

Artificial Intelligence Policy Toolkit – 2026

A Safeguarding Approach to Using AI in Schools: AI Policy Toolkit Introduction

This toolkit has been created to support school leaders in developing an Artificial Intelligence (AI) Policy. It is not a policy template, but it offers suggestions for what to include in an AI policy and considerations for how to do so.

This toolkit takes into consideration [Keeping Children Safe in Education](#) and AI guidance from the [Department for Education](#).

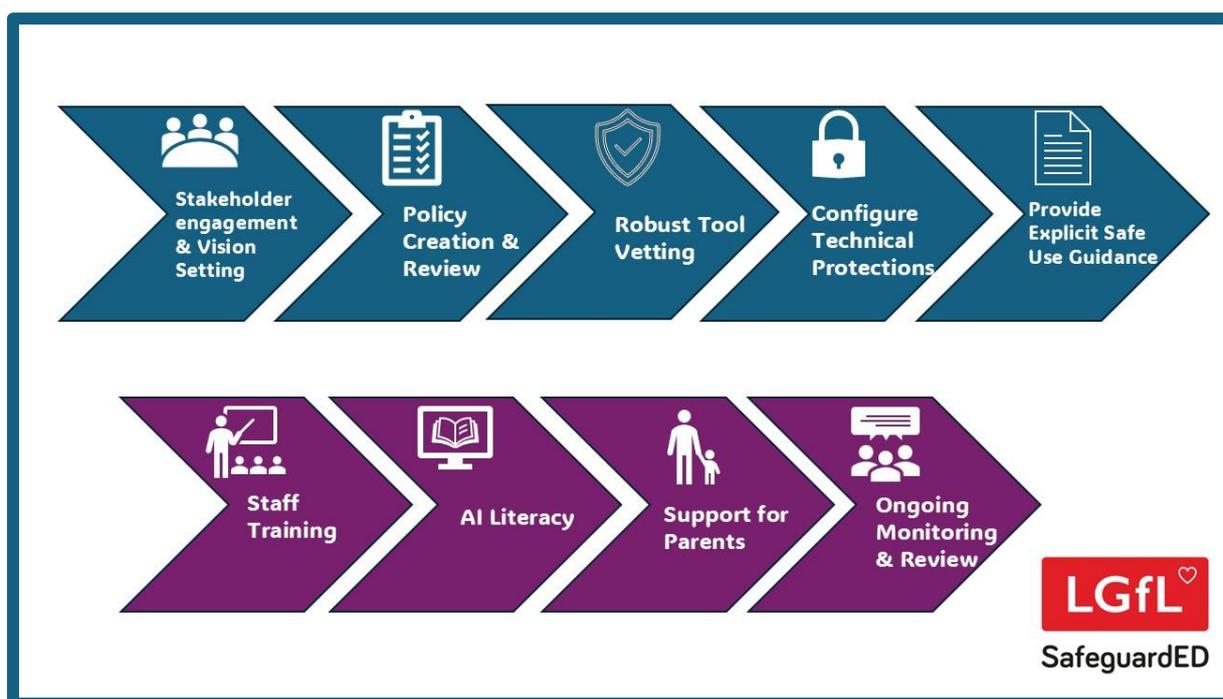
Please note, however:

- There is no mandatory requirement for schools to have a standalone AI Policy, but due to the fast-moving nature of AI technology developments and accompanying risks and impacts, many schools are now developing one.
- We know that schools are diverse, with varying organisational structures, policies, digital approaches, IT infrastructure, pedagogical approaches, human resource and so forth. Therefore, please use this toolkit and the elements in it in a way that helps you; hence why it is not a fixed template policy.
- Research from various sources shows that many children are using AI from the earliest years (toys with AI embedded in them are now available and marketed to toddlers, smart speakers are frequently used as a way of finding out information and accessing content and so forth). Therefore, it is important that all schools, from those with early years provision upwards, consider the implications of AI on children and staff.
- Consider how the use of AI impacts other existing policies (as discussed in Section 4) so that you are not duplicating information and to ensure there is recognition that AI must be considered within many other existing policy areas. (see policies.lgfl.net for policy templates).
- If policy does not match the practice of pupils and staff, your policy will be ineffective, so it is critical that you take time to engage with all stakeholders and monitor implementation.
- Consider your stakeholder engagement when developing your policy (governors, trustees, leaders, staff, pupils and parents). Some may have strong views on the use of AI in your school that need to be listened to, carefully considered and responded to.
 - Take a look at our safeguarding question bank for children, which includes some regarding AI-

Artificial Intelligence Policy Toolkit – 2026

<https://viewonline.lgfl.net/hubfs/SafeguardED/Pupil%20Safeguarding%20Qn%20Bank%202025.pdf>

- Use this staff survey to find out what, how, why staff use AI:
<https://viewonline.lgfl.net/hubfs/SafeguardED/Staff%20Gen-AI%20survey.docx>
- Utilise the following to support you in developing your policy and approach to using AI in your school.
 - [DfE Guidance](#)
 - A collation of LGfL and other partner Resources – genai.lgfl.net & <https://lgfl.planetestream.com/View.aspx?id=8573~4x~8DS48Lts>
 - Any local guidance from your Local Education Authority or Local Safeguarding Children’s Partnership (where appropriate and available)
- The speed of travel with AI advancement is colossal and so an AI policy must be regularly reviewed (at least annually) to remain relevant and useful. You will likely want to review your policy after local/national policy/guidance changes, in light of learning from any incidents and as processes and practices need to change in school.
- Consider how you will successfully communicate your policies to all stakeholders.
- There is a glossary at the back of this Toolkit to support you.
- Here are the suggested steps for developing your approach to using AI in your school:



Artificial Intelligence Policy Toolkit – 2026

Contents

Contents.....	3
1. Scope & intent of your AI policy	4
2. Foundations for Safe AI use	5
3. Your School’s Approach to Using AI	7
4. Other related policies	10
5. Roles & Responsibilities	11
6. Approval & Consent	15
7. Filtering & Monitoring	17
8. Reporting & Recording.....	19
9. Teaching & Learning	20
8 Staff Guidance & Support	23
9 Review	23
10 Glossary	24

Artificial Intelligence Policy Toolkit – 2026

1. Scope & intent of your AI policy

Artificial Intelligence (AI) technology is already widely used in primary and secondary schools (e.g. in many MIS systems, curriculum resources, email systems and search engines to name a few). There are many benefits to using AI, including the potential to enhance outcomes and educational experiences, and to support staff with automation of tasks and quicker completion of administrative tasks.

However, there are significant risks involved too, and particularly with using Generative Artificial Intelligence (Gen-AI) (i.e. where new images, text, audio, video, and code is generated from user inputs). These risks can be reduced and mitigated through robust policies and procedures that are well understood and followed by all users.

It is critical that schools educate all staff and learners about safe and ethical use of AI and about any policies in place, preparing them for a future in which AI technologies are likely to play an increasing role.

The safeguarding of staff and learners must always be the key consideration for policy and practice in school.

An AI policy should apply to all staff, governors, trustees, pupils, parents, carers, and external stakeholders using AI technologies within the school environment and outside of it for school purposes. It should cover AI tools/platforms/applications used for all purposes including teaching, learning, assessment, school management, and administration. This includes any AI used in a school-related capacity and that which is embedded in school approved software and services.

For more information on the risks of using AI, please visit genai.lgfl.net

GEN-AI & SAFEGUARDING RISKS


 <p>Fake Child Sexual Abuse Material (CSAM) Gen-AI can create CSAM, posing serious risks to children e.g. exploitation, grooming, bullying etc.</p>	 <p>Adult Content via Chatbots Chatbots can engage children in explicit adult conversations and make adult imagery available.</p>	 <p>Inappropriate Advice Chatbots can give harmful or inappropriate advice e.g. mental health, dieting, physical appearance</p>	 <p>Exposure to Harmful or Fake Content Fake or harmful messages promoting false ideals and narratives.</p>
 <p>Emotional Impact of 'relationships' with AI Companions People can form very strong bonds, raising concerns about reliance and how healthy and positive these relationships become.</p>	 <p>Bias Reinforcing Harmful Stereotypes Gen-AI text and images can deepen stereotypes and reinforcing harmful biases.</p>	 <p>Risks of Sharing Personal Data Online Sharing personal info with AI risks children's exposure to cyber crime.</p>	<p><i>Gen-AI is embedded in many websites/apps & easily available to anyone. Many children are already using Gen-AI</i></p>

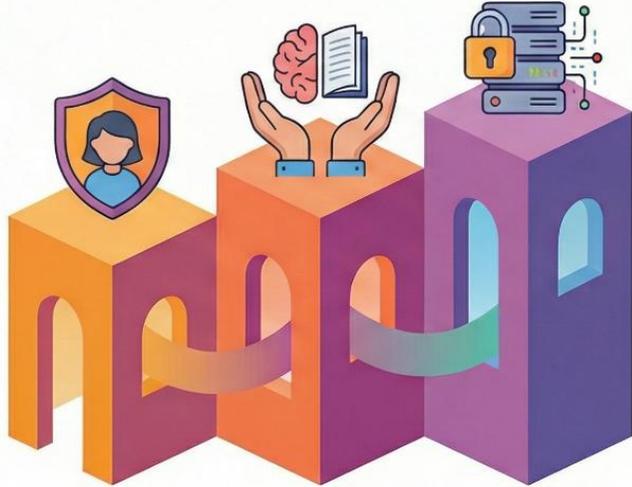
Find out more at genai.lgfl.net

Artificial Intelligence Policy Toolkit – 2026

2. Foundations for Safe AI use

Artificial Intelligence (AI) is evolving rapidly, becoming a foundational component of modern digital services. Because these tools are widely accessible and deeply integrated into everyday online platforms, having a clear approach to the use of AI is imperative for safety, data protection, equity, and academic integrity. Given that both staff and pupils are already engaging with AI (even sometimes the youngest learners in schools), it is critical that schools foster environments where all users of technology are empowered to use it safely, responsibly, and ethically.

FOUNDATIONS OF SAFE AI USE



Safeguarding as the Priority

All AI decisions must be rooted in protecting children and promoting their well-being.

Human-Centred Decision Making

AI should enhance, not replace, professional human judgment and pedagogical expertise.

Ethical Data Handling

Never upload sensitive school or personal data without explicit Data Protection Officer approval.

THE PATH TO IMPLEMENTATION



Collaborative Responsibility

Policy development is a shared duty involving Governors, Headteachers, DSLs, and Technical Staff.

Approval & Filtering Framework

Only use school-approved Gen-AI tools and block unapproved platforms via filtering systems.

Continuous Review Cycle

Policies must be reviewed at least annually to keep pace with rapid AI advancements.

POLICY AREA: KEY AI IMPLICATIONS

 <p>Safeguarding & Child Protection</p> <ul style="list-style-type: none"> ● Risks regarding 'deepfakes', AI-generated misinformation, and harmful advice from chatbots. 	 <p>Data Protection</p> <ul style="list-style-type: none"> ● UK GDPR compliance regarding automated decision-making and the use of prompts for training. 	 <p>Assessment & Exams</p> <ul style="list-style-type: none"> ● Maintaining academic integrity and defining acceptable levels of AI assistance in coursework.
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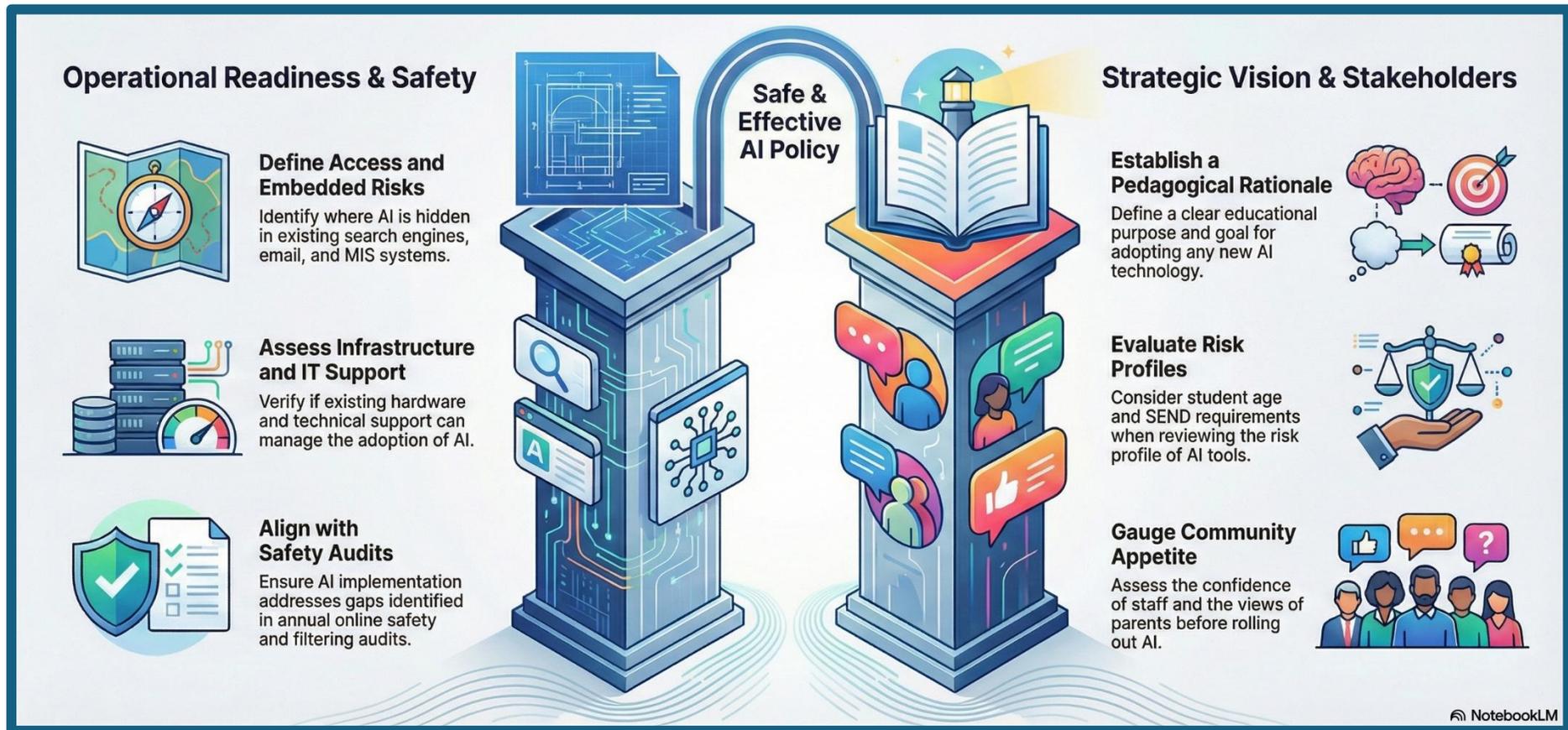
The following are suggested principles for schools to adopt:

1. The **safeguarding of children is at the forefront** of our practice in school, and all decisions relating to the use of AI will be rooted in protecting children from harm and promoting their wellbeing.
2. When deciding to use AI, the **benefits** of using any AI platform or technology must always outweigh the risks.
3. AI must be used **safely** and **ethically**, ensuring **respect, fairness, transparency** and in ways that **prevent discrimination**.
4. Schools must always **comply with legislation** and statutory guidance relating to technology use and online safeguarding.
5. On school devices, on the school network and for tasks associated with school, users must only use school **approved** Gen-AI tools, and only when signed in to a school account (as outlined in Section 6).
6. AI should enhance, not replace, **human decision-making**, especially in supporting the diverse needs of our pupils.
7. AI should support **accessibility** and **inclusivity**, catering to the individual needs of all pupils, especially those with SEND and EAL.
8. Users should be mindful of and comply with **data protection** rules. Never upload any personal or sensitive information (relating to individuals or the school) without explicit authorisation from your school's Data Protection Officer (DPO).
9. Users should be **curious** and **sceptical** of Gen-AI outputs due to regular **misinformation, hallucinations, and bias**.
10. All staff and pupils will receive ongoing **training and support** (as outlined in sections 9 and 10) to use AI safely and responsibly.
11. Schools should regularly **support parents** and carers with understanding what AI is, good practice in its use and how to mitigate risks.
12. When AI is used, users must take care to ensure it will not infringe **copyright** or **intellectual** property laws.
13. All AI **incidents** and concerns must be reported promptly as per section 8 of this policy.

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3. Your School's Approach to Using AI

Regardless of your school's current stance on AI, every setting needs a clear policy and an active implementation plan. Since many pupils and staff are already using AI tools independently, remaining passive is no longer an option. Without established guardrails, schools face significant risks regarding pupil safety, data privacy, cybersecurity, and intellectual property.



NotebookLM

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School Leaders (Governors, Trustees, and SLT) should help to formulate the school's approach, considering the following pointers:

- **Stakeholder views** – what is the appetite from leaders to use AI? What about staff competence and confidence? Parents and pupils should also be engaged, as some may hold strong and opposing views.
- **Risk profile of pupils** – age/SEND etc. What are the age restrictions of any AI tools you are considering? What risks are there for your children using AI and how will you mitigate these? Take a look at the resources at genai.lgfl.net to help with this.
- **School Development Plan** and School values- how does AI fit?
- **Why does the school wish to use AI?** What purpose does it serve? What is the goal? What are the questions you want to answer? **There should be a clear pedagogical rationale for adopting any new technology.** Take a look at this [resource](#) to better understand how pedagogy should drive any technology use in school.
- **AI access** - Who do you permit to use AI on your devices and network? Why? Remember that AI is potentially available via a Google search engine, or your email system or your Microsoft/Google environment in school. So, if you suggest that users should not have access to AI, have you considered if this is even possible? Remember many Gen-AI platforms have age restrictions (although just because a platform states that it should be used by those aged 13yr or over, this doesn't mean it is appropriate nor safe). The [DfE Gen-AI Product Safety Standards](#) raise the benchmark for the level of safeguards that should be in place in any Gen-AI tool used in schools, and how currently, the vast majority of tools would not be compliant with these standards. Schools should therefore think carefully about approving their use with children.
- **Digital strategy** – does your school have a clear strategy for the adoption of digital technology? Does this help guide the use of AI too? LGfL has lots of [free guidance and support](#) surrounding this.
- **IT infrastructure** – what devices and operating systems do you currently have? Do you need to update or make any improvements before considering approving the use of AI?
- **IT support** – do you have sufficient IT Support in your school to help you to adopt, set up and review AI tools?
- **Annual Online Safety Audit** - Do you have any gaps identified from your last [online safety audit](#) (as mentioned in KCSIE) and your annual strategic

Artificial Intelligence Policy Toolkit – 2026

review of filtering and monitoring that need resolving before adopting any AI?

4. Other related policies

The use of AI has many implications, and therefore many existing policies in school should be reviewed to consider this. For example:

- Safeguarding and Child Protection Policy
- Cybersecurity Policy
- Data Protection Policy
- Online Safeguarding Policy
- RSHE Policy
- AUPS
- Staff Code of Conduct/Staff Behaviour
- Pupil Behaviour Policy
- Assessment Policy
- Exam Policy
- Communication Policy
- Complaints Policy (** many schools are reporting receiving high levels of complaints generated by AI)

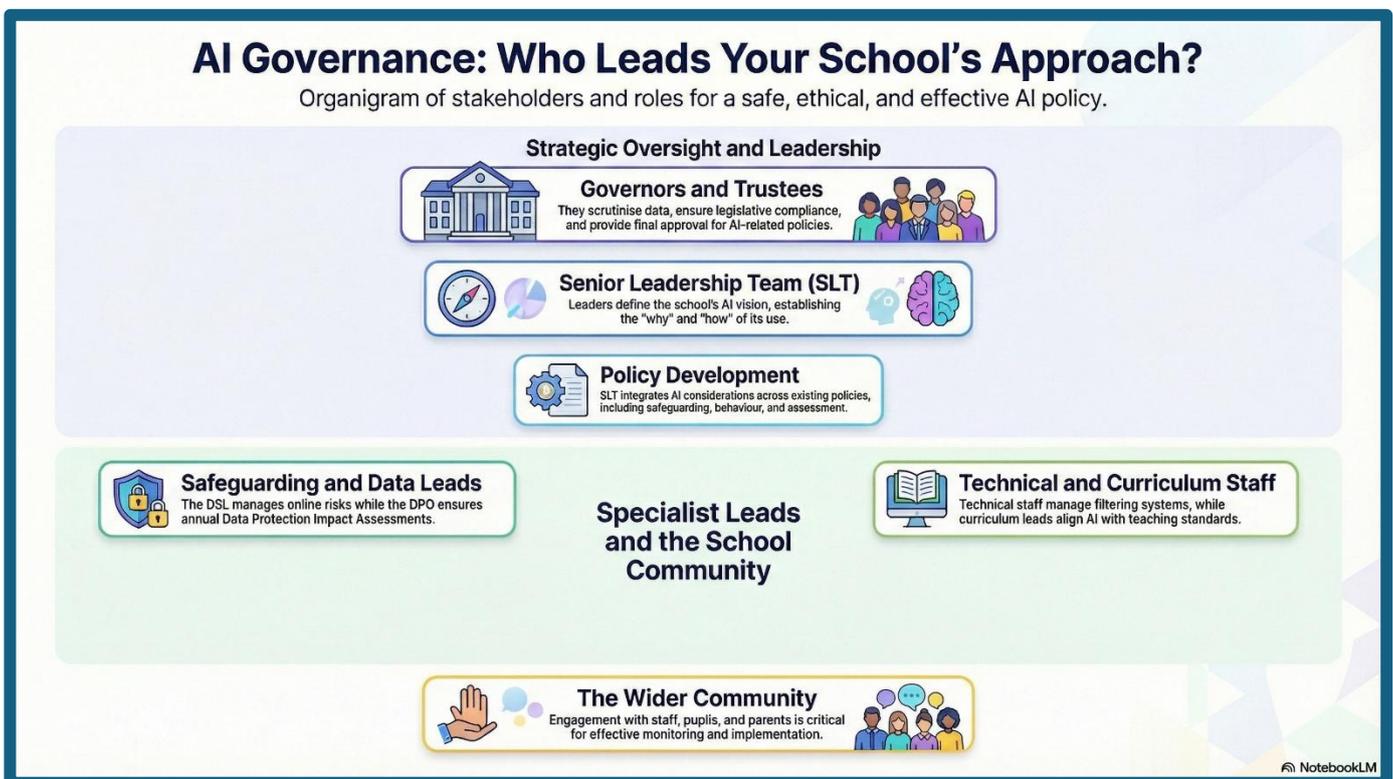
Remember that under the UK GDPR, 'data subjects' have the right to object to automated decision making and profiling. You must make clear in your **privacy notice** if AI is being used, and that the data subject has the right to object, and how to do so. You must have processes in place to manage any objections.

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5. Roles & Responsibilities

The implementation and management of AI in schools requires a whole school approach, given the issues outlined above. Developing policies, procedures and practice should not be the responsibility of one member of staff.

The following section gives an overview of the recommended roles and responsibilities for those involved in developing your school's AI approach. As many colleagues have specific responsibilities, these must be clearly defined to prevent gaps and ensure a coordinated approach.



5.1 Governors / Trustees

Governors/Trustees will:

- Ensure they attend regular training and updates, including around safeguarding and online safety.
- Support and challenge school leaders on matters relating to this policy, including through scrutinising data from the DSL/Headteacher and completing monitoring visits. This may include an evaluation of AI use in the curriculum, administration and communications and the monitoring of school data (e.g. safeguarding incidents, filtering data, monitoring data etc).
- Review and approve this and other related policies.

Artificial Intelligence Policy Toolkit – 2026

- Ensure the school’s policies and practice aligns with legislation and statutory guidance.
- Ensure clear reporting routes are in place within the school for any concerns.

Our lead governor for Safeguarding will, as part of their monitoring, review the safe use of AI by staff and pupils.

5.2 Headteacher and Senior Leaders

The primary role of the senior leadership team is to define the "why" and "how" of AI within the school's unique context. In particular, they are responsible for:

- Establishing an AI vision for the school.
- Devising and regularly updating key policies (including this one) relating to AI (as outlined in the section above) and ensuring AI considerations are integrated across policies and procedures.
- Make sure there are robust processes in place that are followed to scrutinise, regularly review and approve AI technologies.
- Ensure all staff have professional development on the use of AI, including the various risks and how to ensure staff and pupils use it safely, ethically and responsibly.
- Safeguard the school’s academic integrity through clear guidance to staff and pupils on AI for schoolwork.

5.3 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) has responsibility for online safeguarding (including filtering and monitoring) in the school. They are expected to:

- Support the adoption of a whole school approach to online safeguarding, including key components of policies and procedures, technical systems, staff CPD, teaching and learning and culture.
- Have knowledge of AI and its safeguarding implications, including a sound knowledge of key related guidance (access LGfL training at safetraining.lgfl.net to support you).
- Provide contact details to, and be the point of contact for safeguarding concerns that arise within AI tools used by pupils (as per DfE Generative AI Standards)
- Oversee all incidents and concerns related to risks of or actual harm experienced by children using AI – whether inside or outside of school.
- Deliver regular training and updates to staff on online harms (including AI) and how to mitigate and report them.
- Review data from filtering and monitoring systems to identify AI safeguarding risks and trends and respond to these including via the curriculum, policies, staff training and direct interventions with children.

Artificial Intelligence Policy Toolkit – 2026

- Ensure regular filtering [checks](#) are completed to confirm filtering is in place across all devices, for all users and is working as expected.
- Complete an annual [online safeguarding audit](#) (with input from other colleagues) and strategic review of filtering and monitoring to identify areas of good practice and those needing further development.

5.4 Data Protection Officer

The DPO is responsible for:

- Providing advice and guidance about data protection in relation to the use of AI
- Ensuring there are annual Data Protection Impact Assessments (DPIAs) regarding any chosen AI tools.
- Compliance with data protection legislation.

5.5 Technical Staff

Technical staff are responsible for technical support and guidance within the school, with particular regard to cybersecurity, effective filtering and monitoring systems and the safe setup of any new technology.

They will:

- Conduct regular cybersecurity audits to monitor AI related risks.
- Engage in regular training to ensure school systems comply with DfE Technology Standards and related legislation.
- Ensure filtering and monitoring systems are deployed and set up to protect children (see section 7).
- Support regular reviews of AI tools/platforms and applications to ensure their suitability for use in school.

Check this aligns with your current service level agreement/contract with any 3rd party IT Support company.

(Take a look at elevate.lgfl.net for free cybersecurity support).

5.6 RSHE Curriculum Lead

It is the responsibility of the RSHE curriculum lead to make sure the school:

- Is following the DfE RSHE guidance (which contains many implicit and explicit mentions of AI and safety concerns).
- Has an up-to-date RSHE policy and curriculum plans.
- Has supported staff in delivering good quality RSHE teaching.

Artificial Intelligence Policy Toolkit – 2026

Please note the DfE has published revised RSHE guidance that schools must implement by Sept 2026. This contains many implicit and explicit references to AI across both the primary and secondary Online Safety curriculum.

5.7 All Staff

It is the responsibility of all staff to have read and understood this policy and associated policies as outlined in section 4. Staff have a duty to ensure that they:

- Keep sensitive and confidential data/information secure.
- Ensure their actions do not risk the school's reputation.
- Ask for support if they are unsure about using any AI.
- Engage in regular training and CPD.
- Do not use any AI unless explicitly approved by the school.
- Only use AI as a teaching aid, not as a replacement for pedagogy.
- Verify any AI-generated content for accuracy, appropriateness, and bias.
- Educate pupils on safe and responsible use of AI and make use of any learning opportunities that arise.
- Challenge any inappropriate use of AI by pupils or staff.
- Report any incidents or concerns relating to this policy, following the reporting procedures in section 8.
- Ensure explicit references/disclaimers are provided when AI tools are used to create work presented/used in school.

You may need to consider to what extent staff understand the above points and whether it would be beneficial to provide more explicit examples about what staff can and should not do whilst using Gen-AI. i.e. do staff know what constitutes sensitive and confidential data?

Check that the above aligns with your staff Code of Conduct and staff AUP.

Artificial Intelligence Policy Toolkit – 2026

6. Approval & Consent

6.1 Approved Gen-AI tools

AI is embedded in many technologies and platforms used in schools (often unknowingly), and so it may not be feasible for schools to maintain a complete register. However, due to the significant risks linked to the use of Gen-AI, it is important that a robust approval process and an agreed list of who can use which of these is in place.

Staff should be aware that they should never use non approved Gen-AI tools for school purposes (e.g. when off site or on a non-school owned device) **without first getting permission from the headteacher (or alternative identified individual)**.

Schools are encouraged to review all **existing** curriculum resources, platforms, apps and tools to see which already have Gen-AI functions (e.g. Canva, Adobe Photoshop, Google, etc.). Leaders should ask pupils and staff what they already use on the school network/devices. Filtering and Monitoring systems can help with identifying these, too. Where products are already being used with Gen-AI functionality, senior leaders must complete a risk assessment and decide whether each product should be approved for continued use, based on the principles and approach outlined in this toolkit. Assumptions about this should be avoided. Every approved product should then be added to the list below.

WHAT GEN-AI TOOL/APP/ PLATFORM?	WHO IS AUTHORISED TO USE THIS?	WHO APPROVED THIS?	WHEN WAS THIS APPROVED/ LAST REVIEWED?	DPIA IN PLACE AND UP TO DATE?

Remember, free consumer versions of Large Language Models (LLM), such as ChatGPT, Gemini and Copilot, etc., can use the prompts users enter along with AI's responses to train and improve the AI models. This, therefore, has significant implications for Data Protection. Enterprise or commercial versions of these tools that require an account and authentication provide stricter data privacy agreements and offer users options to opt out of AI model training data collection. Some platforms, by default, use prompt data for training unless explicitly opted out. Please speak to your Technical Staff to help explore this and ensure each tool is set up safely.

When using any of the authorised Gen-AI tools as listed above, staff should use their school email address for login purposes.

Artificial Intelligence Policy Toolkit – 2026

6.2 Approval process for any Gen-AI technologies

If a member of the school community (Governor, Trustee, Leader, Staff member or Pupil) wishes to use a tool/app/platform/website with Gen-AI capabilities that is not already on the list above, they must seek approval as per the following process BEFORE using it.

- What does the approval process look like? Who is the Approver? How do people request approval, i.e. in writing?
- What happens if a visitor wants to use an AI tool, e.g. a social worker visiting a child?
- What due diligence will take place? (See our [infographic](#) to help with this) How have you considered [DfE's Product Safety Standards](#) in completing this? What evidence will there be of your checks?
- Who completes a Data Protection Impact Assessment (DPIA)? Where are these logged/stored?
- How regularly will you review your approved list of Gen-AI? Products can change very rapidly, and something you approved last year may have new functions which no longer align with this policy.

6.3 Consent to use data (pupil/staff work) with Gen-AI

Many materials used in school and created by staff or pupils (including essays, lesson plans, and even the prompts entered into AI tools) are protected by copyright. Therefore, all staff need to be aware of the intellectual property (IP) implications when using generative AI tools.

Staff and pupils must not upload others' original work into Gen-AI tools without explicit consent from the owner. Where the work belongs to a child, permission from their parent/carer must be sought.

How will you action this in school? Will you have a specific consent form for this? Or will you avoid the possibility altogether?

Artificial Intelligence Policy Toolkit – 2026

7. Filtering & Monitoring

7.1 Filtering

For free support and information about filtering in schools and the responsibilities of DSLs, leaders and governors, please visit safefiltering.lgfl.net

All schools should be using ‘appropriate’ web filtering as per the requirements outlined in KCSIE and the DfE Standards for Filtering and Monitoring.

LGfL schools have access to UK Safer Internet Centre Accredited filtering called [SchoolProtect](#) and [HomeProtect](#) which are deemed ‘appropriate’ (see appropriate.lgfl.net for more details on this).

Strategic responsibilities: The school’s filtering and monitoring provision should be reviewed at least annually by Senior Leaders (as per KCSIE – use LGfL’s [Online Safety Audit](#)), to ensure it remains effective against the rapidly evolving AI landscape. A register of school approved Gen-AI tools should be maintained as outlined in Section 6 of this policy. Any tool not on this list should be blocked for users via the filtering system.

Operational responsibilities: Leaders must ensure that the filtering system is not just “set and forget” but is regularly checked to confirm it blocks content as expected on all devices and for all users. LGfL recommends you perform filtering checks half termly, and we have a template for these checks available at safefiltering.lgfl.net. When completing the filtering checks, ensure that:

- **HTTPS decryption is enabled to provide better granularity of filtering.** For example, when decryption is enabled, you can block some elements of Gen-AI functionality on websites. LGfL Schools can benefit from looking at the SchoolProtect Health Check, which indicates whether HTTPS decryption (along with other key functions) is set up effectively – For more support see [SchoolProtect User Guide](#)
- **User authentication is set up and active.** This allows the DSL to identify which user has accessed or attempted to access sites (e.g. Gen-AI). By having multiple user policy groups, you can also differentiate which users can access sites e.g. staff only can access a particular Gen-AI site. The [SchoolProtect User Guide](#) can be used by LGfL schools for more support.
- **Categories are set up appropriately.** The category for ‘AI Chat and Image Generators’ (this is the name of the category in LGfL schools - if you are not an LGfL customer, please check the relevant category information) should be blocked as default for ALL users. If the school approves the use of a particular Gen-AI site, instead of the whole category (and therefore access to all such sites), the local URL list should be used to allow a specific URL to specific user groups. LGfL Schools can refer to the [SchoolProtect User Guide](#) for more support.

Artificial Intelligence Policy Toolkit – 2026

When carrying out your due diligence to quality-assure any Gen AI tools, ensure that, at a minimum, the products you select effectively and reliably prevent users from accessing harmful or inappropriate content through robust, built-in filtering.

7.2 Monitoring

Schools should use ‘appropriate’ monitoring systems in line with the requirements outlined in KCSIE and the DfE Standards for Filtering and Monitoring.

Monitoring is helpful to show what users are doing on digital technologies. Monitoring systems typically alert DSLs to concerning behaviour by pupils/staff, including concerns related to the use of Gen-AI technology. Schools should use the data generated by their monitoring system to highlight any gaps in filtering and remedy them immediately (e.g. if a particular site needs blocking or recategorising), and also to inform teaching and learning (e.g. if there are concerns about children generating inappropriate images or seeking medical advice from Gen-AI).

LGfL works in partnership with Senso, and most LGfL schools can access free unmanaged monitoring. For more information, to check your school’s eligibility or to receive a quote, please visit monitoring.lgfl.net.

For DSLs in LGfL schools, please make sure you are receiving **regular notifications** from your Senso portal. If you are not, then it is likely that the portal is not set up correctly. Reach out to us for support monitoring@lgfl.net.

Artificial Intelligence Policy Toolkit – 2026

8. Reporting & Recording

8.1 Reporting

Where staff, pupils or parents have concerns relating to the **children’s wellbeing or safety** in relation to the use of AI (e.g. fake child sexual abuse material being created/shared of a pupil or a pupil disclosing emotional distress to an AI companion) or any other form of digital technology, they should report this immediately to the DSL, as per the procedure relating to all safeguarding concerns. Where can individuals easily find this information in your school?

Where concerns relate to the **behaviour of a staff member, governor/ trustee** and their misuse or potential misuse of AI (intentionally or otherwise), this should be reported to the Headteacher in line with the school’s managing allegations procedure (e.g. a staff member using a non-approved Gen-AI tool or inputting sensitive pupil data into a Gen-AI tool). You may want to link to other policies such as managing allegations, low-level concerns and/or data protection/GDPR. Consider how you may need to update your AUPs to account for these types of risks.

Where the concern relates to a **pupil’s concerning behaviour using AI, but there is no risk to a child** (e.g. pupil creating or sharing misinformation or creating fake imagery of an adult), to whom should these be reported? Consider how you may need to update your AUPs to account for these types of risks.

For all data breaches, the school’s DPO should be informed, and the Data Protection Policy shall be followed.

Depending on the severity and type of concern raised, school leaders may need to report externally to agencies such as Children’s Services, Police, Information Commissioner’s Office (ICO), LADO, [Report Remove](#), [CEOP](#), [POSH](#), etc. See reporting.lgfl.net for more advice on who to report concerns to.

Would staff benefit from exploring examples of incidents as part of the school’s incident preparation processes? Are you confident that staff would recognise these as examples of concerns?

8.2 Recording

Where the concern relates to the **children’s wellbeing or safety** in relation to the use of AI or any other form of digital technology, this must be recorded on your safeguarding recording system as per your safeguarding policy.

Where concerns relate to the **behaviour of a staff member, governor/ trustee** and their misuse or potential misuse of AI (intentionally or otherwise), depending on the nature and severity of the incident, this should be recorded in either the safeguarding system, low-level concerns log or on your data protection log.

Where the concern relates to a **pupil’s concerning behaviour using AI, but there is no risk to a child**, consider where this will be recorded.

Artificial Intelligence Policy Toolkit – 2026

If the person raising the concern does not have access to these recording systems, an appropriate staff member should support the recording (e.g. if a parent or pupil reports a concern).

9. Teaching & Learning

It may be helpful to frame our approaches to the role of AI in education using the following aspects:

- Understanding AI, how it works, its impact on everyday life, society and its impact on the economy, creativity and the environment
- Using AI for Teaching
- Using AI for Learning

9.1 Understanding AI, how it works, its impact on everyday life, society and its impact on the economy, creativity and the environment

In this section, you may consider how you will teach pupils about AI in your school. This will, of course, depend on your school population demographics and the strategic approach to using AI outlined in the rest of your policy.

Consider adding a brief detail of outcomes you want your pupils to achieve when learning about AI, and how this links to various areas of your curriculum. We encourage schools to think broadly about AI literacy.

If we want children to be safe, responsible, ethical and considerate users of AI, those who have fluency and skill, then we need to consider what knowledge they require and how to develop this. For example, you may want children to know:

- what AI is
- how it works and is designed
- how it differs from human intelligence
- how to effectively use it, e.g. prompt engineering, skill development, how to cite its use etc.
- when to use it, and when not to
- the risks associated with its use and how to avoid or mitigate these
- how to critique, it e.g. the quality and accuracy of outputs
- the impact it has on individuals, organisations, communities and humanity
- the various ethical considerations associated with its use

The [DfE RSHE Guidance 2026](#) helps steer schools to key areas of learning about AI and safety, but learning about digital technologies and online safety should be consistent across their school life, and such learning can occur throughout all areas

Artificial Intelligence Policy Toolkit – 2026

of the curriculum to varying degrees (not just in the discrete areas of RSHE and Computing).

9.2 Using AI for Teaching

AI has the potential to transform teaching approaches by streamlining productivity, helping produce a wider range of support material to help learners achieve their potential. However, it can also potentially compromise the quality of teaching and/or academic integrity if used without precision or clear intention.

In this sense, AI mirrors any other digital tool: its value is defined by the precision of its application. While it holds the power to augment the work of a skilled educator, it can just as easily be counterproductive if used without care. Ultimately, the technology remains a secondary instrument; the teacher's expertise is the primary determinant of its success.

Consider establishing boundaries for teachers in relation to lesson planning and marking work, assessments, coursework and exams. How will the school ensure this? Will you use any specific monitoring methods for pupils and/or staff? How will you evaluate its impact on learner outcomes and whether it is being used safely?

9.3 Using AI for Learning (Pupils)

AI has the potential to provide positive assistance to learners to access the curriculum, support the completion of tasks, aid revision and exam preparation, providing personalised support throughout. But in reverse, pupils' use of AI could support the completion of tasks so efficiently, pupils may bypass the "productive struggle" necessary for deep learning. Instead of developing problem-solving skills or critical thinking, learners may become adept only at "prompt engineering," leading to a superficial understanding of the curriculum.

Given this, it might be helpful to consider the following before allowing pupils to use AI:

1. How will you ensure that pupils are able to indicate, accurately, what and how AI has been used to assist their learning and individual work outcomes?
2. Under what circumstances are pupils allowed to use Ai and how will you enforce this?
3. What opportunities do you provide to discuss the issues surrounding AI use in and out of school?
4. Whether you need to evolve the work you set for pupils in a world where content-based retrieval is a simple task for AI and where traditional approaches, such as essay writing, can be completed in seconds with little thoughtful input from learners.
5. How pupils can retain their own sense of personal creativity, agency and independence while also being able to make use of the features AI can bring to enhance their achievement

Artificial Intelligence Policy Toolkit – 2026

6. What responsibility does the school have in preparing its pupils for the world as it is now after leaving education, rather than continuing to prepare them for a world as it was?

9.4 Using AI for Learning (Teachers)

Effective teachers will need to evolve their subject knowledge and keep up to date on the latest, most effective teaching practices. AI can have a role to play in helping support our understanding and approaches, but it is worth considering:

1. How reliant could teachers become on AI tools to help them develop understanding and knowledge of key education topics?
2. How will they be able to discern inherent biases within LLMs (Large Language Models), and how might this influence their thinking?
3. Not all teachers will want to or benefit from using AI in this way. How does your whole staff CPD reflect this reality?

8 Staff Guidance & Support

We recommend that schools complete a ‘training needs analysis’ to better understand the development required of all staff in understanding all aspects of AI in education.

Schools should implement a professional development programme aligned with the DfE’s [Using AI in Education support materials](#). This training should move beyond basic how-to guides, focusing instead on AI literacy and safe use to ensure staff can critically evaluate AI-generated outputs for bias, inaccuracies (hallucinations), and curriculum alignment. This training should crucially emphasise that teachers remain the ‘human in the loop’, maintaining ultimate professional responsibility for any content produced.

Staff should also be provided with clear guidance and practical instructions on how to use any authorised tools and protect personal data and intellectual property. Assumptions should be avoided that all staff understand this.

Staff should be confident and competent at recognising and responding to concerning AI use by pupils or staff. Scenario-based exercises can be helpful for upskilling staff.

Will any staff members who will require specific additional external training in relation to their responsibilities (see Section 4)? E.g. RSHE Curriculum lead, Computing Lead, DPO, DSL?

Professional development around AI use needs to be ongoing due to the rapidly evolving nature of the technologies and how schools are using them.

Explore our free resources relating to AI at genai.lgfl.net

9 Review

AI is a rapidly evolving field, and educators need to be aware of new risks, best practices, and guidance to ensure safe and effective use of AI in education. An AI policy will need to be reviewed at least annually to keep pace with advancements in AI technology and evolving educational needs, or more frequently as required.

When you review your policy, consider gathering further information from children, parents and staff regarding how they use AI, the curriculum, any risks or concerns, and any specific requirements. Also, review data from your filtering, monitoring and safeguarding reporting systems to understand how users are engaging with AI and what this reveals about the effectiveness of this policy.

Artificial Intelligence Policy Toolkit – 2026

10 Glossary

The following is a glossary of key terms relating to Artificial Intelligence and has been developed to support school staff. For many of the terms below, there are not formally agreed definitions and so the below should be used as a helpful aide rather than a definitive list.

TERM	DESCRIPTION
Artificial Intelligence (AI)	A broad term for technology that can perform tasks typically requiring human intelligence. AI is already widely embedded in school systems like information systems, email systems and most people already regularly interact with AI through home assistants, search engines, navigation tools, streaming services and social media etc.
Generative AI (Gen-AI)	A specific type of AI capable of creating new content, including text, images, audio, video, and computer code, based on the user inputs it receives.
Large Language Models (LLM)	The technology behind tools like ChatGPT, Gemini, and Copilot; these are trained on massive datasets to understand and generate human-like text.
Prompt	The specific instruction or question a user enters into an AI tool to trigger a response.
Prompt Engineering	The process of carefully crafting and refining prompts to get the most accurate or useful output from an AI tool.
Hallucination	A significant risk where Gen-AI produces false, nonsensical, or inaccurate information but presents it confidently as a fact.
Bias	Inherent prejudices in AI outputs that reflect the data the model was trained on, which can lead to the reinforcement of harmful stereotypes.
AI Literacy	The knowledge and skills required to use AI safely, ethically, and effectively, including the ability to critically evaluate AI outputs for accuracy and bias.
Productive Struggle	The necessary part of deep learning where pupils grapple with difficult concepts. There is a risk that AI use may allow pupils to bypass this process, leading to superficial understanding.
Filtering	A preventative technical solution that identifies and blocks access to illegal, inappropriate, or harmful content.

Artificial Intelligence Policy Toolkit – 2026

Monitoring	A reactive technical solution that tracks user activity on devices and alerts the DSL to concerning behaviour or searches.
HTTPS Decryption	A technical requirement for school networks that allows filtering systems to "see" encrypted traffic, which in turn helps to create more granular filtering where you can potentially block specific AI functionalities within a website rather than blocking the whole site.
Data Protection Impact Assessment (DPIA)	A process to identify and mitigate privacy risks before adopting any new AI technology.
Large Language Model Training	The process by which AI models learn from data. Teachers should be aware that free consumer versions of AI tools often use the data you enter to train and improve their models creating significant risks of data protection breaches.