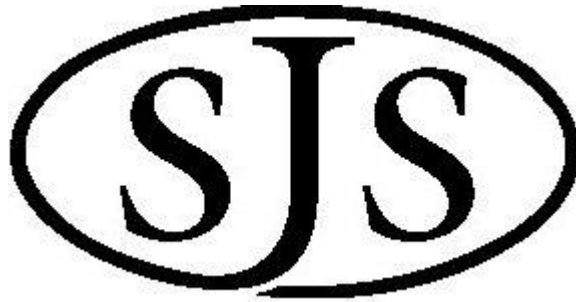


Shaftesbury Junior School

Use of Artificial Intelligence Policy



'We care, we share, for the future we prepare'

Approved by: Headteacher

Date: 24/03/25

Last reviewed on: March 2025

Next review due by: March 2026

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

We support the 'City of Sanctuary' vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. We endorse the City of Sanctuary Charter, and agree to act in accordance with City of Sanctuary values and apply the network principles within our work.

We recognize the contribution of people seeking sanctuary. Sanctuary seekers are welcomed, included and supported within our context.

Statement of intent

At Shaftesbury Junior School we strive to be at the forefront of innovative technology in order to inspire our pupils and produce the best outcomes for our children. This policy outlines the appropriate use of generative artificial intelligence (AI) tools, such as ChatGPT and Google Gemini, within Shaftesbury Junior School. The aim is to enhance educational outcomes whilst ensuring data protection and ethical use. It also supports the school's staff with the expectations, use of and limitations of AI within the school, planning and surrounding the role. Staff must follow this policy and use their professional judgement to safeguard themselves and adhere to DfE expectations as well.

Aims

- The intention to integrate AI tools into the curriculum comes from our commitment to enhance students' learning experiences and foster skill development.
- The use of AI is strategically employed as a supplemental tool to support and expand upon classroom instruction, facilitating personalised learning opportunities and increasing accessibility.
- AI provides students with access to a broad range of potential learning experiences. Through its use, we can promote independent research, curiosity, critical thinking, and problem-solving skills.
- Teachers will guide and monitor students' use of AI, ensuring that it aligns with the School's curriculum objectives and learning outcomes.
- Teachers will ensure their pedagogical, behavioural, and pastoral knowledge is complemented and not undermined by AI tools.
- AI will not replace direct instruction or teacher interaction but will serve as an additional resource to enrich the educational experience.
- Investing in learning with AI will support the lifelong learning, future education and employment prospects of our pupils.]
- School staff will be supported and appropriate training will be given in the school's agreed use of AI.
- AI is a powerful tool and can be used to support in the school. However, it must be used appropriately and in line with both the rest of the Acceptable Use Policy (AUP), the policies linked below and the DFE's guidance surrounding AI ([Generative artificial intelligence \(AI\) in education - GOV.UK \(www.gov.uk\)](#)).
- As the use of AI is in its infancy, the use and abilities will be continually changing. Use must not be sharing of any personal data of pupils, their families or staff members.
- A guidance page from the DFE can be found here - [Data Protection in Schools \(AI\)](#) And also a page with some accompanying resources that can be found here - [Data Protection in Schools \(resources\)](#)
- Shaftesbury recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- Shaftesbury will treat any use of AI to bully pupils in line with our behaviour and anti-bullying policy.
- Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out a risk assessment where new AI tools are being used by the school.

Introduction

- Purpose: To provide a holistic framework for the integration and management of AI in educational settings, encompassing ethical compliance, educational enhancement, workload reduction, data security, and innovation, whilst ensuring the safeguarding and protection of our students are at the heart of what we do at Shaftesbury.
- Scope: This policy applies to all staff, students, and stakeholders.

Definitions

AI: Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).

- **LLM:** Large language models such as ChatGPT/Gemini/Claude which have Generative capabilities.
- **NLP:** Natural language processing such as Alexa / Siri - differs from the above and has fewer opportunities for bias and hallucination.
- **Image/ Video generation from LLM** - images can be created via text prompts which can be inappropriate or subject to bias.

Objectives

- **Educational Enhancement:** To improve teaching and learning outcomes.
- **Ethical Compliance:** To ensure ethical and legal use of AI.
- **Data Security:** To protect the privacy and data of all stakeholders.
- **Workload Reduction:** To utilise AI to reduce the administrative and academic workload of staff.
- **Innovation:** To remain at the forefront of education by integrating AI to enhance and supplement the school's mission to best support young people.

Ethical use of AI

4a. Respect for Intellectual Property

- What to Do: Ensure all AI technologies used are properly licensed and respect intellectual property laws.
- How to Do It: Before using any AI tool, ensure it is approved for educational use.
- How to Check: Google search for appropriateness of use in education before using any new software. Recommendations have also been shared by LPP.

4b. Transparency and Disclosure

- What to Do: Clearly indicate where and when AI is being used in educational settings.
- How to Do It: Inform students and parents that AI tools are being used for educational purposes.
- How to Check: SLT to ensure that relevant policies are shared with parents and carers and updated at appropriate intervals.

4c. Avoiding Bias and Discrimination

- What to Do: Implement measures to ensure AI algorithms are free from biases.
- How to Do It: Use AI tools that have been vetted and approved. Staff to use professional judgement throughout the use of AI.
- How to Check: Conduct periodic reviews and seek feedback from students and staff to identify any issues of bias.
- Who to Speak To: If concerns arise, consult with the headteacher for further evaluation.

4d. Respect for Personal Data and Privacy

- What to Do: Comply with data protection laws, including age restrictions and parental consent, and ensure individual privacy when using AI.
- How to Do It: Use AI tools that are compliant with GDPR or other relevant data protection laws, as verified by the headteacher (such as not sharing any personal student data on any platform unless previously agreed by the headteacher).
- How to Check: Regularly review updates on data storage and handling procedures to ensure compliance.
- Who to Speak To: If concerns arise, consult with the headteacher for further evaluation.

Curriculum Integration

- Alignment: Ensure AI tools are aligned with curriculum goals and objectives. Consider the teaching of AI within the computing curriculum.
- Pedagogical Relevance: Evaluate the pedagogical benefits of AI tools before integration.

Workload Reduction

AI should enhance, not replace, human creativity. Examples include but are not limited to lesson planning, quiz creation, and flashcard generation. Teachers MUST verify the suitability, accuracy, and curriculum alignment of any AI-generated materials.

Responsible Use

7a. Accuracy and Fact-Checking

- Ensure that AI-generated content is accurate and factually correct.

7b. Compliance with Laws and Regulations

- Adhere to all local and international laws regarding the use of AI and data protection. If in doubt, speak with your line manager or a member of the SLT. Ensure usage also complies with the School's Acceptable Use Policy and other relevant policies shown below.

Safeguarding

Take a proactive stance about AI-related safeguarding risks, including but not limited to:

- deep fakes and impersonation;
- harassment and bullying;
- criminality, coercion, grooming and exploitation.

Note that AI may be an aggravating factor in safeguarding and child protection cases.

Levels of responsibility

Governance: The governing body must be informed of any major AI initiatives.

Effectiveness

- The effectiveness and impact of AI on pupil learning and attainment will be regularly evaluated and reviewed.
- The effectiveness and impact of AI on staff workload and staff pedagogy will be regularly evaluated and reviewed.
- Feedback from students, teachers, and parents will be gathered to assess the benefits and limitations of AI in enhancing the curriculum.
- Adjustments and improvements will be made based on evaluation findings to ensure the optimal integration and utilisation of AI in line with the school's aims and the evolving needs of the curriculum.

Linked Policies:

- **Acceptable Use Policy**
- **Data Protection Policy**
- **Online Safety Policy**
- **Staff code of Conduct**