

The Darent Federation of Schools

Generative Artificial Intelligence (AI) Policy



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Generative Artificial Intelligence (AI) Policy

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Generative Artificial Intelligence (AI) Policy

1. Purpose and scope

This policy sets out how generative artificial intelligence will be considered and used safely, responsibly and effectively across The Darent Federation of Primary Schools. Reference to the Federation throughout this policy refers to Kemsing Primary School and Sundridge & Brasted CE Primary School, and to all staff, governors, volunteers, contractors and pupils within these school communities.

It applies to generative AI tools that create or transform text, images, audio, video, code or other content in response to prompts. It covers use on Federation devices, accounts and networks and any use elsewhere undertaken for Federation business or schoolwork.

This policy should be read alongside the Federation's safeguarding and child protection, online safety, data protection, acceptable use, staff code of conduct, curriculum, assessment, behaviour, homework, equality and copyright-related procedures.

2. Values and principles

Throughout the Federation, teaching and learning, achievement, attitudes, wellbeing and the happiness of every individual matter. We believe everyone has the right to succeed and to develop their full potential. Any use of AI must therefore support high-quality, inclusive education while preserving each school's identity, professional expertise and the trust of pupils and families.

- Safety first – educational benefit must be clear and must outweigh foreseeable risk.
- Human responsibility – a named person remains accountable for every decision, communication and resource produced with AI support.
- Privacy by design – personal, special-category or confidential information is not entered into an AI tool unless an approved process has established a lawful, necessary and secure basis.
- Accuracy and quality – outputs are treated as drafts and checked against trusted sources, curriculum expectations and the needs of the intended pupils.
- Fairness and inclusion – use must be checked for bias, discrimination, accessibility barriers and unequal access.
- Transparency and integrity – AI use is acknowledged where it is material to the work, decision or communication.
- Proportionality – AI is used only when it adds value; it does not displace purposeful learning, creativity or professional dialogue.

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3. Governance and responsibilities

Role	Key Responsibilities
Governing Body	Approve and review this policy; seek assurance on safeguarding, data protection, equality, filtering and monitoring, procurement and educational impact.
Executive Headteacher	Own the Federation approach; approve categories of use and tools; ensure risk assessment, training, oversight and incident response; report material risks to governors.
Designated Safeguarding Lead (DSL)	Ensure AI-related risks are reflected in safeguarding, online-safety, filtering and monitoring arrangements; manage concerns under established safeguarding procedures.
Data Protection Officer (DPO)	Advise on lawful basis, transparency, contracts, data protection impact assessments and individual rights before any processing of personal data through AI.
Subject and phase leaders	Check that intended uses preserve curriculum progression, subject integrity, accessibility and appropriate assessment
All staff	Use only authorised tools and purposes; protect information; critically review outputs; disclose material use; retain professional accountability; report concerns promptly.
Pupils	Use AI only when specifically directed and supervised, follow the task rules, protect personal information, acknowledge permitted assistance and submit their own learning.

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4. Approval of tools and uses

No tool is approved merely because it is free, widely available or accessible through a personal account.

Before a new tool or use is introduced, the Executive Headteacher or delegated lead will document:

- the specific educational or operational purpose and intended users.
- the expected benefit and why a less intrusive approach is not sufficient.
- age restrictions, accessibility, safeguarding controls and arrangements for supervision.
- how inputs, prompts and outputs are stored, reused, shared, deleted or used to train the provider's model.
- data protection, cybersecurity, contractual, intellectual-property and equality implications.
- the accuracy checks, human oversight and route for challenge or correction.
- a proportionate trial, review date and criteria for stopping use.

5. Staff use

5.1 Permitted uses

Subject to tool approval and the controls in this policy, staff may use generative AI to support tasks such as initial ideas for planning, adapting explanations, generating low-stakes practice material, improving accessibility, administrative drafting and exploring alternative approaches. AI output must be edited and contextualised; it is not a finished Federation product by default.

5.2 Professional checks

Before using or sharing AI-assisted content, staff must check that it is accurate, current, age-appropriate, inclusive, free from harmful stereotypes, aligned with the National Curriculum and the Federation's curriculum, and suitable for the specific class. Sources, quotations, calculations, citations and images must be independently verified. The staff member remains responsible for the final content.

5.3 Prohibited or restricted uses

- Entering names, contact details, photographs, pupil work, SEND information, safeguarding information, assessment records, health information, staff records, passwords or other identifiable/confidential material into an unapproved AI tool.
- Using AI as the sole basis for a safeguarding, admissions, behaviour, SEND, attainment, employment or other decision affecting an individual.
- Using AI to write references, reports or sensitive communications without meaningful professional authorship, verification and authorisation.
- Publishing AI-generated material, including images or audio, where ownership, consent, accuracy or provenance is uncertain.
- Using AI to impersonate a pupil, parent, member of staff or the Federation, or to create deceptive communications, deepfakes or harmful content.
- Relying on AI-detection tools as conclusive proof of misuse. Concerns must be considered through fair, evidence-based procedures.

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6. Pupil use, curriculum and homework

The Federation will help pupils develop age-appropriate understanding of how AI works, where it is encountered, and why outputs can be inaccurate, biased, manipulative or unsafe. Teaching will promote curiosity, critical thinking, digital citizenship, copyright awareness and the importance of protecting personal information.

Where a teacher permits AI use, the task instructions will state what is allowed, how it should be acknowledged and which parts must demonstrate the pupil's independent knowledge and skill. Staff will provide an equitable alternative where access outside school cannot be assumed or where AI use is unsuitable for an individual pupil.

- Pupils must not use generative AI in school unless a member of staff has explicitly authorised the tool and task.
- Pupils must not enter their own or another person's personal information, image, voice or original work into a tool unless the teacher has confirmed an approved process.
- AI-generated or substantially AI-altered work must not be presented as wholly the pupil's own.
- Misuse will be addressed proportionately through teaching, the behaviour policy and, where relevant, safeguarding or assessment procedures.

7. Assessment and academic integrity

Assessment must remain a valid reflection of what a pupil knows, understands and can do. Teachers will design and moderate assessment with awareness that AI may have been used, including through in-class evidence, discussion, drafting and comparison with established work. AI may support professional thinking but will not autonomously assign final judgements or replace teacher assessment.

For any externally regulated assessment, the Federation will follow the current requirements of the relevant awarding organisation and the Joint Council for Qualifications where applicable. Records of suspected malpractice will be handled fairly and securely.

8. Safeguarding, online safety and cybersecurity

AI-related risk forms part of the Federation's wider safeguarding and online-safety arrangements. Filtering and monitoring will be reviewed so far as reasonably possible to address access to generative AI, harmful prompts and content, impersonation, scams, grooming, misinformation and unauthorised use. Staff will be alert to plausible AI-generated messages and verify unusual requests through a separate trusted route.

Any content or interaction that raises a concern about a child must be reported immediately to the DSL in accordance with the Child Protection and Safeguarding Policy. Staff must not investigate a safeguarding concern by repeatedly prompting an AI tool or upload evidence to an AI service.

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9. Data protection, confidentiality and records

- The default is that personal data will not be used in generative AI tools.
- Where use of personal data is considered strictly necessary, the DPO must be consulted before use. A lawful basis, necessity and proportionality, privacy information, provider terms, security, retention, international transfers and any required data protection impact assessment must be addressed.
- Information will be minimised and anonymised effectively; replacing a name with initials may not be sufficient where a person remains identifiable.
- Automated decision-making or profiling that has legal or similarly significant effects will not be introduced without specific legal and DPO review, transparency and appropriate human intervention.
- Records needed to evidence approval, significant prompts/outputs, decisions, incidents or statutory duties will be retained in approved Federation systems, not solely within an AI service.

10. Copyright and intellectual property

Staff and pupils must respect copyright, licensing and ownership when providing inputs and using outputs. Original pupil work, staff-created resources, photographs, recordings and third-party materials must not be submitted for model training or transformation without permission or another confirmed lawful basis. Consent for personal-data processing does not by itself resolve copyright permission.

Before publication or wider sharing, the responsible member of staff must consider whether an output could reproduce protected material or create a risk of secondary infringement. Where provenance or usage rights cannot be established, the material will not be used.

11. Equality, inclusion and accessibility

The schools within the Federation are proud to be inclusive. AI may support accessibility and differentiated access, but it can also reproduce bias or create new barriers. Proposed uses will be considered in relation to the Equality Act 2010 and the Public Sector Equality Duty. Staff will check for discriminatory assumptions, cultural bias, stereotyped representation, inappropriate reading demands and accessibility limitations. No pupil will be disadvantaged because they cannot or do not use an AI tool.

12. Transparency and communication

The Federation will communicate its approach to staff, pupils and families in language appropriate to the audience. Material AI use will be acknowledged where this is necessary for trust, informed participation or understanding how content or a decision was produced. Parents and carers will be informed before planned pupil-facing use that involves a new account, processing of personal data, or a material change to learning arrangements.

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13. Incidents, concerns and breaches

Anyone who encounters unsafe, inaccurate, discriminatory, deceptive or unauthorised AI use should stop the activity where safe to do so, preserve relevant evidence without redistributing harmful content, and report it promptly to the appropriate lead.

- Safeguarding concerns: report immediately to the DSL under safeguarding procedures.
- Personal-data or confidentiality concerns: report immediately under the Federation's data-breach procedure and notify the DPO.
- Cybersecurity concerns: disconnect or secure the affected device where appropriate and report through the IT/cyber incident route.
- Assessment or conduct concerns: report to the relevant teacher or senior leader for fair investigation.
- The Federation will contain harm, notify affected parties or regulators where required, record decisions, review the tool or use case, and share learning.

14. Training, monitoring and review

Staff will receive proportionate training on approved use, prompting without disclosure of personal data, critical checking, bias, copyright, safeguarding and incident reporting. Leaders will monitor implementation through tool approvals, staff feedback, safeguarding and data-protection records, curriculum review and governor assurance. Monitoring will focus on impact on workload, teaching quality, inclusion, pupil outcomes and unintended consequences.

Because technology, provider terms and national guidance change quickly, this policy will be reviewed at least annually and earlier following significant guidance, an incident, a substantial new use or evidence that controls are ineffective.

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Appendix A – Staff pre-use checklist

Check	Question before use
Purpose	Is there a clear educational or operational benefit, and is this use authorised?
Tool	Is the tool approved for this purpose and user group? Are its age limits and terms met?
Information	Have I excluded personal, confidential, safeguarding and copyrighted material unless a specific approved process applies?
Quality	Can I independently verify facts, sources, curriculum alignment, tone and accessibility?
Fairness	Could the output disadvantage, stereotype or exclude anyone?
Learning	Does this preserve the pupil's thinking, practice and relationship with the teacher?
Transparency	Would a pupil, parent, colleague or governor reasonably need to know that AI materially assisted?
Accountability	Am I willing and able to take professional responsibility for the final result?

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Appendix B – Examples of acceptable and unacceptable use

Generally acceptable when authorised	Not acceptable
Generating initial ideas for a lesson sequence, followed by subject-leader and teacher review.	Uploading an identifiable pupil's EHCP, safeguarding chronology, report or work to obtain a summary.
Creating alternative examples or vocabulary prompts and checking them carefully before classroom use.	Sending an AI-drafted complaint response, reference or pupil report without substantive professional review and ownership.
Teaching pupils, through an approved supervised activity, to compare an AI claim with trusted evidence.	Allowing pupils to create personal accounts for an open-access service or use it unsupervised in school.
Using an approved accessibility feature after checking accuracy and pupil need.	Treating an AI output or detector score as the sole evidence for a decision about a pupil or member of staff.

Appendix C – Reference framework

This policy has been informed by the Department for Education's Generative artificial intelligence (AI) in education guidance (updated 12 August 2025), including its expectations concerning safety, professional judgement, pupil safeguards, data privacy, intellectual property and assessment.

It should be applied alongside current statutory and local requirements, including Keeping Children Safe in Education, UK data protection law, the Equality Act 2010, filtering and monitoring standards, cyber security standards for schools and colleges, and relevant assessment rules.

Primary source: <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>