



AI in Primary Education Policy (June 2026)

		Reviewed By
This policy incorporates Veritau Template v1	23 May 2025	
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1. Introduction

At Synergy Schools Federation, we recognise the potential of Artificial Intelligence (AI) to enhance learning, reduce teacher workload, and prepare pupils for future technologies. We are committed to harnessing the potential of generative AI to enhance education in a manner that upholds our commitment to ethical conduct, legal compliance and protection of sensitive information.

Generative AI is fast becoming an integral part of the workplace, offering powerful tools for various tasks such as content creation, data analysis, and problem-solving. To ensure its responsible and ethical use, employees must adhere to guidelines that promote accuracy, respect privacy, and minimise potential risks.

2. Purpose

This policy, including its appendices, outlines the principles and guidelines for the use of AI within our schools, it aligns with safeguarding, data protection, and educational best practices. It applies to the workforce. This includes employees, governors or trustees, contractors, agents and representatives, volunteers and temporary staff working for, or on our behalf. Individuals found to knowingly or recklessly infringe this policy may face disciplinary action.

Periodic assessments of AI systems' impact on education and ethics will be conducted, and adjustments to the policy will be made accordingly.

This policy should be read alongside the other policies within our information governance policy framework.



3. Definitions

- **AI** – Computer systems performing tasks requiring human intelligence, e.g., decision-making and speech recognition.
- **Generative AI** – AI that creates content based on training data and user prompts (e.g., ChatGPT, Google Gemini (formerly Bard), Microsoft CoPilot. This content can include text, images, video, audio and code.
- **Large Language Models (LLMs)** – AI systems trained on vast text datasets to generate human-like responses.
- **Difference Between AI and LLMs:** AI is a broad field encompassing various technologies that mimic human intelligence, while LLMs are a specific type of AI designed for language-related tasks, such as answering questions or generating content.

4. Roles and Responsibilities

- **Executive Headteacher (SIRO)** – Overall responsibility for this policy lies with the Senior Information Risk Officer (SIRO), who will designate responsible individuals to oversee AI-related decisions and ensure compliance with this policy. They will ensure the use of generative AI aligns with our educational objectives, legal obligations, and ethical principles.
- **Headteacher/Head of School** – Oversees AI implementation, ensuring it aligns with school policies, pedagogy, and safeguarding. AI technologies may be integrated into the curriculum to enhance learning experiences, provided that such use aligns with our educational objectives and goals. Appropriate guidance and training will be given to staff about the use of AI systems to ensure that AI tools are applied effectively, including the appropriate integration of these technologies into student education.
- **ICT Technician** – Manages AI tool security, ensuring compliance with data protection laws and preventing unauthorised use. Provides technical support and guidance for AI integration in the curriculum.
- **Teaching Staff** – Use AI responsibly to enhance teaching and learning. Review AI-generated materials for accuracy and appropriateness before use. Educate pupils on ethical AI usage and critical thinking. All staff are responsible for adhering to this policy when using AI technology. They should familiarise themselves with the [JCQ AI Use in Assessments Guidance](#) and ensure they follow any recommendations.
- **Pupils** – Students will learn to use AI tools responsibly and think critically about them. They will be taught to respect intellectual property, avoid plagiarism, spot bias in AI outputs, and check the accuracy of AI-generated information. This will be part of their digital literacy education, helping prepare them for future careers where AI is widely used. AI tools should be age-appropriate and align with our safeguarding policies.
- **Parents** – Stay informed about AI tools used in school, engage with school updates, and support their children in safe AI usage at home.

We will always seek advice and guidance from our Data Protection Officer (DPO) regarding our data protection obligations concerning AI use.

5. Transparency

Information about using AI will be openly communicated to staff, students, and parents or guardians. Please see Appendix One and Appendix Two for acceptable uses of AI.

We will ensure procedures are in place for reporting and addressing concerns related to AI usage. Teachers, students, and parents will be encouraged to provide feedback on their experiences, possible areas of improvement, and any issues with the generative AI tools used.

6. Data Privacy and Security

We will comply with all relevant data protection laws, including the UK GDPR and the Data Protection Act 2018, to safeguard the privacy of students and staff.

Staff should be aware that any information entered into web-based generative AI tools may be stored and used to train future versions, thereby incurring a risk that the data will be incorporated into later outputs. Staff should ensure any data input into generative AI applications is fully anonymised and does not refer to named individuals, groups, or organisations. Data will also not include information that could be reasonably used to identify such individuals.

Staff wishing to use teaching applications and tools incorporating AI and personal data must first complete a Data Protection Impact Assessment (DPIA).

7. Data Accuracy and Bias Mitigation

Generative AI tools choose words from a series of options and classify them as plausible based on probabilities. Although the outputs can appear credible and convincing, they may derive their answers from sources staff would not normally trust during their work. Generative AI tools may also “hallucinate”, generating incorrect or fabricated information that appears plausible. Outputs should always be checked against trusted professional sources before use.

Staff will review AI-generated content to ensure its accuracy if it is intended for further education or employment purposes. Staff will always treat the outputs with caution and apply their own judgment and knowledge. All facts and assertions should be cross-checked, no matter how authoritatively they appear to be presented. In cases where the information lacks verification from a trusted and reliable source, the information should not be included.

AI systems can perpetuate biases present in their training data or design. Staff should critically review outputs and avoid assuming AI-generated content is objective, balanced, or free from bias.

8. Copyright

Outputs from AI chatbots could potentially include text that would constitute plagiarism. This is because some outputs may replicate, mimic, or closely resemble existing copyrighted material.

To mitigate any legal risks, staff should always review AI-generated material for potential copyright infringement. AI-generated material should also be customised and modified to guarantee it is sufficiently distinct from any existing copyrighted works it draws upon.

9. Use of AI in Schools including teaching and learning

AI may be used to:

- Assist teachers in lesson planning, content creation, and resource development.
- Provide learning experiences tailored to pupils' abilities.
- Support SEND pupils through adaptive technology and differentiated instruction.
- Encourage pupils to critically engage with AI-generated content and verify information.
- Develop computational thinking and digital literacy skills.
- Assist in refining and improving the wording of pupil reports.
- Policy or process writing.
- Producing ideas and content for training and presentations.
- Drafting generic administrative communications

AI **will not** replace direct teaching. Teachers remain responsible for lesson content and must verify AI-generated materials for accuracy and alignment with curriculum objectives.

10. Ethical Use & Safeguarding

- AI tools **must not** be used to process or store personal or sensitive pupil data.
- Staff must ensure AI-generated content is appropriate, unbiased, and factually accurate.
- AI tools with age restrictions must only be accessed by appropriate users (e.g., some tools may be for staff use only).
- Pupils must be taught to critically assess AI-generated content and avoid over-reliance on AI for learning.
- AI must not be used to manipulate or falsify assessments or academic work.
- The school will maintain transparency with parents about AI tools in use and their impact on learning.

11. AI & Cyber-Security

- All AI tools must comply with data protection laws and school IT policies.
- Staff and pupils must not input personal or confidential information into AI systems.
- The school will conduct regular cyber-security risk assessments related to AI use.
- Staff and pupils will be trained to recognise AI-related cyber threats, such as phishing and deepfake content.

12. Managing AI Misuse

Inappropriate use of AI refers to actions that violate this policy, ethical standards, or legal regulations governing the responsible use of AI tools. Examples include:

- **Inappropriate AI Content** – Any use of AI to generate inappropriate, offensive, or harmful content will result in appropriate sanctions under the Behaviour Policy.
- **Over-reliance on AI** – Pupils should not use AI as a substitute for their own learning. Teachers will monitor usage to ensure pupils develop independent thinking skills.

- **Unsupervised AI Use** – AI tools should only be accessed with teacher guidance. Pupils must not attempt to bypass school security measures to access AI tools independently.
- **False Information** – Pupils should be taught to verify AI-generated content, and knowingly sharing incorrect AI-generated information will be addressed appropriately.
- **AI-Assisted Bullying** – The use of AI tools to create or spread harmful content, including fake images, messages, or misinformation about others, will be taken seriously and dealt with under the school's safeguarding procedures.
- **Staff Misuse** – Staff misuse of AI, including unauthorised use or failure to verify AI content, will be managed under the Staff Code of Conduct.
- **Other Misuse** - breaches of copyright or data protection laws, or the circulation of inaccurate information that could lead to reputational damage.

13. Parental Engagement

- Parents will be informed about AI tools used in school and their purpose.
- The school will provide guidance on how parents can support safe and ethical AI use at home.
- Parents will have opportunities to provide feedback on AI-related policies and practices.

14. Monitoring & Review

- The Executive Headteacher and governing body will review this policy annually.
- AI use will be regularly evaluated for effectiveness, safety, and compliance with school policies.
- Any updates or changes to AI practices will be communicated to staff, parents, and pupils.

This policy ensures AI is a **supportive tool**, not a replacement for effective teaching and learning. Any updates will be communicated to staff, parents, and pupils.

Appendix One – Staff Acceptable Use

Using AI

Staff must ensure they follow the AI Policy for any work they produce with the assistance of AI or when using AI as part of their lessons.

Staff are permitted to use free Large Language Models (LLMs) such as ChatGPT or Microsoft Copilot for:

- Generating ideas or resources for lessons.
- Lesson planning.
- Creating differentiated learning materials.
- Policy or process writing.
- Producing ideas and content for training and presentations.
- Drafting generic administrative communications.

When producing work with the assistance of AI models such as ChatGPT or Microsoft Copilot, staff should be mindful of the following:

- Staff must acknowledge the use of any AI in their work.
- Any materials produced using AI should be checked for copyright infringement.
- Any third-party property should not be used without appropriate approval.
- Staff must be aware of biases and inaccuracies of AI.
- Any information produced by AI must be checked for accuracy.
- Staff must be mindful of the privacy of other staff members and students.
- Staff must not enter any information into free Generative AI tools that would identify individuals or our organisation.
- Remember that AI should be used as a supportive tool, not a replacement for professional judgment.

Staff are not permitted to use free Large Language Models (LLMs) for:

- any personal data relating to staff, pupils, parents or any other individuals.
- individual student or parent correspondence.
- to assist in any student or workplace related decision-making.
- marking student assessments or producing student reports.

A number of teaching applications and tools incorporate AI and involve personal data. If staff wish to use any such applications or tools, they must first complete a Data Protection Impact Assessment (DPIA).

When using AI as part of a student's education, staff must be aware of and follow JCQ AI Use in Assessments Guidance and what constitutes malpractice.

Staff will report any potential misuse or concerns about AI usage to the SIRO.

Staff will only use approved AI platforms and adhere to this and all other related policies when using AI.
