

SCHOOL POLICY TEMPLATE · AI IN EDUCATION

Acceptable Use of Artificial Intelligence (AI) Policy

An editable, DfE-aligned template to help your school set out how staff and learners may, and may not, use generative AI. Replace the highlighted fields, adapt the clauses to your setting, and approve through your usual governance route.

School / setting	[School name]
Policy owner	[Name, role] (e.g. Deputy Head, Digital Lead)
Approved by	[Governing board / Trust] on [date]
Date adopted	[date]
Next review	[date] (recommended: review at least annually, given the pace of change)
Linked policies	Safeguarding & Child Protection, Data Protection, Online Safety, Behaviour, Assessment / Academic Integrity, Staff Code of Conduct

How to use this template. Text in **[yellow]** is for you to complete. Everything else is a starting point, not legal advice. Adapt each clause to your context, check it against your existing policies, and have it approved through your normal governance process. This template reflects the Department for Education's *Generative AI in education* guidance (updated 12 August 2025) and related statutory expectations listed at the end.

1. Purpose and scope

This policy sets out how generative AI may be used at **[School name]**. It explains our principles, what is acceptable, what is not, and how we protect learners and staff while using these tools.

It applies to all staff, governors, volunteers, contractors and learners, and to any use of generative AI for school purposes, whether on school devices or personal devices. It covers general-purpose tools (for example chatbots and image generators) and education-specific AI tools.

2. Our principles

Our use of AI is guided by the following commitments:

- **Safety first.** We consider online safety, including AI, as part of our whole-school approach to safeguarding.
- **Human judgement stays in charge.** AI can make some tasks quicker, but it does not replace the judgement and subject knowledge of a teacher. Staff remain responsible for checking AI outputs for accuracy and suitability.
- **Relationships matter.** Technology, including AI, supports but never replaces the relationship between teachers and learners.
- **Protect personal data.** We follow data protection law and avoid putting personal or sensitive information into AI tools.
- **Be transparent.** We are open with learners and parents about how and where we use AI.
- **Fairness and inclusion.** We watch for bias in AI outputs and make sure AI use does not disadvantage any group of learners.

3. Roles and responsibilities

Who	Responsibility
Governing board / Trust	Approve this policy, hold leaders to account for safe AI use, and review it at agreed intervals.
Headteacher / SLT	Implement the policy, resource training, and make sure AI use aligns with safeguarding, data protection and assessment policies.
Designated Safeguarding Lead ([name])	Make sure AI use is reflected in the safeguarding approach, and that filtering and monitoring cover generative AI.
Data Protection Officer ([name])	Advise on data protection, review AI tools that may process personal data, and keep records of processing.
Digital / AI lead ([name])	Maintain the approved-tools list, support staff, and review new tools before use.
All staff	Use AI in line with this policy, check outputs, model responsible use, and report concerns.
Learners	Use AI only as permitted, follow the do's and don'ts, and be honest about when they have used it.

4. Acceptable use by staff

Staff may use approved generative AI tools to support their work, for example to:

- draft and adapt lesson resources, explanations, examples and questions;
- differentiate materials for different reading levels and needs;
- generate first drafts of routine communications and administrative text;
- summarise or reformat information that does not contain personal data.

When using AI, staff must:

- check every output for accuracy, suitability and bias before using it with learners;
- never enter personal or sensitive data about learners, families or colleagues;
- only use tools on the school's approved list and respect each tool's age restrictions;
- keep professional judgement and subject knowledge at the centre of decisions.

5. Acceptable use by learners

Where learners use generative AI, it is only with appropriate safeguards in place and with staff supervision suitable to their age. Permitted use at **[School name]** includes **[describe, e.g. supported research, drafting and feedback in named subjects/year groups]**.

Learners must follow the school's expectations for honest, safe use (see Appendix A) and must comply with the age restrictions set by each tool. We will teach learners how AI works, its limits, and how to use it responsibly.

Age restrictions. Many AI tools set a minimum age (often 13, sometimes 18). We do not ask learners to use a tool below its stated age, and we choose tools with appropriate safety features for school use.

6. Prohibited use

The following are not permitted by any member of the school community:

- entering personal, special category or otherwise sensitive data into AI tools without a lawful basis and the safeguards required by data protection law;
- using AI to make significant decisions about individuals without human review;
- presenting AI-generated work as a learner's own (see Section 9);
- creating or sharing harmful, discriminatory, illegal or inappropriate content;
- using AI to bypass safeguarding, filtering or monitoring.

7. Data protection and privacy

We protect personal data in line with the UK General Data Protection Regulation and the Data Protection Act 2018. In practice:

- we recommend that personal data is not used in generative AI tools;
- where personal data must be processed, we make sure this complies with data protection law and our privacy notices;
- we are transparent about any automated decision-making and seek agreement from data subjects (learners and parents or guardians) before their data is processed by an AI tool;
- our Data Protection Officer reviews tools that may process personal data before they are approved.

8. Safeguarding, filtering and monitoring

Online safety, including AI, forms part of our whole-school safeguarding approach. We make sure our filtering and monitoring cover generative AI and meet the relevant digital technology standards. Learner use is supervised, with safeguards appropriate to age, and any concern is reported to the Designated Safeguarding Lead through normal channels.

We choose tools with suitable safety features, and we consider risks such as exposure to harmful content, bias and discrimination when deciding whether to use a tool.

9. Academic integrity and assessment

Learners must not present AI-generated material as their own work. For any qualification or assessed work, we follow the relevant awarding organisation and Joint Council for Qualifications guidance on the use of AI, and we take steps to prevent and detect malpractice.

Where AI is permitted in the production of work, learners must acknowledge how they used it. Staff design assessment so that it remains a valid measure of each learner's own understanding (for example through supervised and process-based tasks).

Detection note. AI-detection tools are not reliable enough to be the sole basis of a malpractice decision. We rely on knowing our learners' work, designing robust assessment, and following due process, rather than on detection scores alone.

10. Transparency and disclosure

We are open about how the school uses AI. Where AI has materially shaped a resource or communication that learners or parents rely on, we make that clear. Learners are expected to disclose their use of AI in line with Section 9 and Appendix A.

11. Intellectual property and copyright

We respect copyright. Original work produced by learners or staff (for example essays, lesson plans or prompts) may be protected by copyright. We do not allow such work to be used to train AI models without the permission of the person who created it, or their parent or guardian where appropriate.

12. Approval, monitoring and review

This policy is approved by **[governing board / Trust]**. Leaders monitor its use and report to governors. Given how quickly AI changes, we review this policy at least annually, or sooner if guidance or our practice changes. Breaches are managed under the relevant staff or behaviour policy.

A. Appendix: learner do's and don'ts

Do

- use AI only when your teacher allows it, and for the purpose they set;
- check facts from AI against reliable sources;
- use AI to help you think, not to think for you;
- say clearly when and how you used AI in a piece of work;
- tell a trusted adult if AI shows you anything worrying.

Don't

- copy AI answers and hand them in as your own;
- type in your name, address, photo or other personal details;
- use a tool you are too young for;
- rely on AI for important facts without checking;
- use AI to be unkind, or to get around school rules.

Example disclosure line for learners

"I used **[tool]** to **[e.g. suggest ideas / check my spelling / explain a concept]**. The final work and thinking are my own."

Further guidance these clauses draw on

- Department for Education: *Generative artificial intelligence (AI) in education* (policy paper, updated 12 August 2025), gov.uk.
- Department for Education: *Keeping Children Safe in Education* (statutory safeguarding guidance), and the *filtering and monitoring standards* for schools and colleges.
- Information Commissioner's Office: guidance on UK GDPR and the Data Protection Act 2018.
- Joint Council for Qualifications: *AI Use in Assessments: Protecting the Integrity of Qualifications*.

This template is a starting point and does not constitute legal advice. Confirm the current version of each source and adapt to your setting before adoption.