



Use of Artificial Intelligence Policy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.



Our Christian Values

Compassion
 Forgiveness
 Equality
 Honesty
 Perseverance
 Courage

Policy Review

Last Review	Approved by GB	Next Review Due
September 2026	September 2026	September 2027

Aligned to the DfE Generative AI Product Safety Standards (January 2026)

1. Introduction

Ospringe C of E Primary School is committed to harnessing the power of Artificial Intelligence (AI) to enhance educational experiences, support staff wellbeing through workload reduction, and promote an understanding and ethical use of AI among students, staff, and the wider school community.

AI technologies are developing rapidly, and this policy sets out our approach to integrating them responsibly. It is informed by the Department for Education's Generative AI Product Safety Standards (updated January 2026), which establish the capabilities and features that AI products should meet to be considered safe for use in educational settings.

Through this policy, we aim to balance innovation with safety, safeguarding, and ethical responsibility, fostering an inclusive and forward-looking learning environment.

2. Objectives

This policy is designed:

1. To enhance the educational experience through the safe and effective integration of AI.
2. To support staff wellbeing through workload reduction using AI.
3. To promote an understanding and ethical use of AI among students, staff, and wider stakeholders.
4. To protect the data privacy, intellectual property, and rights of our school community.
5. To ensure that AI tools used in school meet the DfE Generative AI Product Safety Standards.
6. To safeguard children's cognitive, emotional, social, and mental health when interacting with AI.

3. Classifying AI Tools by Educational Use Case

To ensure a structured approach to AI adoption, Ospringe categorises AI tools according to the DfE's defined educational use cases. Any AI tool proposed for use should be mapped to one or more of the following categories:

Content Creation and Delivery: tools that generate and deliver instructional materials such as lesson plans, presentations, and educational resources.

Personalised Learning and Accessibility: tools that create customised learning pathways, adaptive content, and accessible formats for all learners, including those with SEND.

Assessment and Analytics: tools that automate marking, provide performance analytics, and offer personalised feedback.

Digital Assistant: AI-powered conversational agents such as tutors and chatbots that provide on-demand support and guide learners.

Research and Writing Aid: tools that support learners with topic ideation, summarising, citation, and plagiarism checking.

Learner Engagement and Interaction: tools that promote active learning, collaboration, and interaction in a safe, moderated environment.

Administrative and Management: tools that support school leaders and teachers with admin tasks, communication, report generation, and compliance.

Other: any tool that does not fit the above categories must provide a clear statement of purpose.

DfE Alignment: This classification aligns with the DfE's 'Educational Use Cases' standard, which requires developers to indicate intended use cases and for these to be clear to all users, educators, and purchasers.

4. Enhancing Educational Experience Through AI

4.1 Student-Facing AI Applications

These are AI-powered tools that directly interact with students, offering personalised learning experiences. They include adaptive learning platforms, intelligent tutoring systems, language learning applications, and interactive educational tools.

Guidance at Ospringe for adopting student-facing AI tools:

- **Understand the Tool:** Teachers and leadership should familiarise themselves with AI tool capabilities, limitations, and integration methods before deployment.
- **Supplement Teaching:** Use AI tools to enhance, not replace, traditional teaching and the teacher-pupil relationship.
- **Monitor and Evaluate:** Regularly assess the effectiveness, safety, and appropriateness of AI tools.
- **Encourage Critical Thinking:** Promote critical evaluation of information provided by AI. Help students understand that AI can produce inaccurate or biased outputs.
- **Equity and Accessibility:** Ensure AI tools are accessible to all students, including those with SEND, and are used to enhance inclusion.
- **Safeguarding:** Ensure any student-facing tool meets the filtering, monitoring, and safeguarding standards set out in Section 7 of this policy.

4.2 Planning and Preparation AI Applications

Teacher-facing AI tools are designed to aid educators in the creation, organisation, and optimisation of lesson plans and teaching resources. These tools can analyse educational content, student data, and learning outcomes to suggest or generate tailored teaching strategies and materials.

Guidance at Ospringe for adopting AI tools for planning:

- **Explore and Understand:** Teachers should explore AI tools to understand their features and request training if needed.
- **Data-Informed Decisions:** Use AI tools to make informed decisions about content and structure, while maintaining pedagogical autonomy.
- **Collaborative Planning:** AI tools can facilitate collaboration among teachers, enabling the sharing of resources and best practices.
- **Continuous Learning:** Engage in ongoing professional development to stay updated with the latest AI tools and methodologies.
- **Ethical Considerations:** Ensure that AI use respects student privacy and promotes equitable access to education.

4.3 Data Analysis AI Applications

These AI tools help teachers analyse educational data, including assessment results, attendance records, and engagement metrics. Educators can gain deeper insights into student performance, learning trends, and areas needing attention.

Guidance at Ospringe for adopting AI tools for data analysis:

- **Understanding Data:** Teachers should develop a foundational understanding of data analysis principles to interpret AI-generated insights effectively.
- **Ethical Use of Data:** Ensure all data analysis adheres to ethical standards and respects student privacy and confidentiality.
- **Balancing AI and Human Judgement:** Use AI to supplement, not replace, professional judgement in educational decision-making.
- **Collaborative Insights:** Share and discuss AI-generated insights with colleagues to foster a collaborative approach to student development.

5. Supporting Staff Wellbeing Through Workload Reduction

Ospringe aims to leverage AI to support teacher wellbeing by reducing workload. AI-powered tools can assist with administrative tasks, content creation, lesson planning, report writing, and resource generation, allowing teachers to devote more time to direct student interaction and pedagogical planning.

5.1 Professional Responsibility

While AI offers substantial benefits in terms of efficiency and personalisation, the ultimate responsibility for the educational process remains with teachers. Staff at Ospringe must maintain professional oversight when using AI tools.

- **Continuous Learning:** Teachers should engage in ongoing professional development to understand the capabilities and limitations of AI tools.
- **Critical Evaluation:** Educators must critically evaluate and review all AI-generated outputs before use, applying their professional judgement.
- **Ethical Standards:** Teachers must ensure AI use aligns with ethical standards in education, particularly regarding fairness, transparency, and inclusivity.
- **Monitoring:** Regular monitoring of AI tools is essential to ensure they function as intended and contribute positively to the learning process.
- **Communication:** Maintain open communication with students, parents, and administrators about the role and impact of AI tools.

6. Staff Training and AI Literacy

Comprehensive staff training is essential for the effective and safe integration of AI in education. At Ospringe, we believe all staff should be equipped with:

- A thorough understanding of the AI tools approved for use in school, including their capabilities and limitations.
- Knowledge of how to identify and report safeguarding concerns arising from AI use.
- Awareness of data protection obligations when using AI tools.

- Understanding of the DfE Generative AI Product Safety Standards and how they apply to the school's approved tools.
- Skills to teach students about the ethical, critical, and safe use of AI.

An appropriate programme of professional development will accompany the adoption of AI applications and will be reviewed annually.

7. Safeguarding: Filtering, Monitoring, and Child Safety

Safeguarding is central to Ospringe's approach to AI. Any AI tool that interacts with learners must meet robust safety standards to protect children from harmful content and experiences.

DfE Alignment: This section aligns with the DfE's Filtering, Monitoring and Reporting, Mental Health, and Emotional and Social Development standards. It also supports compliance with Keeping Children Safe in Education and the DfE Filtering and Monitoring Standards for Schools and Colleges.

7.1 Content Filtering

All learner-facing AI tools must:

- Effectively and reliably prevent users from generating or accessing harmful or inappropriate content.
- Maintain filtering standards throughout the duration of a conversation or interaction.
- Adjust filtering based on different levels of risk, age, appropriateness, and the user's needs, including SEND.
- Moderate multimodal content, including detecting and filtering prohibited content across multiple languages, images, common misspellings, and abbreviations.
- Maintain full content moderation regardless of the device used, including bring-your-own-device (BYOD) and smartphones.
- Moderate content based on contextual understanding of the conversation.
- Update filtering in response to new or emerging types of harmful content.

7.2 Monitoring and Reporting

All learner-facing AI tools must:

- Identify and alert the school's Designated Safeguarding Lead (DSL) when harmful or inappropriate content is accessed or attempted.
- Alert and signpost the user to appropriate guidance and support when access to prohibited content is attempted.
- Generate real-time, age-appropriate notifications to users when harmful content has been blocked, explaining why.
- Identify and alert the DSL of disclosures that indicate a possible safeguarding issue.
- Require the school to input the DSL's contact details during initial setup and confirm these before activation.
- Allow the school to update safeguarding contacts easily.
- Generate reports and trends on prohibited content access in a format that non-expert staff can understand.

7.3 Mental Health and Distress Detection

Learner-facing AI tools should be capable of detecting signs of learner distress, including:

- Negative emotional cues in language or behaviour.
- Patterns of use indicating crisis, such as sudden escalation in help-seeking.
- References to mental health conditions, self-harm, or suicide.
- Night-time usage spikes or isolation phrases.

When distress is detected, tools should follow an appropriate tiered response, including signposting to age-appropriate support and raising a safeguarding flag to the DSL. Response language should be non-validating, non-pathologising, and always direct the learner to human help.

7.4 Alignment with Statutory Guidance

Ospringe expects all AI tools to support compliance with:

- Keeping Children Safe in Education (particularly Parts 1, 2, and 5).
- The DfE Filtering and Monitoring Standards for Schools and Colleges.
- The Online Safety Act 2023, where applicable.
- The ICO's Age Appropriate Design Code (Children's Code).

8. Protecting Cognitive Development

Ospringe recognises the risk that AI tools, if poorly designed, can encourage cognitive offloading — where pupils rely on AI to do thinking for them rather than developing their own understanding. This is a key concern identified in the DfE standards.

DfE Alignment: This section aligns with the DfE's Cognitive Development standard, which expects products to avoid providing full solutions by default and to track cognitive offloading.

When evaluating and using learner-facing AI tools, Ospringe expects that:

- Tools do not provide final answers, full solutions, or complete worked examples by default.
- Tools use progressive disclosure — starting with hints or partial steps, then gradually providing more detail.
- Tools prompt learners for input before providing answers, such as asking them to attempt a first step or explain their current understanding.
- Full solutions are only shown after a genuine learner attempt.
- Tools create friction or require teacher approval before learners can switch between modes that test understanding and modes where full solutions may be available.
- Tools track and report when learners offload thinking to the system, including actions such as clicking to reveal answers, pasting text, or accepting auto-complete suggestions.
- Teachers should use reports on cognitive offloading to inform their teaching and intervene where pupils are over-reliant on AI.

9. Protecting Emotional and Social Development

Ospringe takes seriously the risk that conversational AI tools can lead to emotional dependence, particularly among younger or more vulnerable pupils. The DfE standards set clear expectations in this area.

DfE Alignment: This section aligns with the DfE's Emotional and Social Development standard, which addresses anthropomorphism, emotional dependence, and usage limits.

AI tools used at Ospringe must:

- Not anthropomorphise themselves or imply emotions, consciousness, personhood, agency, or identity.
- Use function-based phrasing and avoid 'I' statements, except in time-limited, pedagogically justified roleplay that is clearly framed.
- Not use names, avatars, or characters that give an impression of personhood, unless directly relevant to a specific learning task.
- Not produce responses that could undermine real-world support networks or isolate the learner.
- Not prompt or engage learners in conversations about personal or emotionally sensitive topics outside of task-bounded learning.
- Remind users that AI cannot replace real human relationships.
- Include default time limits on usage, with advisory prompts encouraging breaks and hard limits that cannot be bypassed by learners.
- Not interact in ways that artificially extend engagement or increase usage.
- Record session durations and provide usage data to teachers for review.
- Monitor when learners share personal information and notify the DSL of patterns indicating emotional dependence or safeguarding concerns.

10. Manipulation and Ethical Design

Ospringe will not approve AI tools that use manipulative or deceptive design practices. This includes:

- Sycophancy and flattery designed to influence user behaviour.
- Deceiving or misleading the user, or portraying unjustified confidence.
- Applying pressure to socially conform or stimulating negative emotions for motivational purposes.
- Threatening harm or withholding benefits if users fail to complete certain actions.
- Designing interactions to prolong use for increased engagement or revenue.
- Steering users towards paid options through biased wording or layouts.
- Blending pedagogical assistance with advertisements or promotional content.
- Employing dark patterns that deceive users into unintended actions.

DfE Alignment: This section aligns with the DfE's Manipulation standard, which prohibits persuasive strategies, exploitation, and dark patterns in educational AI products.

11. Data Protection, Privacy, and Compliance

In adopting AI tools, Ospringe will ensure compliance with data protection legislation including the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the ICO's Children's Code (Age Appropriate Design Code).

DfE Alignment: This section aligns with the DfE's Privacy and Data Protection standard.

11.1 Requirements for AI Tools

AI tools used at Ospringe must:

- Provide a clear and comprehensive privacy notice, presented at regular intervals in age-appropriate formats, including information on data types collected, how data is processed and stored, where it is processed, and the legal basis for collection.
- Have conducted a Data Protection Impact Assessment (DPIA) during development and throughout the tool's lifecycle.
- Allow all parties to fulfil their data controller and data processor responsibilities.
- Comply with all relevant data protection legislation and ICO codes and standards, including the ICO's Children's Code.
- Not collect, store, share, or use personal data for any commercial purposes, including model training and fine-tuning, without an appropriate lawful basis.

11.2 School Responsibilities

Ospringe will:

- Choose AI tools that are built with data protection by design, including robust encryption, secure data storage, and minimal data collection.
- Ensure clear consent is obtained where required for the collection and use of data.
- Adopt AI tools that only collect and process data necessary for the intended educational purpose.
- Ensure AI tools facilitate the rights of data subjects, including rights to access, rectify, and erase personal data.
- Ensure data processing agreements with AI tool providers include clauses requiring GDPR compliance, including provisions for data breaches.
- Conduct regular audits to ensure ongoing compliance.
- Provide training for staff on data protection compliance and their responsibilities.
- Maintain an incident response plan to address data breaches promptly and effectively.

12. Intellectual Property

AI tools must not store, collect, or use intellectual property created by learners, teachers, or other copyright owners for any commercial purposes, including model training or fine-tuning, unless explicitly consented to by the copyright owner (or, for minors, their parent or guardian).

DfE Alignment: This section aligns with the DfE's Intellectual Property standard and the Copyright, Designs and Patents Act 1988.

At Ospringe:

- User inputs to AI tools should not be collected, stored, or shared for commercial purposes without permission from the copyright owner.
- For pupils under 18, permission must be obtained from a parent or guardian.
- For staff, copyright for work created in the course of employment is likely to belong to the employer.
- These considerations should form part of the approval process for any AI tool.

13. Security

AI tools must be secured against malicious use and exposure to harm. Ospringe expects all approved AI tools to meet robust security standards.

DfE Alignment: This section aligns with the DfE's Security standard and the Cyber Security Standards for Schools and Colleges.

Approved AI tools must:

- Offer robust protection against jailbreaking by users trying to access prohibited material.
- Offer robust measures to prevent unauthorised modifications to the product.
- Allow administrators to set different permission levels for different users.
- Ensure regular bug fixes and security updates are promptly implemented.
- Sufficiently test new versions before release.
- Have robust password protection or authentication methods, including multi-factor authentication for accounts with access to sensitive data.
- Be compatible with the DfE Cyber Security Standards for Schools and Colleges.

14. Transparency With Stakeholders

In implementing AI, transparency with stakeholders — pupils, parents, and governors — is essential. Ospringe will:

- Communicate clearly with our community about where, how, and why we are using AI.
- Ensure pupils understand how AI impacts their learning and what data is collected.
- Inform parents about how AI enhances education, what safeguards are in place, and how their children's data and privacy are protected.
- Provide governors with regular updates on AI strategy, educational impact, safety compliance, and alignment with the DfE standards.
- Ensure that AI tool providers make their stated purpose, capabilities, and limitations transparent to the school and its community.

DfE Alignment: This section aligns with the DfE's Stated Purpose and Governance standards, which require transparency in purpose, operations, and decision-making processes.

15. Approval and Accountability

15.1 Designated AI Lead

Ospringe will designate a senior leader (or leaders) to oversee AI implementation. This is Amanda Ralph, Headteacher. Their responsibilities include:

- Evaluating the educational value and safety of proposed AI tools against the DfE Product Safety Standards.
- Ensuring compliance with legal, ethical, and safeguarding standards.
- Aligning AI initiatives with the school's educational goals and policies.
- Facilitating cross-departmental collaboration and stakeholder engagement.
- Maintaining an up-to-date register of all approved AI tools and their use-case classifications.
- Engaging in ongoing professional development on AI advancements and safety standards.

15.2 Approval Process for New AI Tools

The introduction of any AI tool at Ospringe follows a formalised approval process:

Proposal: A detailed proposal including the tool's purpose, intended DfE use-case category, target users, benefits, costs, and potential risks.

Safety Assessment: An assessment against the DfE Product Safety Standards, covering filtering, monitoring, data protection, cognitive safety, emotional safety, manipulation, security, and intellectual property.

Data Protection Impact Assessment: A DPIA conducted in line with UK GDPR requirements.

Safeguarding Review: Confirmation that the tool meets the school's safeguarding requirements and is compatible with DSL alerting processes.

Approval Decision: The designated AI lead(s) approve or decline proposals, with reasons recorded.

Ongoing Review: Approved tools are subject to regular review, including when new versions or features are released.

15.3 Risk Assessment and Governance

In line with the DfE Governance standard, Ospringe will:

Conduct a clear risk assessment for every AI product before it is approved for educational use.

Maintain a formal complaints mechanism for raising and resolving safety issues with AI tools.

Make policies and processes governing AI safety decisions available to staff, parents, and governors.

16. Policy Review

This policy will be reviewed annually, or sooner if there are significant changes to AI technology, DfE guidance, data protection legislation, or safeguarding requirements. The review will be led by the designated AI lead in consultation with the school's leadership team, DSL, and data protection officer.

Appendix A: Key Regulatory References

This policy has been developed with reference to:

- DfE Generative AI Product Safety Standards (January 2026)
- Keeping Children Safe in Education
- DfE Filtering and Monitoring Standards for Schools and Colleges
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- ICO Age Appropriate Design Code (Children's Code)
- ICO Guidance on AI and Data Protection
- Copyright, Designs and Patents Act 1988
- Online Safety Act 2023
- Equality Act 2010
- DfE Cyber Security Standards for Schools and Colleges
- Computer Misuse Act 1990
- The General Product Safety Regulations 2005

Appendix B: Approved AI Tools Register

Tool Name	Supplier	DFE Use-Case Category	Date Approved	Date of Last Review	Designated Lead Responsible	Conditions of Use