including those with special educational needs and disabilities (SEND).
5. **Transparency and professional development**: we promote understanding of how AI works and invest in staff continuing professional development (CPD) to ensure informed and confident use across roles.
6. **Ongoing evaluation and co-design**: AI strategy is not static. We will regularly evaluate tools, gather community input, and adapt our approach as the technology and needs evolve.

4. Task lists

If you opt for a task list, evidence suggests that involving staff in its creation and ongoing adaptation increases engagement and compliance. The first example is very specific. Later examples define areas for AI use rather than specific tasks.

4a
<insert school name> has agreed to the following tasks that AI can be used for:

- lesson planning
- generating dictated paragraphs for spelling tests
- generating assessment/test questions
- creating homework activities/questions

- generating sentence examples in literacy
- creating overviews of lesson plans and units of learning as a starting point for planning
- generating wording for objectives
- end-of-year report statements
- draft emails and letters
- summarising online documents
- creating draft policies and other documents
- creating summaries
- generating objectives and success criteria for action plans and reports.

All staff members are encouraged to suggest updates or new uses for AI. requests should be submitted to the headteacher or the digital/tech team. **<You may wish to add a timescale to the review process>**

4b

At <insert school name>, staff have agreed to use AI only in the following areas to support learning and school operations, such as:

- personalised learning: AI helps tailor resources to each pupil's unique needs, making learning more meaningful and effective
- assessment and feedback: AI tools support teachers by tracking progress and offering prompt feedback to help pupils grow
- curriculum support: using AI to improve lesson planning and resource creation
- SEND support: using AI tools to adapt lesson resources for pupils with particular needs
- remote learning: designing homework tasks that reflect and check on knowledge acquisition
- administrative support: AI may assist with non-teaching tasks such as summarising meeting notes or organising school data, helping staff focus more on pupil needs.

Any member of the school community is welcome to ask the headteacher or digital/tech team to review or suggest changes to these agreed uses. new proposals will be carefully considered through our regular review process. **<You may wish to add a timescale to the review process>**

4c

At <insert school name>, we have agreed to use AI in a limited but purposeful way. these approved uses are designed to enhance learning and improve school efficiency to:

- deliver personalised learning that supports individual pupil journeys and strengthens independence
- enhance assessment and feedback by helping staff track progress and provide timely, constructive responses
- enrich the curriculum with interactive resources that boost motivation and engagement
- support all learners, including those with special educational needs and disabilities (SEND), through tools like speech-to-text and AI-assisted text simplification, making learning more accessible and inclusive
- strengthen remote learning by using AI to complement homework and distance learning in ways that reinforce class-based teaching
- streamline administration: AI may support staff with time-saving tasks such as drafting documents or automating simple reports.

We invite all staff members of our school community to suggest updates or new uses for AI. requests can be submitted to the headteacher or the digital/tech team and will be reviewed as part of our ongoing evaluation cycle. **<You may wish to add a timescale to the review process>**

4d

At <insert school name>, we have thoughtfully agreed to use AI only for the purposes below. These uses reflect our commitment to responsible, pupil-centred innovation, including:

- personalised learning: AI helps us provide the right support at the right time, helping each pupil thrive
- assessment and feedback: AI tools help teachers respond more quickly and personally to pupil progress
- curriculum support: lessons come to life with AI-enhanced resources that invite curiosity and exploration
- SEND support: we're using AI to make learning fairer and more flexible, for example, simplifying text for easier reading or enabling learners to listen instead of reading
- remote learning: AI adds value to homework and online learning, helping pupils stay connected and supported wherever they are
- administrative tasks: AI is used to ease workloads by helping with routine tasks such as transcribing meetings or scheduling communications.

The school encourages open dialogue about AI. any staff member can request a review or propose a new use by contacting the headteacher or digital/tech team. all suggestions will be considered carefully. **<You may wish to add a timescale to the review process>**

5. Avoiding bias

Many school AI policies do not mention bias. Hampshire school staff must be aware of built-in bias[4] and have robust methods to counter it.

5a

At <insert name of school>, we recognise that generative AI systems are trained on a broad range of human-created materials. While these sources may contain valuable information, they can also reflect outdated and harmful biases, including sexism or racism, which we do not wish to reproduce in our school community. Our staff are committed to carefully reviewing AI-generated content to identify and address any such bias. Evidence from research shows that AI can also display more subtle biases, for example, producing different responses for pupils whose names are perceived as non-European. To reduce this risk, staff remove names before using AI systems to ensure fairness and equality.

5b

Generative AI learns from millions of human-written documents. Some of these documents may include old-fashioned ideas and stereotypes, such as sexism or racism, that we do not want in our school. That is why staff at <insert name of school> check AI output carefully to make sure it is free from bias. Studies have found that AI can respond differently to pupils if their names are perceived as non-European. To prevent this, staff remove names before using AI so every pupil is treated equally and fairly.

5c

At <insert name of school>, we aim to ensure that AI is used in ways that promote fairness, respect, and inclusion. We know that generative AI systems learn from a vast mix of

[4] https://www.commonsensemedia.org/ai-ratings/ai-teacher-assistants?gate=commsdistributionlink A summary of this report can be found on the HIAS computing Moodle

documents, some of which may include harmful views, such as sexism or racism. Our staff take care to check AI outputs and remove any biased content before it is shared. We are also aware that research has shown AI can treat pupils differently based on names that seem non-European. To avoid this, we remove names from AI prompts so that all pupils are represented equally.

6. All stakeholders yearly reviews

Involving all of the school community in reviewing the benefits and risks of AI use via a yearly review process helps all stakeholders to feel that their views are valuable and ensures that no aspect is missed. There are three examples to choose from below.

6a
We believe that thoughtful technology use can enrich learning and support progress at **<insert school name>**. As part of our commitment to responsible innovation, we conduct an annual review of AI in our school to understand its impact **<optionally insert how this will be carried out, pupil voice interviews, staff and parental surveys>**. We warmly welcome input from all members of our community to help us build a balanced view of how AI is helping and where we can improve.

6b
At **<insert school name>**, we embrace the possibilities that technology brings, while thoughtfully considering its effects. We value a balanced approach to AI use and are dedicated to reviewing its impact each year. To ensure our decisions are well-informed and inclusive, we encourage everyone in our school community to share their perspectives on both the benefits and potential drawbacks they observe. <**optionally insert how this will be carried out, pupil voice interviews, staff and parental surveys>**

6c
At **<insert school name>**, we see technology as a powerful tool that brings both opportunities and challenges. We are committed to regularly reflecting on how AI supports our educational goals, ensuring we make informed decisions that benefit our community. Each year, we invite all staff, pupils, and parents to contribute their insights and experiences to help us assess both the advantages and the potential concerns of AI use. <**optionally insert how this will be carried out, pupil voice interviews, staff and parental surveys>**

8. Staff responsibilities

These three policy options are designed for a school that only allows staff to use AI tools from its approved list

8a
Every member of staff has a responsibility to ensure that AI is used safely, ethically and effectively within the school. Staff must:

- use only the AI tools approved in this policy
- seek advice from the AI lead, data protection officer or IT technician if they are unsure or require clarification
- use school data only with an approved AI tool, accessed via a school logon
- acknowledge the use of generative AI in any outward-facing material where relevant <see appendix 1>
- verify the accuracy and suitability of all AI-generated content before use.

8b
All staff play an active role in supporting the safe, ethical and effective integration of AI in our school. This means that staff will:

- use only the AI tools that are approved and listed in this policy
- consult the AI lead, data protection officer or IT technician whenever they have questions or need support
- ensure that school data is only processed by approved AI tools and always accessed via a school logon
- include an acknowledgement of generative AI use in any public-facing content where relevant <refer to appendix 1>
- carefully check all AI-generated content for both accuracy and appropriateness before sharing or using it.

8c
Staff are required to uphold the school's commitment to the safe, ethical and effective use of AI. Staff will:

- use only approved AI tools listed in this policy
- contact the AI lead, data protection officer or IT technician when guidance is needed
- handle school data only with approved AI tools and log in using school credentials
- acknowledge any use of generative AI in public-facing materials, where relevant <see appendix 1>
- fact-check all AI-generated material to confirm accuracy and appropriateness before use.

These three examples are designed for a school that only allows school data to be used with its approved list of AI tools, but **does** allow staff to use other AI tools, provided they do not upload school data into them.

8d
All staff share responsibility for ensuring that AI is used safely, ethically and effectively in the school. Staff must:

- seek advice from the AI lead, data protection officer or IT technician when unsure or needing guidance
- confirm that any AI tool is on the school's approved list before uploading school data
- refrain from entering identifiable or sensitive information into unapproved AI tools
- acknowledge the use of generative AI in any outward-facing materials, where relevant
- check all AI-generated outputs for accuracy and suitability before use.

8e
To uphold safe, ethical and effective AI use, all staff will:

1. consult the AI lead, data protection officer or IT technician for clarification or guidance when needed
2. use only AI tools from the school's approved list when uploading school data
3. protect personal and sensitive information by not entering it into unapproved AI systems
4. clearly state when generative AI has been used in materials shared outside the school, where appropriate
5. review and fact-check AI-generated content to ensure accuracy, relevance and appropriateness.

8f
Every member of staff plays a role in ensuring AI is used in a safe, ethical and effective way. This includes:

- asking the AI lead, data protection officer or IT technician for advice when there is uncertainty
- checking that the school approves any AI tool before school data is uploaded
- keeping identifiable or sensitive information out of unapproved AI tools
- being transparent about the use of generative AI in public-facing materials, when relevant
- carefully reviewing AI-generated work to confirm its accuracy and suitability.

9. Agreed AI tools

The first three examples are a blanket ban on using any AI tools not on the school's agreed-upon list for all users. This reduces the risk of data and copyright breaches at the expense of experimentation. It would be a better option where staff are less experienced, or the school has difficulty appointing an AI lead or champion.

9a
Approved AI tools
The following AI tools have been reviewed and approved for data protection compliance. They are the only tools that staff or pupils - delete as appropriate - are authorised to use at **<insert school name>**.

- Tool 1 **<insert link>**
- Tool 2 **<insert link>**
- AI Tool 3 **<insert link>**

Use of any other AI tools, whether on school systems or involving school data stored or processed outside the school, is not permitted and may result in disciplinary action.

9b
Our approved AI list
We have checked the following AI tools for data protection compliance. Only these may be used by staff or pupils (delete as needed) at **<insert school name>**.

- Tool 1 **<insert link>**
- Tool 2 **<insert link>**
- AI Tool 3 **<insert link>**

Any other AI tool use, if it involves school data or school systems, is strictly prohibited and will be treated as a disciplinary matter.

9c
Approved AI tools for school data use
The following AI tools have passed our data protection checks and are authorised for use by staff or pupils - delete as needed - at **<insert school name>**.

- Tool 1 **<insert link>**

- Tool 2 **<insert link>**
- AI Tool 3 **<insert link>**

Using any AI tool not listed here on school devices, networks, or with school data on external systems is a breach of school policy and may lead to disciplinary action.

The second three examples limit activities that use school data to the agreed list, but do not restrict the school adult workforce from using other AI tools if school data is not uploaded. This encourages more experimentation at the risk of a higher possibility of a data breach. It may be a better option if there are experienced AI users already on staff.

9d
AI tools
The following AI tools are approved for use with school data.

- Tool 1 **<insert link>**
- Tool 2 **<insert link>**
- AI Tool 3 **<insert link>**

Staff may use other AI tools for professional purposes, provided no school data is uploaded to these unverified systems.

9e
AI tools
When working with school data, only the approved list of tools below may be used.

- Tool 1 **<insert link>**
- Tool 2 **<insert link>**
- AI Tool 3 **<insert link>**

Staff may use other AI tools for tasks that do not involve school data, as long as no information is uploaded that could identify pupils, staff, or the school.

9f
AI Tools
When processing school data, you must only use the AI tools listed below.

- Tool 1 **<insert link>**
- Tool 2 **<insert link>**
- AI Tool 3 **<insert link>**

Other AI tools may be used by staff for work purposes only when school data is not uploaded, shared, or processed in those systems.

10. AI Usage Rules for Pupils (Aged 13+)

Whilst you may choose to restrict AI in school to the adult workforce, you will still want to write AI rules for homework and coursework.

10a
AI rules for pupils
All pupils aged 13 and above at <insert school name> must follow these rules to ensure that artificial intelligence (AI) is used safely, fairly, and responsibly, whether in school or at home for schoolwork.

Allowed uses
- While in school, only use AI tools approved by the school <refer to section 9>
- Only use AI tools with your school-approved logon
- Follow the teacher's instructions on when and how to use AI in a lesson setting

Not allowed
- Do not use AI tools unless the teacher has permitted them in the lesson.
- Do not submit AI-generated work as your own.
- Never use AI to cheat on assessments, exams, or coursework.
- Do not use AI to create harmful, inappropriate, or misleading content.
- Never enter personal or identifying information about yourself or others into an AI tool unless you know it is not collecting your data.

Think before you use
- AI can help you learn, but it shouldn't do all the thinking for you.
- always double-check information from AI, as it can make mistakes - hallucinate.
- If something feels wrong, confusing, or unfair about what AI gives you, ask a teacher.

Review and feedback
- You can suggest new ways to use AI by speaking to your teacher or digital learning lead.
- School staff will regularly review which AI tools are approved based on safety and usefulness.

10b
AI use rules for pupils
To help everyone use artificial intelligence (AI) safely, fairly, and responsibly, all pupils over 13 at <insert school name> must follow these rules when using AI in school or at home for schoolwork.

1. **Use AI only when your teacher says it is allowed**
   AI can be a helpful tool for learning, but use it only in lessons, homework or projects when your teacher has approved it.
2. **Do not use AI to cheat**
   AI must never be used to complete coursework, homework or assessments for you. Any work you submit must be your own. Using AI to write answers and pretending they are yours is cheating.
3. **Always check AI's answers**
   AI can make mistakes or give incomplete information. If you use it, you must check the facts and make sure the work is accurate and appropriate.
4. **Be honest about using AI**
   If you use AI to help with your work, you must say how you used it. For example, you could write: 'AI was used to help find ideas, which I then rewrote in my own words.'
5. **Never enter personal or private information**
   Do not put your name, address, phone number, passwords or any other personal details into AI tools.

6. **Respect copyright and ownership**
   Do not copy and paste AI-generated work and claim it as your own without proper credit.
7. **Use school-approved AI tools only**
   Only use the AI websites, apps or services approved by the school. Do not use unapproved tools on school devices or with school accounts.
8. **Report anything worrying**
   If AI gives you unsafe, rude or upsetting responses, or if you see someone using it in the wrong way, tell a teacher or another trusted adult immediately.

10c
AI Use rules for pupils
To ensure that AI is used safely, fairly, and responsibly, all pupils aged over 13 at <insert school name> must follow these rules when using AI in school or at home for schoolwork.

1. **Use AI only with permission**
   Only use AI for learning activities - lessons, homework, or projects - when your teacher has given approval.
2. **Do not use AI to cheat**
   AI must never be used to complete coursework, homework, or assessments on your behalf. All work you submit must be your own. Using AI to produce answers and presenting them as yours is cheating.
3. **Check the accuracy of AI outputs**
   AI can provide incorrect or incomplete information. Always check the facts and make sure your work is correct and appropriate
4. **Be transparent about AI use**
   If you have used AI to help with your work, clearly explain how. For example, write 'AI was used to help find ideas, which I then rewrote in my own words.'
5. **Do not share personal information**
   Never enter your name, address, phone number, passwords, or any other personal details into AI tools.
6. **Respect copyright and ownership**
   Do not copy and paste AI-generated work without giving proper credit.
7. **Use only school-approved AI tools**
   Use only the AI websites, applications, or services that have been approved by the school. Do not use unapproved tools on school devices or with school accounts.
8. **Report unsafe or inappropriate content**
   If AI provides unsafe, rude, or upsetting responses, or you see someone using it incorrectly, report this to a teacher immediately.

10d
A summary of these rules will be shared with pupils.

AI rules
1. Ask first – use AI only when your teacher says it is allowed.
2. Do your own work – never let AI complete coursework, homework, or assessments for you.
3. Check facts – AI can be wrong, so verify all information.
4. Be honest – say if and how you used AI.
5. Stay safe – never share personal information.
6. Respect copyright – credit AI-generated ideas or text.
7. Use approved tools – only use school-approved AI platforms.
8. Report problems – tell a teacher about unsafe, rude, or worrying AI responses.

11. Guidance for writing an effective prompt

This is an optional section

11a

When creating prompts for AI tools, staff should follow these best practice steps:

- persona: instruct the AI to adopt a particular role relevant to the task
- objective: clearly state the intended outcome or task
- audience: identify the target audience for the content
- specificity: use precise and unambiguous language
- activity: provide detailed instructions for the activity or output
- boundaries: define any constraints, limitations, or required direction
- iteration: review and adjust prompts as needed to improve results.

11b

To get the most accurate and useful results from AI tools, prompts should include:

- persona – ask the AI to act in a specific role, for example, a teacher, scientist, or historian
- objective – tell the AI exactly what you need it to achieve
- audience – make clear who the work is for, such as pupils, staff, or parents
- specificity – use exact wording and avoid vague terms
- activity – describe the task fully so the AI understands your expectations
- boundaries – state any rules, limits, or areas to avoid
- iteration – be ready to refine your prompt if the first result is not suitable.

11c

Key elements for effective AI prompt creation in schools

- Role assignment – clearly state the position or perspective the AI should adopt.
- Goal definition – explain exactly what you want the AI to achieve.
- Target group – specify who the content or output is meant for.
- Clarity and precision – use unambiguous, direct language.
- Task description – outline in detail what you want the AI to do.
- Guidelines and limits – set clear parameters to shape the AI's response.
- Review and refine – adjust and improve the prompt to get more accurate results.

12. Appendix 1

When to acknowledge that AI has been used in outward-facing documents

There is no current legal reason to publicly recognise that AI has been used in the creation of any school document in the UK. However, schools generally tend to favour transparency over secrecy in their dealings with parents, pupils and governors. The following three situations have been provided. The first is much less likely at the present and is contradicted by other parts of the policy but is provided for completeness.

12a

All outward-facing documents will carry the following warnings in the footer of the document. Please note that currently, no document at **<insert school name>** is entirely generated by AI, but if an AI tool is ever considered trustworthy enough, it will carry this message in the footer.

Entirely AI-generated, not checked by staff

- AI only, no staff check
- AI content, unverified by staff
- AI-created - no staff review

Drafted by AI, checked by staff

- AI draft, staff approved
- AI assist, verified by staff
- AI-created - checked by staff

Human draft, grammar checked by AI

- Human, AI grammar check
- Human text, AI checked
- Human draft - AI grammar check

12b

1. **Entirely generated by AI, not checked by school staff**
    - This document was created by AI and has not been reviewed by school staff
    - AI-generated content, not verified by school staff
    - Produced entirely by AI without school staff review

2. **Drafted by AI, then checked by school staff**
    - This document was drafted by AI and checked by school staff
    - AI-assisted content - reviewed and approved by the school
    - Created with AI support and verified by staff

3. **Drafted by a human and grammar checked by AI**
    - Human-written, grammar checked by AI
    - Grammar assistance provided by AI
    - This document was checked for grammar accuracy using AI

13. Glossary

Term	Definition
Artificial Intelligence (AI)	A field of computer science where systems are designed to perform tasks that typically require human intelligence, such as understanding language, recognising images, making decisions, or generating content.
Generative AI	AI tools that can create new content - text, images, audio, video, code - in response to a prompt or question. Examples include ChatGPT, DALL·E, Gemini and Copilot. All generative AI systems are examples of artificial narrow intelligences.
Artificial General Intelligence (AGI)	A type of artificial intelligence that can understand, learn, and apply knowledge across a wide range of tasks at a level equal to or exceeding that of a human. Currently no one has created Artificial General Intelligence.
Artificial Narrow Intelligence (ANI)	AI systems designed to perform a specific task or a limited range of tasks with high efficiency and accuracy. ANI does not possess general reasoning or learning capabilities beyond its programmed domain. All current AI systems are ANI, including Generative AI.
Prompt	The instructions or questions given to an AI tool to guide its response. The quality and clarity of a prompt affect the output produced.
Machine learning	A type of AI where a system learns patterns from data to make predictions or decisions without being directly programmed for every task.
Training data	The information used to 'teach' an AI system. This data can include text, images, audio, or other types of information from many sources.
Bias	When AI outputs show unfair preference or prejudice due to patterns in the training data. This can lead to discrimination or inaccurate results.
Data protection	Measures taken to ensure that personal information is collected, stored, and used lawfully and securely, in line with GDPR and school policies.
Personal data	Information that can identify an individual, such as their name, address, or date of birth.
Sensitive data	A special category of personal data, such as medical information, racial or ethnic origin, or religious beliefs, which requires extra protection.
General data protection regulation (GDPR)	United Kingdom and European Union laws that sets rules for how personal data must be handled to protect people's privacy and rights.
Open AI tool	An AI service available to the public through the internet. May store prompts and data entered into it.
Closed AI tool	An AI system restricted to authorised users, often running in a secure school environment, with stricter data controls.

Human oversight	The process of checking and verifying AI outputs to ensure accuracy, fairness, and appropriateness before use.
Plagiarism	Presenting someone else's work, ideas, or words as your own without proper credit. AI-generated work can still be plagiarism if copied from other sources.
Academic integrity	The principle of being honest and responsible in academic work, avoiding cheating, plagiarism, or unfair assistance.
Hallucination - AI	When an AI tool produces false, misleading, or made-up information as if it were fact.
AI lead/leader	The designated member of staff responsible for overseeing safe, ethical, and effective AI use within the school.
AI tool approval	The process by which the school reviews and authorises AI systems for use, ensuring they meet safety, privacy, and educational standards.
Ethical use of AI	Using AI in ways that are fair, transparent, and aligned with the school's values and safeguarding responsibilities.
Safeguarding	Protecting children from harm, including from risks posed by online tools and AI-generated content.
Digital footprint	The information about a person that exists online because of their activities which can be affected by how they use AI tools.