



EDITABLE POLICY AND IMPLEMENTATION PACK

School AI Policy Starter Pack

A practical starting point for agreeing safe, useful and accountable AI use across a school or MAT.

Designed for	Headteachers, MAT leaders, governors, trustees, DPOs, DSLs and IT leads
Last reviewed	3 August 2026

Important: adapt this resource for your setting. It is not legal advice and does not replace advice from your DPO, DSL, IT lead, governing body or relevant professional advisers.

How to use this pack

This pack is designed to help a school or MAT move from broad principles to an agreed local approach. Replace every bracketed field, remove sections that do not apply and align the finished policy with your existing safeguarding, data protection, acceptable-use, assessment and information-security arrangements.

1. Nominate a policy owner and involve the DPO, DSL, IT lead, curriculum or teaching-and-learning lead, staff representatives and governance.
2. Confirm which AI tools and uses are currently approved, restricted or prohibited.
3. Adapt the model policy and complete the approval record.
4. Brief staff using the quick checklist and your setting-specific examples.
5. Review incidents, usage and staff feedback at the agreed interval.

Model policy

1. Purpose

[School or MAT name] uses artificial intelligence only where it supports education, reduces avoidable workload or improves an agreed operational process without weakening safeguarding, data protection, equality, intellectual property, assessment integrity or professional accountability.

This policy sets expectations for staff and other authorised adult users. Separate pupil-facing rules and age-appropriate guidance should be provided where pupils are permitted to use AI.

2. Scope

- Generative AI services, AI features embedded in existing software and automated content-generation tools.
- AI-supported planning, administration, communication, analysis, assessment support and resource creation.
- Use on organisation-managed devices, accounts and networks, and work-related use on personal devices.

3. Core principles

- Purpose first: use AI for a defined educational or operational need, not simply because it is available.

- Minimum necessary data: do not enter more information than the task requires.
- Human responsibility: the person using or approving an output remains accountable for the final work.
- Proportionate review: increase checking and approval as the consequence of an error rises.
- Transparency: be open about material AI use when colleagues, pupils, families or decision-makers need to understand how work was produced.
- Fair access: consider accessibility, equality and the needs of pupils or staff who may be disadvantaged by a particular use.

4. Approved and restricted use

Staff may use approved tools for low- and medium-risk drafting tasks when the safeguards in this policy are followed, including:

- lesson and activity ideas, draft resources, quizzes and differentiated starting points;
- routine administrative drafts, summaries, agendas and non-sensitive communications;
- formatting, language simplification and accessibility support;
- structured first drafts that are checked by a suitably qualified member of staff.

The following uses require explicit approval or are prohibited unless a lawful, documented process has been agreed:

- entering identifiable or special-category pupil, family or staff data into an unapproved service;
- allowing AI to make safeguarding, admissions, employment, disciplinary, SEND, assessment or other consequential decisions;
- presenting generated information as verified fact without checking it;
- creating deceptive content, impersonating another person or concealing academic misconduct;
- using copyrighted material where the organisation lacks permission or a valid basis for the intended use.

5. Personal data and privacy

- Use only organisation-approved tools and accounts for work involving school information.
- Avoid personal data wherever possible; anonymise or pseudonymise context before entering it.
- Check the provider's purpose, retention, training, sharing, security and international-transfer arrangements before approval.

- Record approved AI systems in the relevant information asset register and update privacy information where required.
- Consult the DPO before processing personal data in a new way or where a DPIA may be needed.

6. Safeguarding and pupil-facing use

AI does not replace established safeguarding procedures. Concerns must be reported through the school's normal safeguarding route. Before pupil-facing use, the school should assess age restrictions, supervision, filtering and monitoring, content controls, reporting routes, accessibility and how pupils will be taught to question outputs.

7. Accuracy, bias and professional review

- Check factual claims against reliable sources, including current statutory and curriculum guidance where relevant.
- Review tone, assumptions, representation, accessibility and potential bias.
- Check names, dates, calculations, answer keys, citations and statutory wording independently.
- Do not use an output if correction takes longer or introduces more risk than completing the task directly.

8. Assessment and intellectual property

Staff must follow awarding-body, examination and local assessment rules. Pupils should receive clear guidance on permitted AI support, acknowledgement and malpractice. Staff must respect copyright, licensing and confidentiality when providing source material to AI systems or distributing generated content.

9. Procurement and approval

Before an AI-enabled product is approved, [school or MAT name] will consider its stated purpose, safety controls, security, privacy, data-processing terms, accessibility, evidence of educational value, age suitability, monitoring, exit arrangements and total workload impact.

10. Incidents and concerns

- Stop the affected use and preserve only the information needed to investigate.
- Report safeguarding concerns immediately through the established safeguarding route.
- Report suspected personal-data breaches to the DPO without delay.

- Report security, bias, harmful output, copyright or assessment concerns to the named policy owner.
- Record actions and lessons, and update approved-use guidance where needed.

11. Training, monitoring and review

Staff will receive role-relevant guidance before using approved AI tools. The policy owner will review usage, incidents, staff confidence, workload impact and changes to law or official guidance at least annually, and sooner when a material change occurs.

Policy approval record

Policy owner	[Name and role]
DPO consultation	[Name/date]
DSL consultation	[Name/date]
IT/security consultation	[Name/date]
Approved by	[Board/committee/person]
Approval date	[Date]
Review date	[Date]
Related policies	[List]

Staff quick check

Before using AI for school work, confirm:

- ☐ The tool and intended use are approved.
- ☐ I have not included unnecessary identifiable or sensitive information.
- ☐ I know who remains responsible for reviewing and approving the result.
- ☐ I will check facts, curriculum fit, bias, tone, accessibility and any answer key.
- ☐ I will not allow the tool to make a safeguarding or other consequential decision.

- ☐ I know how to report a concern, incident or suspected data breach.

Governor and trustee review prompts

- What problem is the proposed AI use intended to solve, and how will we know whether it helped?
- Which groups could benefit, be excluded or be exposed to additional risk?
- What personal data is processed, where, for how long and for what purpose?
- Which decisions remain human, and how is professional accountability made clear?
- How will staff be trained and how will concerns be reported?
- When will the governing body receive evidence about impact, incidents and value?

Implementation checklist

- ☐ Appoint a named owner for AI governance.
- ☐ List approved, restricted and prohibited tools or use cases.
- ☐ Review data protection, safeguarding, filtering, monitoring and security implications.
- ☐ Agree staff and pupil guidance, including assessment expectations.
- ☐ Deliver role-relevant staff development.
- ☐ Pilot a small number of workflows and collect workload and quality evidence.
- ☐ Record incidents and review the policy after material guidance changes.

Sources and further guidance

Check these sources when adapting or reviewing the policy. Official requirements and guidance can change.

DfE - Generative artificial intelligence in education: <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>

DfE - Generative AI and data protection in schools:
<https://www.gov.uk/guidance/data-protection-in-schools/generative-artificial-intelligence-ai-and-data-protection-in-schools>

DfE - Generative AI product safety standards: <https://www.gov.uk/government/publications/generative-ai-product-safety-standards/generative-ai-product-safety-standards>

DfE - Safe use of generative AI in education: module 3: <https://www.gov.uk/government/publications/safe-use-of-generative-ai-in-education-module-3>

DfE - Keeping children safe in education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

ICO - Guidance on AI and data protection: <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/>