

Parkstone Grammar School



ARTIFICIAL INTELLIGENCE (AI) USAGE POLICY

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APPROVED BY	Students and Staff Committee
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Contents

- Aims of the Policy
- Legislation
- Safeguarding
- Core School Values
- Scope
- Definitions
- Roles & Responsibilities
- Approved AI Tool
- Acceptable Use (Staff & Students)
- Teaching & Learning (classroom use)
- Assessment & Academic Integrity
- Data Protection & Privacy
- Security & Procurement
- Staff Development (CPD)
- Communication with Parents/Carers
- Incident Management & Sanctions
- Monitoring
- Breach of this Policy
- Linked Policies
- Appendices



AIMS OF THE POLICY

This policy sets a clear, practical framework for safe, ethical and effective use of AI at Parkstone. It supports our aims to:

- enhance learning, reduce teacher workload, and improve feedback while maintaining academic integrity.
- protect students' data and wellbeing.
- comply with national guidance on AI, assessment integrity and data protection.
- Prepare staff, trustees and students for a future in which AI technology will be an integral part.
- Ensure that AI technologies are used ethically and responsibly by all staff, trustees and students.
- Protect the privacy and personal data of staff, governors and students in compliance with the UK GDPR.

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 \(DPA 2018\)](#)

SAFEGUARDING

All AI use must prioritise student safety and wellbeing. Staff must actively check AI outputs for bias, misinformation, harmful content and suitability for age and context. When students interact with AI tools, supervision and clear success criteria are required.

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/Safeguarding Team/Leadership Group immediately in line with procedures used to report any other safeguarding concern.

CORE SCHOOL VALUES

AI is used to augment great teaching, not replace it. Teachers retain professional judgement and responsibility for all materials and decisions that affect students' learning and assessment.

As a school we will follow the five regulatory principles set out in the AI regulation white paper:

<https://www.gov.uk/government/publications/ai-regulation-a-pro-innovation-approach/white-paper>

REGULATORY PRINCIPLE	AT PARKSTONE WE WILL ...
Safety, security and robustness	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI



REGULATORY PRINCIPLE	AT PARKSTONE WE WILL ...
Contestability and redress	<ul style="list-style-type: none">• 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

SCOPE

This policy applies to all staff, students, trustees, visitors and contractors using AI systems on school devices, networks or accounts, or when representing the school. It covers:

- generative AI (text, images, audio, code);
- embedded AI in ed-tech platforms;
- any AI used for curriculum, assessment, administration or communications.

DEFINITIONS

- AI / Generative AI: Systems that generate content (e.g., text, images) from prompts.
- Personal Data / Child’s Data: Information that identifies a person; children’s data requires enhanced protection.

ROLES & RESPONSIBILITIES

- Board of Trustees: Approves policy; oversees compliance.
- Headteacher: Takes overall responsibility for the day-to-day leadership and management of AI use in the school through:
 - Ensuring implementation; designates leads for data protection, curriculum and exams.
 - Liaising with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation.
 - Liaising 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
- Senior Leaders (T&L, Data Protection, Exams Officer, Network Manager):
 - approve tools; ensure procurement and DPIA as needed;
 - align classroom use with curriculum and CPD;
 - ensure JCQ/Ofqual rules are followed in assessments.



- Ensure that the guidance set out in this policy is followed by all staff
- Ensure staff are appropriately trained in the effective use and potential risks of AI through annual update training
- Make sure students are taught about the effective use and potential risks of AI
- Teachers: Curate & check AI outputs; model safe/ethical use; do not upload personal/identifiable student data to external tools without approval.
- Students: Use AI only when permitted; reference assistance appropriately; follow exam/NEA rules. Students must ensure full compliance with the guidelines set out in the Acceptable Use Policy (Staff & Students).
 - Use only approved AI tools (See Appendix)
 - Seek advice from the data protection officer / IT / AI lead, as appropriate
 - Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
 - Check whether they are using 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
 - IT / Network: Apply security controls, access controls and logging in line with NCSC guidance.
- 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 including overseeing data protection impact assessments, privacy notices and parental communications.
- DSL follows up and actions safeguarding reports that arise from the use of generative AI.
 - 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

APPROVED AI TOOL(S)

See Appendix B



ACCEPTABLE USE

Staff (examples)

- Allowed (with professional judgement): lesson planning ideas, exemplars, scaffolds, feedback drafts, admin support, verify and adapt outputs.
- Not Allowed:
 - uploading personal data to AI tools;
 - using AI to generate summative marks/grades without teacher moderation;
 - generating misleading or malicious communications or deepfakes.

Staff are welcome to suggest new ways of using AI to improve student outcomes and reduce workload. Staff should contact their Line Manager to discuss any ideas they may have with regards to using AI.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools.

Students (examples)

- Allowed (when permitted by teacher): brainstorming, outlines, language practice, code hints, revision quizzes—with acknowledgement of AI assistance. When specifically studying and discussing AI in schoolwork, for example in computing lessons or art homework about AI-generated images.
- Not Allowed: submitting AI-generated work as own (including homework and class assignments); using AI on controlled assessments/NEAs/exams unless explicitly authorised under access arrangements.
- In addition to the above forbidden uses of AI students must never use AI to generate content to impersonate, bully or harass another person. AI must not be used to generate explicit or offensive content including, but not limited to, generating inappropriate or sexualised images nor input offensive, discriminatory or inappropriate content as a prompt.

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. Further information can be found in our Examination Internal Assessment Malpractice Policy.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ):

<https://www.icq.org.uk/exams-office/malpractice/artificial-intelligence/>

TEACHING & LEARNING (CLASSROOM USE)

- Teachers explain to student when and why an AI tool can be used, its limits, and how to evaluate outputs (fact-checking, bias checks, references).



- For homework and revision tasks, teachers should state to students where AI support is acceptable.
- Use age-appropriate tools; follow platform age terms and provide clear guidance for safe use.

ASSESSMENT & ACADEMIC INTEGRITY

- Where AI support is allowed, students must be instructed how to acknowledge its use and describe how outputs were verified/edited.
- Teachers design assessments to reduce misuse risk (e.g., orals, in-class drafts, process evidence).
- For qualifications, follow Ofqual/JCQ updates; HoDs and Exams Officer maintain subject-specific guidance and staff briefings. Parkstone follows JCQ guidance on AI misuse. Any work not a student's own constitutes malpractice and may result in sanctions up to disqualification; departments must signpost JCQ rules to students annually.

DATA PROTECTION & PRIVACY

- The school is open and transparent about AI use; privacy notices and DPIAs will be completed for new tools that process personal data.
- Do not upload personal or sensitive student data to external AI tools unless:
 1. the tool is approved,
 2. a lawful basis is identified, and
 3. data processing terms are in place.
- Children's data requires enhanced safeguards and plain-language explanations.

SECURITY & PROCUREMENT

- Any AI system (or vendor feature) must meet NCSC and school security expectations (access controls, logging, data residency where possible). Undertake risk assessment before use. [ncsc.gov.uk](https://www.ncsc.gov.uk) and [ncsc.gov.uk](https://www.ncsc.gov.uk)
- The Network Manager maintains an approved list of AI tools which will be regularly updated and distributed to staff.
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STAFF DEVELOPMENT (CPD)



- Staff are encouraged to complete DfE AI modules (understanding, interacting, safe use, use cases). HoDs will build subject-specific exemplars and guardrails.
- Staff will annually be reminded of the safeguards the school has in place for filtering and monitoring and their duty to uphold the safe use/access of AI in lessons.

COMMUNICATION WITH PARENTS/CARERS

- The school will publish a parent-friendly summary of how AI is used in learning, safeguards in place, and how students are taught to use AI responsibly.

INCIDENT MANAGEMENT & SANCTIONS

- Academic integrity incidents are investigated under JCQ and school behaviour policies.
- Data protection incidents are handled under the school's Data Breach Procedure and reported to the DPO.
- Security incidents are managed by IT using containment, investigation, recovery and lessons learned.

MONITORING

- Trustees review effectiveness annually; LG monitors usage patterns, incidents, and training completion; Exams Officer and HoDs track assessment risks and updates from JCQ/Ofqual.
- This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.
- 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.
- All teaching staff are expected to read and follow this policy.

BREACH OF THIS POLICY

By Staff or Trustees

Breach of this policy by staff will be dealt with in line with our Staff Code of Conduct and Disciplinary Rules and Procedures Policy.



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

By Students

Any breach of this policy by a student will be dealt with in line with our Behaviour Policy and, if required, our Child Protection and Safeguarding policy.

LINKED POLICIES

Teaching & Learning; Assessment; Behaviour; Exams (JCQ/NEA); Child Protection and Safeguarding; Data Protection; Online Safety; Staff Code of Conduct; Acceptable Use (ICT); CPD; Capability; Complaints, Disciplinary Rules and Procedures, Examination Internal Assessment Malpractice and Non-Examination Assessment Policies.

APPENDIX A – PRACTICAL CLASSROOM GUIDELINES

The following guardrails apply whenever AI is used in lessons, for homework, or in student work at Parkstone Grammar School.

1. Prompting and Task Design

- Teachers should set prompts that encourage critical thinking, synthesis, and evaluation rather than direct answers (e.g. “Generate three misconceptions about photosynthesis and how they could be corrected” instead of “Explain photosynthesis”).
- Students should be asked to use AI for supportive tasks (outlines, brainstorming, examples) rather than full essay production.
- Scaffolded prompts (e.g. “Suggest revision flashcards with 5 key terms on electrolysis”) help maintain subject focus and avoid over-reliance.

2. Verification and Critical Checking

- All AI-generated output must be verified against reliable sources (textbooks, teacher notes, academic journals, exam board guidance).
- Students must be given instruction on how to acknowledge and verify AI where it is allowed.
- Staff should model critical evaluation in lessons, e.g. comparing AI output with curriculum objectives and exam mark schemes.

3. Process Evidence

- Students could be asked to provide drafts, notes, or planning documents alongside final submissions to evidence their learning process.
- For major pieces of work, a short reflective statement (“How I used AI and how I checked it”) could accompany the submission.



- Teachers may use spot-check oral questioning to confirm understanding when AI support is suspected.

4. Acknowledgement and Transparency

- An example of how a teacher may direct a student to declare AI use in written work, e.g.:
"I used ChatGPT to generate practice quiz questions, which I then checked and edited using my notes."
- Staff using AI to create lesson resources should also note this within departmental planning documents for transparency.
- Failure for students to declare AI assistance will be treated as academic malpractice where relevant (see JCQ guidance).

5. Safeguarding and Data Protection

- Students must never input personal or identifiable information (names, addresses, SEN, safeguarding concerns) into AI tools.
- Age restrictions and platform terms of service must be followed when students are directed to use AI tools.
- Teachers should avoid using AI platforms that store prompts/data outside the UK without a Data Protection Impact Assessment (DPIA).

6. Assessment Contexts

- Formative work (e.g. practice essays, revision activities): AI use may be permitted where acknowledged and verified.
- Summative work / Controlled Assessments / NEAs / Exams: AI use is strictly prohibited unless explicitly authorised by the exam board.
- Teachers should design assessment tasks that reduce misuse (e.g. in-class essays, iterative submission checkpoints, presentations).

7. Safe and Balanced Use

- Teachers should emphasise that AI is a support tool, not a substitute for independent learning.
- Students should be encouraged to use AI in short, targeted ways (e.g. generating practice questions, testing definitions), while still completing the majority of work independently.
- Teachers should encourage students to compare AI-generated answers with their own solutions to build metacognitive awareness of strengths and gaps.



Appendix B

APPROVED AI Tool (s)

- Microsoft 365 Copilot
- CENTURY Tech

or

- Tool approved by Network Manager



APPENDIX B

Do you need to use AI? Protect children’s privacy.

Need



Do you need to use AI?

Consider if artificial intelligence will improve the outcome you’re trying to achieve.

Read



Have you read your school’s data protection policy?

Your school might have approved AI tools you can use safely. Some AI systems learn from the data you upload, so it’s important to ensure you’re not inputting any personal or sensitive information.

Proceed



Review results and proceed with care

Always verify outputs from AI tools before relying on them. Fact check for accuracy, relevance, and ethical compliance.





APPENDIX C

Protect children's privacy when using AI.



Artificial Intelligence tools may share personal data with third parties - safeguard your students' and your own personal information.





APPENDIX D

Protect children's privacy when using AI.



Check with your school's data protection officer or IT specialist to find out if there are any AI tools approved by the school.



Check if it's safe and necessary to include personal data in your prompts or uploads.



Check that your activity aligns with your school's data protection policy.

If you think there may have been an AI data breach, contact your designated AI professional / Data protection officer or lead:

