



Huby CE Primary School

AI Policy

Shining Together Through Curiosity, Connection and Courage.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Approved by:	School Improvement Committee	Date: March 2026
Last reviewed on:		
Next review due on or by:	March 2027	

Aims

At Huby C.E Primary school, we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can enhance pedagogical methods, customise learning experiences through adaptive teaching, enhance accessibility for inclusion and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical and bias complications, safeguarding and compliance with broader legal obligations.

Therefore, this policy establishes guidelines for the ethical, secure and responsible use of AI technologies across our school.

This policy covers the use of AI tools by staff, governors and pupils. This includes generative chatbots such as ChatGPT, KeyGPT, NotebookLM, Canva, Grammarly, Napkin AI, Arbor and Google Gemini (please note that this list is not exhaustive)

This policy Aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils
- Protect the privacy and personal data of all staff, governors and pupils in compliance with the UK GDPR

Definitions

This policy refers to both 'open' and 'closed' generative AI tools. These are defined as follows:

1. Open generative AI tools are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information
2. Closed generative AI tools are generally more secure, as external parties cannot access the data you input

Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

- AI regulation white paper, <https://www.gov.uk/government/publications/AI-regulation-a-pro-innovation-approach/white-paper> published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence.
- Generative artificial intelligence (AI) <https://www.gov.uk/guidance/data-protection-in-schools/generative-artificial-intelligence-AI-and-data-protection-in-schools> and Data Protection in schools, published by the Department for Education (DfE)

This policy meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by The Data Protection, Privacy and

Electronic Communications (Amendments etc) (EU Exit) Regulations 2020

<https://www.legislation.gov.uk/ukxi/2020/1586/made>

- Data Protection Act 2018 (DPA 2018)

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

Regulatory Principles

Huby C.E Primary will follow the five principles set out in the AI regulation White Paper.

<https://www.gov.uk/government/publications/AI-regulation-a-pro-innovation-approach/white-paper>

Regulatory Principle	We will:
Safety, security and robustness	• Ensure that AI solutions are secure and safe for users and protect users' data. • Ensure we can identify and rectify bias or error. • Anticipate threats such as hacking
Appropriate transparency and explainability	• Be transparent about our use of AI, and make sure we understand the suggestions it makes.
Fairness	• Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate
Accountability and governance	• Ensure that staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	• Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology • Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment

Roles and responsibilities

Our school governors will:

- Take overall responsibility for monitoring this policy and holding school leaders to account for its implementation in line with Hubby's values.
- Review and update the AI policy as appropriate and at least annually
- Ensure school leaders are appropriately supported to make informed decisions regarding the effective and ethical use of AI
- Sign off on approved uses of AI or new AI tools.

Governors will adhere to the guidelines below to protect data when using generative AI tools themselves

Use only approved AI tools (see below).

- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

Head Teacher/ leaders will:

- Take responsibility for the day-to-day leadership and management of AI use in their school
- Ensure that all staff follows the guidance set out in this policy
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Make sure pupils are taught about the effective use and potential risks of AI

Safeguarding

DSL and Deputy DSL(s) in school are responsible for monitoring and advising on our compliance with safeguarding requirements, including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE)

Effective use of AI

As part of our Aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives using approved AI tools. Any use of AI must follow the guidelines set out in this policy below:

Use of AI by staff and governors:

- AI should enhance productivity and reduce workload but not replace human judgement or decision making.
- AI generated content must always be critically reviewed, fact checked for accuracy, and clearly attributed to avoid misinformation.
- Only AI tools approved by the trust should be used for specific tasks, ensuring alignment with safeguarding and data protection policies.
- Staff should use AI responsibly, ensuring that outputs align with educational objectives and ethical guidelines.
- Trustees and governors should use AI tools with governance related work, ensuring transparency and accountability.
- AI should be used to complement existing pedagogical strategies, rather than replace traditional teaching methods.

Educating Pupils about AI

- Pupils need a knowledge-rich curriculum to become well-informed users of technology and understand AI's impact.
- There are no approved AI tools for primary-aged children: Canva may be used for modelling purposes.
- Pupils receive age-appropriate education on recognising misinformation, privacy, data protection and online safety.
- All Literacy is integrated into the E-safety Curriculum, teaching pupils to recognise potential biases, misinformation and responsible AI interactions.

Use of AI by Staff with pupils.

- Pupils do not have direct access to AI tools but may engage with teacher-facilitated discussions and demonstrations using approved AI platforms.
- AI should be used safely, ethically and effectively to support children's education.
- Teachers may use AI tools within Canva to model and provoke discussion, enhancing learning without replacing fundamental skills.
- All AI-generated content must be properly attributed and age-appropriate.

To protect data when using generative AI tools, staff must:

- Seek advice from the Data Protection Officer and IT Lead, as appropriate
 - Check whether they are using an open or closed generative AI tool
 - Ensure there is no identifiable information included in what they put into open generative AI tools
 - Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate.

All staff play a role in ensuring pupils understand the potential benefits and risks of using AI in their learning. Our staff are responsible for guiding pupils in critically evaluating AI-generated information and understanding its limitations.

Use of AI across the school.

At Huby Primary we are committed to helping staff and governors reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete, but they cannot replace the judgement and knowledge of a human expert.

Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.

Any plans, policies or documents created using AI should be clearly attributed. Any member of staff or governors using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or governors for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Always consider whether AI is the right tool to use. Just because the governors have approved its use doesn't mean it will always be appropriate.

The table below sets out the approved AI tools and the approved uses for each tool.

Open-source AI tools / open AI tools, meaning tools which anyone can access and modify, should only be used for tasks that don't require personal information to be input.

Approved Tools	Approved Uses
Key GPT	• Letter to parents/carers • Job descriptions and adverts • Interview Questions • Policy templates • Summarise issues • Brainstorm ideas • Generate documents
Chat GPT	• Image creation • Generate documents • Lesson Planning • Resource creating • Summarise documents and policies • Draft emails • Writing support • Parent engagement and communication • Executive summary reports

	• Adaptive and inclusive teaching lessons and resources
Notebook LM	• Access to policies • PD/research assistance • Comparing reports
Napkin AI	• Creating chart visuals using anonymised data
Canva	• Lesson planning • Resource creation • Image generation • Image editing • Modelling AI to Pupils
Gemini (google)	• Assessment & feedback • Image creation • Generate documents • Lesson Planning • Resource creating • Summarise documents and policies • Draft emails • Writing support • Parent engagement and communication • Executive summary reports • Adaptive and inclusive teaching lessons and resources • Upload documents from Google
Arbor	• Troubleshoot • Reducing workload in finding information • Communication where appropriate
Grammarly	• Improving content • Accessibility tool

Process for approval

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload.

They should contact their Head Teacher to discuss any ideas they may have with regards to using AI, so they can take the suggestions forward if they deem it to be a satisfactory new method of working.

The governing body is responsible for signing off on approved uses of AI, or new AI tools.

Data Protection and Privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots.

When using AI staff will **not**:

- Write anything that contains pupils' names
- Enter sensitive data to help plan a safeguarding report
- Use pictures of pupils as part of a prompt for image-generating AI tools

AI-based browsers will not be installed or downloaded.

AI-based browsers such as OpenAI's new Atlas and other similar tools use personal data to give you a personalised browsing experience. Using them on school laptops and other devices runs the risk of leaking personal data and other sensitive information.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Hubby Primary will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

Intellectual Property

Most generative AI tools use user input to train and refine their models.

Pupils own the intellectual property (IP) rights to the original content they create. This is likely to include anything that shows working out or is beyond multiple-choice questions.

Primary Learning Trust will not allow or cause intellectual property, including pupils' work, to be used to train generative AI models without appropriate consent or exemption to copyright.

Exemptions to copyright are limited. We will seek legal advice if we are unsure whether we are acting within the law.

Bias

We are aware that AI tools can perpetuate existing biases, particularly towards special characteristics, including sex, race and disability. This means that critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output before relying on it.

We will regularly review our use of AI to identify and correct any potential biases.

If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, we will deal with them through our usual complaint's procedure.

Raising Concerns

We encourage staff to speak to their school leader first if they have any concerns about the potential use of AI or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

Ethical and Responsible use

We will always:

- Use generative AI tools ethically and responsibly
- Remember our school values when using generative AI tools.
- Consider whether the tool has real-time internet access or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it.

Staff members and governors must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

Educating pupils about AI

At Huby Primary, we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of and have the ability to question generative AI.

There are no approved AI tools for children of primary age. Only Canva is to be used to model AI as a generative tool for children. Children will be exposed to the benefits and risks of AI, including limitations, reliability and potential bias.

Online Safety: Protecting Against Harmful or Misleading Content

We ensure that all pupils receive age-appropriate education on:

- Recognising misinformation and fake news, including how AI can manipulate images, videos, and text.

- The importance of privacy, data protection, and responsible online behaviour.
- Identifying and avoiding AI-generated scams, phishing attempts, and deepfakes.
- Understanding digital footprints and the long-term impact of online actions. This is taught through the E-Safety Curriculum.

The use of AI by staff with pupils

At Huby Primary, we recognise the potential of Artificial Intelligence (AI) in enhancing learning experiences for our pupils. We are committed to ensuring that AI is used safely, ethically, and effectively to support children's education, and therefore, they do not have access to AI tools; instead, teachers may use the AI tools within Canva to model and provoke discussion.

Our approach ensures that AI is used thoughtfully and purposefully, with clear guidance from teachers, to enhance learning without replacing fundamental skills such as critical thinking, creativity, and problem-solving.

All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs. Where AI tools have been used as a source of information, staff should be open and transparent about using the AI, however not stating the specific name of the tool.

Staff and Governor training

Ensuring a good understanding of AI so that all staff have a clear and confident understanding of AI, we will:

- Provide regular training sessions on the fundamentals of AI, its applications in education, and ethical considerations. Include this in the Induction programme for anyone new to the Trust.
- Develop guidance documents showcasing how AI can enhance teaching, assessment, and workload reduction.
- Encourage self-directed learning through access to high-quality online courses and reading materials.
- Offer hands-on workshops where staff can explore AI tools relevant to their roles, ensuring practical application in classrooms.

CPD opportunities and responsibility for AI development to ensure that AI professional development is ongoing.

- learning will be integrated into existing CPD frameworks, ensuring that AI is not seen as an 'add-on' but a tool to support effective teaching and leadership.

- Staff will have access to external CPD opportunities, including courses from educational technology providers, research organisations, and national AI in education networks.

Breach of this policy

Breach of this policy by staff will be dealt with in line with Hubby's Staff Code of Conduct. Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing the trust with access to:
 - The generative AI application in question
 - Any relevant passwords or login details You must report any breach

This policy will be regularly reviewed and updated to align with emerging best practices, technological advancements and regulation changes.

The policy will be shared with governors at least annually. All staff, trustees and governors are expected to read and follow this policy.

The Head Teacher is responsible for ensuring that the policy is followed in school as well as monitoring the effectiveness of AI usage. As part of our regular surveys, feedback from pupils, parents/carers, and staff will be considered in the ongoing evaluation and development of AI use across the school.