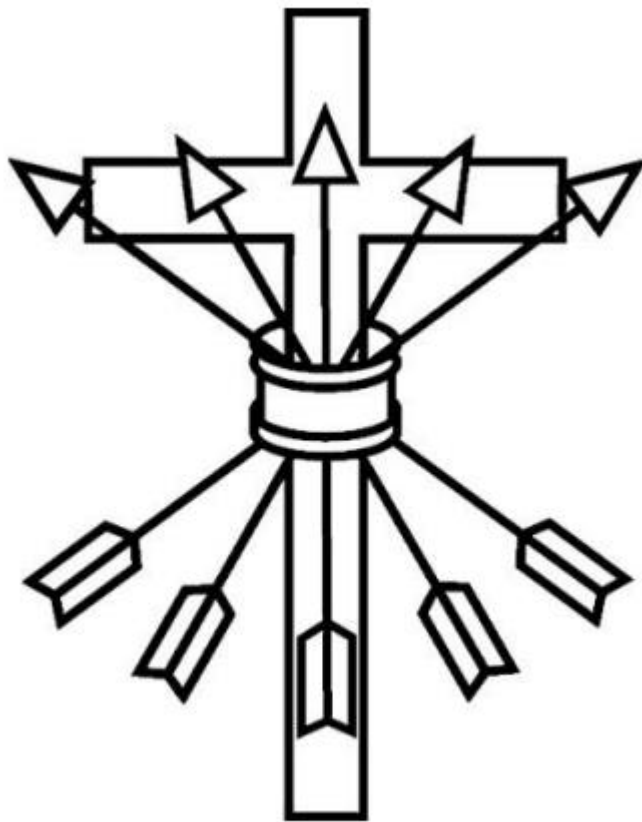


Waddesdon Church of England School



AI Policy

Approved by:	Matthew Abbott	Date: 20/10/25
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1. Introduction

At Waddesdon Church of England School we believe that education enables all people to flourish individually and collectively. We are conscious that Artificial Intelligence (AI) offers significant potential for improving these educational experiences and outcomes. Yet, preparing our students for the modern world comes with risks and challenges. The aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

Scope

Any AI systems permitted for use in school must complement, not replace, human agency. It will always prioritise safeguarding responsibilities. Our shared goal is to meet our students' needs and to raise their aspirations so that they flourish socially and academically, during and beyond their time at Waddesdon. This policy applies to all AI technologies implemented within the school.

This policy covers the use of AI tools by school staff, governors and students.

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Reduce staff workload and harness creative thinking
- Prepare staff, governors, students, and parents for a future in which AI technology is commonplace
- Clarify to staff, governors, students, and parents, on current uses of AI.
- Champion AI's ability to address learning gaps and the dignity of all learners
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and students
- Protect the privacy and personal data of staff, governors and students in compliance with the UK GDPR
- Promote transparency and accountability in AI usage

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 \(DPA 2018\)](#)
- [Keeping children safe in education \(2025\)](#)

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 governing board and 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

4. Roles and responsibilities

4.0 AI lead

Our AI lead is responsible for the day-to-day management of AI use in the school. This includes keeping up to date on forthcoming research, designing staff CPD, updating the AI Policy, and advising subject leaders and leadership on AI usage.

4.1 Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the Headteacher to account for its implementation in line with the school's AI strategy
- Ensure the Headteacher and AI Lead are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school

Adhere to the guidelines below to protect data when using generative AI tools:

- Seek advice from the data protection officer and the designated safeguarding lead, as appropriate
- Check whether it is preferable to use 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

4.2 Headteacher

The Headteacher will:

- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- Liaise with the DSL 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
- Suggest updates to this AI policy as appropriate, with the AI Steering group.
- 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
- Sign off on approved uses of AI, considering advice from the DPO, AI lead, and data protection impact assessments

4.3 Data protection officer (DPO)

The data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is Charlie Cahill and is contactable via office@waddesdonschool.com.

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
- Understanding the filtering and monitoring systems and processes in place on school devices

The school's DSL is James Sturla and is contactable via jsturla001@waddesdonschool.com

4.5 All staff

As part of our aim to reduce staff workload and improve outcomes for students, we encourage staff to use AI tools where appropriate. Any use of AI must follow the guidelines set out in this policy. To protect data when using generative AI tools, staff must:

- Seek advice from the DPO / IT / AI Lead, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Fact-check AI 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 are responsible for guiding students to critically evaluate when AI should, or should not, be used.

4.6 Students

Students must:

- Follow the guidelines set out in section 7 of this policy ('Use of AI by students')

5. Staff and governors' use of AI

5.1 Approved use of AI

Generative AI tools can make certain written tasks quicker and easier to complete, but must not replace the judgement and knowledge of a human expert. Staff are permitted to use licensed products such as Microsoft Co-Pilot for Education, which meet education data protection standards. Other AI tools must be verified by the DPO and IT before being used. The quality and content of the final document remains the professional responsibility of the person who produced it, no matter what AI tools were used. Any member of staff or governor 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.

5.2 Process for approval

Staff are encouraged 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, this can then be discussed with leadership where appropriate.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI Lead, the DPO and data protection impact assessments.

5.3 Data protection and privacy

To protect personal and sensitive data, no one will be permitted to enter such data into any AI tool.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Waddesdon Church of England School will treat this as a data breach and will follow the personal data breach procedure outlined in our [data protection policy](#).

5.4 Intellectual property

Students own the intellectual property (IP) rights to original content they create. Because Generative AI tools often use inputs to refine their models, students' work must not be used by staff to train generative AI models without appropriate consent.

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](#).

5.6 Raising concerns

We encourage staff and governors to speak to the headteacher in the first 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. The [Safeguarding Policy](#) provides further details about this.
- Fact and sense-check the output before relying on it

Staff, governors, and students 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

At Waddesdon Church of England School we acknowledge that students deserve to become well-informed users of technology. Strong foundational knowledge will ensure that students develop the right skills to make the best use of generative AI. We will continue to review our curriculum, considering where AI skills can be taught.

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 Computing lessons or art homework about AI-generated images
- 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
 - To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

This list of AI misuse is not exhaustive. It is also vital to consider age restrictions, so that student's AI use is ethical and safe; age-appropriate guidelines must be followed, and students should be supervised where necessary. Students must also understand the risks of plagiarism, and the need for appropriate citation, when using AI. 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.

Waddesdon Church of England School consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in the [Parent Handbook](#).

Parents can opt-out of their child using AI in school by contacting the office.

8. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on [AI use in assessments](#).

9. Staff training

At Waddesdon Church of England School, we aim to take a proactive approach to training staff members on the use of AI. Staff CPD and CPDL, delivered by the AI Lead, will provide relevant training to staff on appropriate uses of AI, to help develop their professional practice.

10. Child protection and safeguarding

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, linked [here](#).

11. Breach of this policy

11.1 By staff or governors

Breach of this policy by staff or governors will be dealt with in line with our 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 us with access to:

- The generative AI application in question (whether or not it is one authorised by the school)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to the headteacher immediately.

11.3 By students

Any breach of this policy by a student will be dealt with in line with our [behavior policy](#).

12. Future adaptability & evaluation

AI technology evolves and changes rapidly. Consequently, it will be crucial to keep up-to-date with the latest developments and understand their potential implications on education.

This policy will be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations; such reviews will consider workload reduction, student outcomes, inclusivity, and well-being. Feedback from staff, students, and parents will inform updates to this policy, and these updates will happen in line with the School Development Plan. All teaching staff will be informed of changes, and will be expected to follow this policy.

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 school.