

# Crawshawbooth Primary School

## Responsible AI Usage Policy

September 2025

Mr Willan

<b>Approved by:</b>	Mr C Willan
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## Executive Summary

This Responsible AI Usage Policy outlines Crawshawbooth 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 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.
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 Crawshawbooth Primary School's we recognise the immense potential of Artificial Intelligence (AI), including generative AI and large language models (LLMs), 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, 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, DfE 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

## 3. Scope

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

- Generative AI tools (e.g., ChatGPT, Google Bard, SLT AI)
- 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

While these tools offer significant opportunities, it's crucial to understand their limitations and potential risks.

## 5. Guiding Principles

Our use of AI technologies is guided by the following principles:

### 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
- Continuous monitoring and updating of AI systems to ensure they remain secure and fit for purpose
- Strict adherence to data protection regulations and best practices

### 5.2 Transparency and Explainability

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

- Providing clear explanations of AI-assisted decisions to all stakeholders
- 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

### 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

## 5.5 Data Protection and Privacy

We adhere to all relevant data protection regulations when using AI technologies. Our commitment to privacy includes:

- Strict controls on data access and use within AI systems
- Regular data protection impact assessments 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 data protection legislation

## 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

### 6.2 IT Department

- Technical implementation and maintenance of AI systems
- Ensuring security and robustness of AI tools
- Providing technical support and training to staff

### 6.3 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

### 6.4 Pupils

- Ethical use of AI tools in their learning
- Reporting any concerns or issues to teachers or staff

## 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

*School leaders should use the **AI Tool Evaluation Checklist** provided in **Appendix A** when considering new AI tools.*

## 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

*The **AI Implementation Plan** Template in **Appendix B** should be used to guide the introduction of new AI tools and track their effectiveness.*

## 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
- We will not use AI to make any decisions about a pupil's future, e.g. career advice, KS4 subject choice etc.

# 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

## 8.3 Use in Assessments

- We take reasonable steps to prevent malpractice involving the use of generative AI in formal assessments
- We follow the guidance provided by the Joint Council for Qualifications on AI use in assessments

## 8.4 Homework and Independent Study

- We regularly review our homework policies and other types of unsupervised study to account for the availability of generative AI
- We encourage effective use of age-appropriate resources, which may include generative AI in some instances
- We work to prevent over-reliance on a limited number of tools or resources

## 9. Intellectual Property

- We recognise that pupils own the intellectual property (IP) rights to original content they create
- We do not allow or cause pupils' original work to be used to train generative AI models unless we have appropriate consent or exemption to copyright
- We educate pupils about understanding and protecting IP rights

## 10. Preparing Pupils for the Future

We are committed to preparing our pupils for a future where AI is increasingly prevalent. This includes:

- Teaching pupils how to use emerging technologies, including generative AI, safely and appropriately
- Educating pupils about the limitations, reliability, and potential bias of generative AI
- Developing pupils' understanding of online safety, digital content creation, and the impact of technology
- Providing a knowledge-rich curriculum that allows pupils to become well-informed users of technology

## 11. 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

## **12. Monitoring and Review**

This policy will be reviewed and updated at least annually by [Responsible Person/Committee], or sooner if necessary due to changes in legislation, technology, or best practices.

## **13. Related Policies and Documents**

This policy should be read in conjunction with the following:

- Data Protection Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Staff Code of Conduct
- Pupil Acceptable Use Policy
- Homework Policy
- Assessment Policy
- Online Safety Policy

## Appendix A: AI Tool Evaluation Checklist for School Leaders

Use this checklist when considering the adoption of a new AI tool or evaluating existing ones.

### 1. Safety and Security

- The tool has robust data protection measures in place
- It complies with GDPR and other relevant data protection regulations
- There are clear terms of service regarding data usage and storage

### 2. Educational Value

- The tool aligns with our curriculum and educational goals
- It has demonstrable benefits for teaching and/or learning
- There is evidence of its effectiveness in educational settings
- The tool uses data from reputable educational sources (e.g., DfE, OFSTED, EEF)

### 3. Transparency and Explainability

- The AI's decision-making process can be explained to stakeholders
- The tool provides clear information about its capabilities and limitations
- There is transparency about the data used to train the AI

### 4. Personalisation Capabilities

- The tool can incorporate school-specific information
- There are features for personalising outputs based on individual school contexts
- The personalisation process is transparent and controllable by the school

### 5. Creator's Background and Educational Expertise

- The creator(s) have significant experience in education (e.g., former teachers, headteachers)
- The development team includes educators or educational consultants
- There's evidence of ongoing collaboration with current educators

### 6. Understanding of Educational Context

- The creators demonstrate knowledge of current educational policies and practices
- There's evidence of understanding the day-to-day challenges in schools
- The tool reflects an awareness of diverse educational needs and contexts

### 7. Human Oversight

- The tool allows for human intervention and override of AI decisions
- It clearly delineates between AI-generated content and human input
- There are clear protocols for staff to review and validate AI outputs

### 8. Workload Impact

- The tool has the potential to reduce staff workload
- The time investment for implementation and training is reasonable
- It integrates well with our existing systems and workflows

**9. Intellectual Property Considerations**

- The tool's use of data for training purposes is clearly stated
- There are options to opt-out of contributing to the AI's training data
- The ownership of content created using the tool is clearly defined

**10. Support and Training**

- Adequate training resources are available for staff
- There is ongoing technical support from the provider
- The provider offers regular updates and improvements to the tool

**11. Cost-Effectiveness**

- The cost of the tool is justifiable given its benefits
- There is a clear understanding of any ongoing or hidden costs
- The tool offers good value compared to alternative solutions

Total Score: \_\_\_\_ / 34

Evaluator's Name: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

**Recommendation:**

- Proceed with implementation
- Needs further evaluation
- Not recommended for use

**Comments:**

Any additional comments here...

## Appendix B: AI Implementation Plan Template

Use this template to plan the implementation of a new AI tool in your school.

### 1. Tool Information

Name of AI Tool:	
Purpose:	
Provider:	

### 2. Implementation Timeline

Start Date:	
Pilot Phase Duration:	
Full Implementation Date:	

### 3. Stakeholder Communication Plan

Stakeholder Group	Communication Method	Frequency	Responsible Person
Staff			
Pupils			
Parents/Carers			
Governors			

### 4. Training Plan

Objective	Training Details	Audience	Trainer	Success Criteria

### 5. Evaluation

Purpose:
Evaluation: