

	Artificial Intelligence (AI) Policy
Cross References	🍌 AI Misuse Procedure 🍌 Safeguarding and Child Protection Policy 🍌 Data Breach Policy 🍌 Equality and Diversity Policy 🍌 Complaints Policy and Procedure 🍌 Code of Conduct
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1. Aims and scope

Apricot Online understands the valuable potential that artificial intelligence (AI), including generative AI, holds for education provisions. For example, it can be used to enhance pedagogical methods, customise learning experiences, and progress educational innovation.

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

Therefore, the aim of this policy is to establish guidelines for the ethical, secure, and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by staff and students, including generative chatbots such as ChatGPT and Google Gemini (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 and students 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 and students
- Protect the privacy and personal data of staff and students in compliance with UK GDPR

1.1 Definitions

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

- **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
- **Closed generative AI tools** are generally more secure, as external parties cannot access the data you input

2. Legislation

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

- [AI regulation white paper](#), published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- [Generative artificial intelligence \(AI\) and data protection in schools](#), published by the Department for Education (DfE)

This policy also 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](#)
- [Data Protection Act 2018 \(DPA 2018\)](#)

3. Regulatory principles

We follow the 5 principles set out in the [AI regulation 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 the SLT and all 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 initiated errors resulting in adverse consequences or unfair treatment

4. Roles and responsibilities

4.0 AI Lead

Our generative AI Lead is Amy Smith, Managing Director. She is responsible for the day-to-day leadership, ownership, and management of AI use in the school.

4.1 HQ

HQ will:

- Liaise with the data protection lead (DPL) to ensure that the use of AI is in accordance with data protection legislation
- Liaise with the DSL (Jodie Phillips) to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy
- Ensure that the guidance set out in this policy is followed by all staff
- Review and update this AI policy as appropriate, and at least annually
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Make sure students are taught about the effective use and potential risks of AI (see section 7 of this policy: Use of AI by Students)
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPL (Jodie Phillips) and AI Lead (Amy Smith) in terms of data protection impact assessments.

4.3 Data protection

DPL is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

4.4 Designated safeguarding lead (DSL)

The DSL is 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) and the school's child protection and safeguarding policy

The school's DSL is contactable via jodie@apricotlearningonline.co.uk. The school's deputy DSL is contactable via amy@apricotlearningonline.co.uk.

4.5 All staff

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

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

- Use only approved AI tools (see section 5 and appendix 1)

- Seek advice from AI Lead, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Check whether staff are using an open or closed generative AI tool
- Ensure there is no identifiable personal 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 that students understand the potential benefits and risks of using AI in their learning. All staff have a responsibility to guide students in critically evaluating AI-generated information and understanding its limitations.

4.6 Students

Students must:

- Follow the guidelines set out in section 7 of this policy: Use of AI by Students.

5. Staff use of AI

5.1 Approved use of AI

- We are committed to helping staff reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete, but cannot replace the judgement and knowledge of a human expert.
- AI can support staff with accessibility needs.
- Staff can use AI to help them determine if a student has used AI to produce work.
- 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 using an AI-generated plan, policy, or document should only share the AI-generated content with other members of staff 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 provision has approved its use doesn't mean it will always be appropriate.

5.2 Process for approval

Staff are welcome to suggest new ways of using AI to improve student outcomes and reduce workload. Staff should contact the AI Lead to discuss any ideas they may have with regards to using AI, so the AI Lead can take the suggestions forward if they deem it to be a satisfactory new method of working.

The AI Lead is responsible for signing off on approved uses of AI, or new AI tool, taking into account DPL and data protection impact assessments.

5.3 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.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Apricot Online will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. Please also refer to section 10 of this policy.

5.4 Intellectual property

Most generative AI tools use inputs submitted by users to train and refine their models.

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

Students' work must not be used by staff 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 as to whether we are acting within the law.

5.5 Bias

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

We will ensure we can identify and rectify bias or error by training staff in this area.

We also regularly review our use of AI to identify and correct any biases that may arise.

If parents/carers or students have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual complaints procedure. [see Complaints Policy and Procedure]

5.6 Raising concerns

We encourage staff to speak to Department Heads in the first instance, and the AI Lead in the second instance, if they have any concerns about a proposed use of AI or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's child protection and safeguarding policy.

5.7 Ethical and responsible use

We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our school's equality policy when using generative AI tools [see Equality and Diversity Policy]
- 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 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

6. Educating students about AI

Apricot Online acknowledges that students 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 students develop the right skills to make the best use of generative AI.

AI Literacy includes:

- Evaluating when it is appropriate to use AI and when to leverage human skills
- Understanding how values, beliefs, and points of view influence AI outputs
- Evaluating the credibility and/or accuracy of outputs – fact checking is essential
- Determining the right age-appropriate AI tool for any learning/academic job
- Understanding data privacy and security in AI generative tools – *i.e.*, identifying the data that AI models are taking into account and how to control settings that protect data privacy

Students receive a short do/don't checklist. They also all receive a lesson on AI, strengths and drawbacks, and the appropriate and inappropriate use of AI when independently completing work. This lesson will be available for students to access if they were absent or if they started after the lesson was given. Additionally, other lessons can cover (*e.g.*, Computing, PSHE, Online Safety independent study course, etc.):

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

7. Use of AI by students

We recognise that AI has many uses to help students learn.

Students may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art-based homework about AI-generated images
- To develop their knowledge and skills in using tools to maximise creativity
- To help with understanding where they can improve in a particular topic

All AI-generated content must be properly attributed and appropriate for the students' age and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, students may not use AI tools:

- During assessments, including internal and external assessments and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

This list of AI misuse is not exhaustive. See AI Misuse Procedure.

Where AI tools have been used as a source of information, students should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

We consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our AI Misuse Procedure, inclusive of homework and independent study.

Students must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully, or harass another person
- Generate or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of students
- Input offensive, discriminatory, or inappropriate content as a prompt

8. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in formative assessments.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on [AI use in assessments](#).

9. Staff training

For any new subscription using AI, we will train staff prior to its use on our platform.

Staff will be trained on generating AI content for lesson use and our assessment questionnaires.

Staff will be kept up to date with developments in AI through in-house and online training sessions on a regular basis in order to develop and improve their practice.

10. Referral to our child protection and safeguarding policy

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion
- Child sexual abuse/exploitation material

- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the school's child protection and safeguarding policy and child protection referral process [see Child Protection and Safeguarding Policy].

11. Breach of this policy

11.1 By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct. [[Code of Conduct Policy](#)]

Where disciplinary action is appropriate, it may be considered whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At annual conference or from a remote working location

Staff members will be required to cooperate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (even when it is one authorised by the school)
- Any relevant passwords or login details

Any breach of policy must be reported by any member of staff to the AI lead immediately.

11.2 By students

Any breach of this policy by a student will be dealt with in line with our AI Policy and Misuse of AI protocol and, if required, our child protection and safeguarding policy.

12. Monitoring and transparency

AI technology, and the benefits, risks, and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by HQ whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

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

The policy will be shared with all staff at least annually.

All teaching staff are expected to read and follow this policy. HQ is responsible for ensuring that the policy is followed.

AI Lead will monitor the effectiveness of AI usage across the school.

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from students, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in the provision.

Appendix 1: Approved uses of AI tools (table)

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

APPROVED AI TOOLS FOR STUDENTS	APPROVED USES
ALL SUBJECTS	ASSIGNMENTS / INDEPENDENT WORK / REVISION / RESEARCH
Century	Adaptive AI that recommends next modules based on student performance
Quizlets	Creates digital flashcards, practice tests, and adaptive study games
Penseum	Upload your own class notes or PDFs – AI creates custom flashcards, practice questions, and summaries based only on your curriculum
Traverse.link	Mindmap, note take, flash cards
NotebookLM	Research assistant from Google that helps you summarize and ask questions about your own uploaded PDFs and class notes
Elicit.com	AI research assistants to find and summarize academic papers
Socratic by Google	mobile app -- uses your camera to scan any homework question, from chemistry to literature, and provides visual explanations and concept breakdowns and relevant study links
ALL SUBJECTS	BIT OF FUN / DIFFERENTIATED PRESENTATIONS / REVISION
MetaDemoLab	Creates animated graphics (https://sketch.metademolab.com/canvas)
Suno.com	Turns short prompts into full songs – use for vocabulary by telling it to include certain words – choose the style of music – 10 songs/day with free account
Ideogram.ai	Text to image generator – 3 images/day with free plan
STEM	STEP BY STEP GUIDANCE & EXPLANATIONS
Wolfram Alpha	A computational engine that provides step by step solutions for complex Maths, Physics, and Chemistry problems
Claude.ai	Upload data, statistical analysis, visuals for stats to create interactive charts (for Science, Psychology, Sociology, or just study timetables, etc.)
Thetawise	AI Maths Tutor – upload an equation and it produces appropriate guidance for solving – Tutoring Mode offers hints when students are stuck, guiding them step by step without revealing the answer immediately

APPROVED AI TOOLS FOR STUDENTS	APPROVED USES
Gauth Math	HW helper (upload pictures/PDFs/type a question...) and it gives answers with detailed explanations step by step
Microsoft Math Solver	Provides step by step solutions for algebra, calculus, and statistics – Free
Photomath	Scan handwritten Maths problems with a camera to see detailed, step by step explanations
AskCodi	Computer Science – helps debug errors and explains complex code snippets clearly
STEM	RESEARCH
Consensus	Designed for science reports – searches over 200 million peer-reviewed papers to provide evidence-based answers with direct citations
HIST/SOC STUDIES	RESEARCH
Perplexity AI	Unlike standard chatbots, it acts as a conversational search engine, synthesizing responses to research questions – cites every source so you can verify facts and build bibliographies
ENGLISH	WRITING
Gemini	Google’s answer to ChatGPT – create anything/everything – differentiates – more reliable than ChatGPT – can do deep research with citations – infographics – create short stories with narration (see video tutorial: https://www.youtube.com/watch?v=rxGjFpDPsf8)
TinyWow	Large collection of free writing tools, including essay outline generators, paragraph rewriters, and PDF summarisers
Hemingway Editor	While not a traditional "generative" AI, its free web version uses algorithms to highlight complex sentences and passive voice, helping make your essays more readable
Grammarly	Improves grammar, clarity, tone, and citation for written work
Jenni.ai	Writing strong text, brainstorming, editing, outlines, citations
ENGLISH	NON-NATIVE ENGLISH SPEAKERS
DeepL Write	Ideal to make their writing sound more natural and idiomatic

APPROVED AI TOOLS FOR TEACHERS	APPROVED USES
KeyGPT	• Letter to parents/carers • Job descriptions and adverts • Interview questions • Policy Research
Oak Academy AI lesson planner	Lesson planning
Century	Assignments and differentiation
QuillBot	Helps rephrase text, summarize, and check for plagiarism
Monsha	Create worksheets, grading rubrics – ILP generators – can translate into most languages – create course outlines – align to UK standards and levels
Dubdub	Create talking heads – bring all subject explanations to life by having persons’/scientists’ own talking heads – embed subtitles, insert images, apply effects, add transitions – can do audio podcasts as well – can tweak voices for speed, phonetics, add music, sound effects – translation and transcription tools – 3-day trial and then 11 USD/month
Gaston.live	Extracts transcript from a youtube video – ChapGPT embedded for quick questioning – for academic use – 1 video/day up to around 30 mins – pick any point in the audio transcript and you can immediately ask ChatGPT to produce, say 8 (for example), comprehension questions... also ask it for the answers... then you can copy and paste wherever
Chalkie.ai	Makes presentations and worksheets by topic and level – creates lesson series of connected presentations for deeper topic coverage

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