

Shavington Primary School



Responsible AI Usage Policy

Written by Rob Lawrie July 2025
Next review July 2028

Executive Summary

This Responsible AI Usage Policy outlines Shavington Primary School's approach to implementing and using Artificial Intelligence (AI) technologies in our educational setting. Key points include:

1. Our commitment to safe, ethical, and effective use of AI in alignment with DfE guidance, the latest government AI guidance, and OFSTED expectations.
2. Guidelines for selecting, implementing, and monitoring AI tools.
3. Roles and responsibilities for staff, pupils, and leadership in AI usage.
4. Measures to protect data privacy and intellectual property in compliance with GDPR.
5. Strategies for preparing pupils for an AI-enhanced future.

This policy aims to harness the benefits of AI while mitigating potential risks, ensuring that our use of AI enhances teaching, learning, and administrative processes without compromising our educational values or stakeholders' rights.

1. Introduction

At Shavington Primary School, we recognise the immense potential of Artificial Intelligence (AI), including generative AI to enhance school leadership, teaching, learning, and administrative processes. This policy outlines our approach to implementing and using AI technologies in a responsible, ethical, and effective manner, in alignment with Department for Education (DfE) guidance, the "Generative AI in Education" guidance (2024), OFSTED expectations, and our school's values.

2. Purpose

The purpose of this policy is to:

- Ensure the safe, secure, and appropriate use of AI technologies within our school.
 - Promote transparency and accountability in AI implementation.
 - Safeguard the wellbeing and rights of all pupils and staff.
 - Align our AI use with educational goals, government guidance, and OFSTED expectations.
 - Harness the potential of AI to reduce workload and enhance leadership and teaching and learning.
 - Prepare our pupils for a future where AI is increasingly prevalent.
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3. Scope

This policy applies to all AI technologies used within Shavington Primary School, including but not limited to:

- Generative AI tools (e.g., Co-Pilot, ChatGPT, Google Gemini).
- Administrative tools.
- Learning management systems.
- Assessment and feedback tools.
- Personalised learning platforms.
- Data analysis and decision-support systems.

It covers use by all staff, pupils, and any third parties acting on behalf of the school.

4. Understanding Generative AI

Generative AI refers to technology that can create new content based on large volumes of data. This includes tools that can:

- Answer questions and complete written tasks.
- Respond to prompts in a human-like way.
- Produce audio, code, images, text, simulations, and videos.
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AI is also either open or closed source.

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

While these tools offer significant opportunities, it's crucial to understand their limitations and potential risks, particularly risks related to misuse, over-reliance, and bias.

At Shavington, we choose to use AI systems such as Microsoft Copilot due to its private implementation of GPT. This is to ensure that data inputted isn't used publicly to train AI models like systems such as Chat GPT.

Staff should always use the following process when using generative AI models:

Human input > AI output > Human input

This is to ensure that staff are ensuring quality control, security and safeness in the output produced by AI.

5. Regulatory Principles

We follow the 5 regulatory principles set out in the [AI regulation white paper](#).

5.1 Safety, Security, and Robustness

We are committed to prioritising the safety and security of all users when implementing AI systems. This commitment manifests through:

- Regular risk assessments of AI tools and their applications.
- Ensuring that AI solutions are safe for users and protect their data.
- Strict adherence to data protection regulations and best practices.
- As far as possible, working with our IT provider to anticipate threats such as hacking.

5.2 Transparency and Explainability

We maintain clear communication about how and why AI is used in our school. This includes:

- Regularly updating staff, pupils, and parents on our AI implementations and their purposes.
- Ensuring that the reasoning behind AI-generated suggestions can be understood and explained by our staff.

5.3 Fairness and Non-Discrimination

We actively work to prevent and address any biases in our AI systems. Our approach includes:

- Regular audits of AI outputs to identify potential biases, especially automation bias.
- Implementing corrective measures promptly if any unfair treatment is identified.
- Broadening fairness considerations to include inclusivity and accessibility for all pupils.

5.4 Human Oversight and Accountability

We maintain human oversight of all AI systems and their outputs. This principle is upheld through:

- Clear lines of responsibility and accountability for AI implementation and use.
- Regular review of AI-generated suggestions by qualified staff before implementation.
- Empowering staff to override AI suggestions when professional judgement deems it necessary.
- Ensuring staff are trained to critically assess and override AI outputs when appropriate.

5.5 Data Protection and Privacy

We adhere to all relevant data protection regulations, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, when using AI technologies. Our commitment to privacy includes:

- Strict controls on data access and use within AI systems.
- Regular Data Protection Impact Assessments (DPIAs) for all AI implementations.
- Transparent communication with stakeholders about how their data is used.
- Ensuring that personal and special category data is protected in accordance with GDPR principles.
- Minimising data usage in AI systems to only what is essential for educational purposes.
- Ensuring that any third-party AI tools used by the school meet GDPR compliance standards.

6. Roles and Responsibilities

6.1 School Leadership

- Overall responsibility for AI strategy and alignment with school goals.
- Ensuring adequate resources and training for AI implementation.
- Regular review and update of this policy.
- Conducting biannual AI-specific audits to evaluate compliance and effectiveness.

6.2 Teachers and Staff

- Responsible use of AI tools in teaching and administrative tasks.
- Reporting any concerns or issues with AI systems.
- Participating in relevant training and development.
- Actively educating pupils on ethical AI use and practical implications.

6.3 Pupils

- Ethical use of AI tools in their learning.
- Reporting any concerns or issues to teachers or staff.
- Understanding the limitations and ethical concerns of generative AI.

7. Implementation Guidelines

7.1 Selection and Procurement

We carefully select AI tools that align with our educational objectives and ethical standards. Our process includes:

- Assessing all AI tools for alignment with this policy before procurement.
- Prioritising AI solutions that offer transparency in their training information, algorithms, and decision-making processes.
- Considering the long-term sustainability and scalability of AI implementations.
- Ensuring all third-party tools comply with GDPR, data protection legislation, and safety regulations.

7.2 Data Management

Effective data management is crucial for responsible AI use. Our approach includes:

- Ensuring all data used in AI systems is accurate, up-to-date, and relevant
- Regular auditing and cleaning of data to maintain its quality and relevance
- Strict protocols for data storage, access, and deletion
- Protecting personal and special category data in accordance with data protection legislation

7.3 Training and Support

We are committed to providing comprehensive training and support for AI use. This includes:

- Regular training sessions for all staff on the use of AI tools and this policy
- Ongoing support to ensure effective and responsible use of AI technologies
- Opportunities for staff to share best practices and experiences with AI use

7.4 Monitoring and Evaluation

We regularly assess the impact and effectiveness of our AI use. Our evaluation process includes:

- Monitoring the impact of AI use on leadership, teaching, learning, and administrative processes
- Annual evaluations of our AI systems and their alignment with this policy
- Gathering feedback from staff, pupils, and parents on AI implementations

7.5 Ethical Considerations

We prioritise ethical considerations in all our AI implementations. This includes:

- Regular assessments of the ethical implications of our AI use
- Engaging with pupils, parents, and the wider community on AI-related ethical issues
- Ensuring our AI use aligns with our school's values and educational philosophy

8. AI in Teaching and Learning

8.1 Opportunities

When used appropriately, AI has the potential to:

- Reduce workload across the education sector
- Free up leaders' time, allowing them to focus on being visible, excellent leaders
- Free up teachers' time, allowing them to focus on delivering excellent teaching
- Enhance personalised learning experiences

8.2 Limitations

We recognise that AI tools have limitations:

- They may produce inaccurate, inappropriate, biased, or out-of-date information
- They are not a substitute for knowledge in our long-term memory
- They cannot replace the judgement and deep subject knowledge of a human expert

9. Complaint and Redress Procedures

We have clear procedures for addressing concerns about AI use:

- Any concerns about AI use can be raised through our standard complaints procedure
- We have a dedicated process for addressing AI-related issues and errors
- All complaints are thoroughly investigated and addressed in a timely manner

10. Monitoring and Review

This policy will be reviewed and updated at least annually by SLT and governing body, or sooner if necessary due to changes in legislation, technology, or best practices.