



Artificial Intelligence (AI) Policy

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Linked with other policies:

- Safeguarding including Child Protection Policy
- Cyberbullying Policy
- Online Safety Policy
- Data Protection Policy
- Environmental Policy
- Curriculum Policy

Signed:

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Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
V1	April 2026		New policy
	May 2026	Appendix one	Chalkie.ai and Teachmate.ai

1. Introduction and Aims

At All Saints Lessingham, we embrace the potential of AI to transform educational experiences and school management while maintaining a culture of informed innovation. We maintain a measured, ethical and safeguarding-led approach. Our approach is aligned with the Department for Education (DfE) statement on Generative AI and the Joint Council for Qualifications (JCQ) regulations to protect the integrity of student work.

This policy aims to:

- Support teaching and learning through the carefully controlled piloting of SEN-friendly AI tools (e.g., text-to-speech, adaptive reading, adaptable questioning of limited source models).
- Reduce staff workload by utilising AI for administrative tasks and resource adaptation
- Ensure robust safeguarding, data protection and oversight in all AI use.
- Develop age-appropriate AI literacy, preparing our students for a future where AI is an integral part of life and work.

2. AI Visions

Our over-arching philosophy is that, at All Saints School, we empower our students to be digitally curious, confident and future-ready, whilst preserving the human relationship, trust and care that underpin learning at our school. We are embracing the potential of Artificial Intelligence to enhance creativity and personalised learning. As we explore these new horizons, we remain steadfast in our commitment to the human element that defines us—ensuring that technology never replaces the nurturing relationships, individual support, and caring family ethos that allow our students to excel and shine. AI should be a "tutor", a "guide" or a "starting block," not the "author." The "personal and individual response" remains the gold standard for assessment and progress.

3. Teaching and Learning

At All Saints, we will use AI to personalise learning pathways and adaptive support for each student so that learners with diverse educational needs can make measurable progress (e.g., improved reading fluency or curriculum engagement) with resources tailored to their individual profiles.

We will teach AI use to build students' digital literacy and responsible decision-making, so that all learners can engage confidently, safely, and thoughtfully with technology as part of their education and future lives. AI use at All Saints will always be personalised and needs-led. Not all students will use AI tools, and for some young people—depending on cognitive development, communication needs, emotional regulation, or safeguarding considerations—AI may not be appropriate. Decisions about student access will be made by staff using professional judgement, in consultation with the SENCOs and, where appropriate, parents and carers.

AI tools **must not be used** as substitutes for emotional support, therapeutic intervention, or trusted adult relationships. Students should never rely on AI for advice relating to mental health, self-harm, relationships, or safeguarding.

4. Staff Workload

At All Saints, we will use AI to assist with drafting and adapting routine administrative tasks (such as lesson planning, reports, feedback, minute taking etc), with all final decisions, edits, and professional judgement remaining with the staff member so that staff can save quantifiable time (e.g., hours per week) and focus more on direct interaction and relationship-building with pupils and their own work-life balance.

5. Core Principles

We adhere to the following principles, many established in the AI regulation white paper to ensure safety, security, robustness and fairness:

- **Safety, Security, and Robustness:** AI solutions must protect user data and anticipate threats like hacking.
- **Appropriate Transparency:** We will be clear about when and where AI is used and ensure stakeholders understand AI-generated suggestions.
- **Fairness:** Tools will be vetted for potential bias related to race, gender, or disability before deployment.
- **Accountability:** Clear roles define the evaluation, maintenance, and monitoring of AI tools.
- **Contestability:** Staff are empowered to correct and overrule AI suggestions; decisions remain with the human expert
- **Professional Judgement:** AI is a tool to support, not replace, the expertise of our specialist staff.
- **Equity and Inclusion:** We prioritise AI applications that address learning gaps and provide personalised support for students with SEN.
- **Transparency:** We will be clear with students, parents, and staff about where and how AI is being used.
- **Privacy and Safeguarding:** No personal student or staff data will be shared with "open" AI models.

6. Roles and Responsibilities

In accordance with our AI Implementation Action Plan, we have established a clear leadership structure:

- **AI Working Group:** Comprised of the Headteacher, AI Lead, SENCO, Data Protection Officer (DPO) and IT Manager, this group defines the school's AI remit and monitors pilot programs.
- **AI Lead:** Responsible for day-to-day management, staff training (CPD), and maintaining the AI Use Register.
- **SENCO:** Plays a critical role in evaluating the suitability of AI tools for specific learning needs and ensuring inclusive deployment.
- **DPO:** Must sign off on all Data Protection Impact Assessments (DPIAs) before any new AI tool is fully deployed.
- **Exams Officer** ensures all AI practices complies with JCQ requirements

7. Guidelines for Staff and Advisors

Staff and Advisors are encouraged to explore approved AI tools to manage workload and adaptive learning.

7.1 Authorised Uses

- **Resource Creation:** Simplifying worksheets for students with specific learning needs (e.g., dyslexia, ASD).
- **Administration:** Drafting communications, summarising attendance data, and planning lessons.
- **Feedback:** Using AI as a starting point for student feedback or pattern identification in attainment.

7.2 Prohibited Practices

- **Personal Data:** Staff and Advisors must not input identifiable student information (names, medical details, Arbor IDs) into open AI platforms.
- **Unchecked Output:** Staff and Advisors remain professionally accountable for the accuracy and suitability of any AI-generated content used in school.

Staff and advisors remain fully accountable for all materials.

8. Guidelines for Students

Given our students' diverse needs, student use of AI will be strictly teacher-led in the initial stages and closely monitored thereafter.

- **Age Restrictions:** Students under 13 will not have independent accounts for most AI tools. The DPO will be asked to evaluate any AI tools which are in the process towards becoming approved for their GDPR compliance.
- **Accessibility:** Students may use approved AI-assisted tools for text-to-speech, translation, or content simplification to remove barriers to learning. They will be informed of these tools as and when they are approved.
- **Over time,** the curriculum will be supplemented and/or adapted to include more specific teaching about appropriate use of AI and the related ethical implications. They will be taught to be aware of the potential for AI-generated content to show bias or misinformation, or to be just plain incorrect (so should not be believed automatically). They should be encouraged to think critically regarding AI content.
- **Safe Environment:** Students will be taught about "AI-free zones" for deep thinking and how to identify AI hallucinations or bias.

9. AI in the Curriculum

At All Saints School, as our AI journey progresses, students will increasingly be taught to use AI safely, responsibly, and thoughtfully as part of their broad and balanced curriculum. In keeping with the school's nurturing ethos and emphasis on equipping learners with the knowledge and skills to meet life's challenges, AI education will focus on developing digital literacy, critical thinking, and an understanding of how AI supports learning. Lessons will introduce students to what AI is, how it works at an age-appropriate level, and how it can be used as a tool to support creativity, research, communication, and problem-solving. This approach is consistent with the school's commitment to providing well-planned, accessible learning experiences tailored to individual needs.

Students will also learn about the ethical and environmental considerations of AI use, building on the school's existing work in environmental education and sustainability awareness. This includes helping pupils recognise the importance of using technology responsibly, protecting personal information, understanding potential biases in AI systems, and making environmentally conscious digital choices in line with the school's sustainability initiatives and climate-education efforts. Staff will guide students in applying AI in a supportive, structured way that enhances learning rather than replacing essential skills, ensuring that AI becomes a positive, empowering tool within the wider curriculum and school community.

10. Academic Integrity and Malpractice

All Saints follows JCQ (Joint Council for Qualifications) regulations regarding AI in assessments. Use of AI-assisted accessibility tools (such as text-to-speech or language simplification) that form part of a student's usual way of working, or agreed reasonable adjustments, does not constitute malpractice when used appropriately and transparently.

- **Plagiarism:** Submitting AI-generated work as a student's own is considered malpractice.
- **Authentication:** For NEAs (Non-Examination Assessments), teachers will use techniques such as verbal discussions or reviewing intermediate drafts to ensure work is original.
- **Referencing:** Where AI is used for research, it must be clearly acknowledged with the name of the tool and the date used.

11. Data Protection and Cyber Security

- **DPIA Requirement:** A Data Protection Impact Assessment must be completed for any AI tool that processes data.
- **Approved Register:** Only tools listed in the school's central AI Use Register are permitted.
- **Threat Awareness:** The IT Team will maintain vigilance against AI-driven threats, including deepfakes and sophisticated phishing scams.

AI is treated as a dynamic, risk managed process, reviewed regularly in light of student and staff needs and emerging guidance.

12. Sustainability and Ethical Use

All Saints School will work towards integrating the use of AI with its strong commitment to environmental sustainability and climate education.

The school already promotes eco-friendly practices such as recycling, energy reduction, sustainable procurement, biodiversity projects, and climate-awareness activities led by its eco committee. AI use will therefore reflect these values by minimising unnecessary digital energy consumption, supporting cross-curricular climate learning, and helping students explore environmentally responsible technologies.

This approach aligns with the school's Environmental Policy, which emphasises educating students about environmental concerns and encouraging sustainable lifestyle choices.

AI could also be used to enhance existing sustainability initiatives—such as monitoring environmental conditions, supporting resource-efficient decision-making, and modelling ecological or energy-use patterns—while ensuring procurement of AI tools is consistent with the school's commitment to choosing sustainable resources wherever possible. Student voice remains central, with opportunities for pupils, including members of the eco committee, to influence how AI supports the school's environmental goals, and for students generally to register any concerns they have with how AI is being used (and taught about) in school.

13. Monitoring and Oversight of AI Tools

All Saints School recognises that effective oversight is essential to ensure AI tools are safe, appropriate, and beneficial for our students and staff. AI use is therefore subject to ongoing monitoring, review, and professional judgement, rather than unchecked or automatic deployment.

All AI tools used within the school must be approved through the school's AI Working Group and recorded in the central AI Use Register. Before approval, tools are evaluated for educational value, SEND suitability, safeguarding risks, data protection compliance, and alignment with the school's ethos. Where required, a Data Protection Impact Assessment (DPIA) must be completed and signed off by the Data Protection Officer (DPO).

Once approved, AI tools are monitored in the following ways:

- Usage boundaries are clearly defined (who can use the tool, for what purpose, and with which data).
- Staff oversight is mandatory for all student use; students do not access AI tools independently unless explicitly authorised.
- Professional accountability remains with staff at all times. AI suggestions must be checked, adapted, or rejected where necessary.
- Regular review cycles ensure tools remain appropriate as students' needs, technology, or guidance changes.
- Safeguarding vigilance is maintained by monitoring for misinformation, inappropriate outputs, bias, or emotional dependency on AI tools.
- Withdrawal of approval may occur immediately if a tool is found to present safeguarding, privacy, or educational concerns.

AI is treated as a *dynamic risk-managed resource*, not a static product, and its use may be adapted or withdrawn at any time in the best interests of students.

14. Parental Consent and Communication

All Saints School values open communication and partnership with parents and carers, particularly when introducing new technologies that may affect students with additional or complex needs. Parents and carers will be informed about the school's approach to AI through newsletters, the school website, and information sessions where appropriate.

Parental consent will be sought where AI tools:

- Process personal data, sensitive information, or biometric data (such as voice recognition tools).
- Are classified as specialist or higher-risk, particularly those used to support communication, physical access, or personalised learning profiles.
- Are used on a named or individual basis, rather than as a whole-class, low-risk accessibility support.

In these cases, parents and carers will be provided with clear, accessible information explaining:

- What the AI tool does and why it is being used
- What data (if any) is processed and how it is protected
- The benefits and any identified risks
- How consent can be given, withheld, or withdrawn at any time

For low-risk, school-wide tools (such as built-in accessibility features within approved education platforms), parents will be informed through the school's usual communication channels, including newsletters, the school website, and information sessions where appropriate.

Importantly:

- AI use is not compulsory for any student.
- A decision not to consent will never disadvantage a pupil.
- Alternative strategies or tools will be used where AI is not suitable or agreed.

Parents and carers are encouraged to raise questions or concerns at any time, and the school remains committed to working collaboratively to ensure AI use reflects shared values of safety, inclusion, and trust.

15. Strategy and Review

This policy is a "live" document. In line with our 2025-26 Action Plan, we will:

1. Deliver AI Awareness CPD for all staff in Spring 2026.
2. Pilot 1-2 low-risk administrative and teaching and learning tools.
3. Map AI opportunities into the curriculum for the 2026-27 academic year.

16. Statement of Assurance

This policy does not require staff or students to use AI, does not replace high-quality teaching, and does not permit unsupervised or unsafe use of generative technologies.

Appendix A: Current Approved AI Tools (2025-26)

Based on the Draft All Saints AI Implementation Action Plan. Subject to regular update. Approval status indicates permission to pilot within defined parameters; inclusion does not imply mandatory use and may be withdrawn if safeguarding, data protection, or educational suitability concerns arise.

Tool Name	Approved Status	Primary Function	User Group	Data Privacy (DPIA)	SEND/SEMH Benefit
Google Gemini	Approved	GenAI Assistant (Multimodal)	Staff & Students (13+ / 18+ for Pro)	Low Risk: Covered by Google Workspace for Education DPA. Data not used for training.	Provides simplified text for reading difficulties; voice-to-text for motor/writing barriers.
NotebookLM	Approved	Research & Synthesis	Staff & Students	Low Risk: Data is "grounded" to specific sources; no public data training under school domain.	Audio Overviews allow students with dyslexia or visual impairments to "listen" to complex documents.
MS Copilot	Approved	Productivity (In-App)	Staff & Students (via M365)	Low Risk: Enterprise-grade security via MS Tenancy. DPIA required for full Graph access.	Immersive Reader integration and AI-generated alt-text for visual resources.
Canva	Approved	Graphic Design / Media	Staff & All Students	Medium Risk: Requires school-managed accounts to bypass public tracking/cookies.	Visual communication tool for students with SLCN (Speech, Language, and Communication Needs).
Granola AI	Approved if unlinked to Microsoft and Google systems	Meeting transcription and note/minute generator	Staff	Low Risk - Only de-identified data is ever used to train AI models (not Anthropic or Open AI ever) and even this can be opted out of in settings (see https://docs.granola.ai/help-center/customising-granola/profile-and-preferences)	Transcribes meetings in full then synthesises meeting notes based on different headings and templates. Suggests action points. Fully editable.
Aila (by Oak National Academy)	Approved	AI-powered lesson assistant that generates curriculum-aligned lesson plans, slide decks, worksheets,	Teachers and Teaching Staff (UK-based).	High Compliance: Does not use personal data for model training. Employs a separate moderation agent to screen for bias/harm. Users are advised not to enter PII (Personally Identifiable Information).	Supports differentiation by generating alternative activities, simplifying keyword definitions, producing texts for different reading ages, and creating sentence starters for scaffolded learning.dx

		and quizzes using Retrieval Augmented Generation (RAG) from Oak's quality-assured resource library.			
Groovelit	Approved	Interactive Literacy	Students (KS2 - KS4)	Low Risk - privacy policy at https://groovelit.com/privacy states "We do not collect any student Personal Information"	Gamified writing reduces anxiety for students with SEMH or "writer's block" avoidance.
KeyGPT (by The Key)	Approved	A safe, "walled-garden" generative AI assistant specifically trained on The Key's library of quality-assured school leadership, management, and governance content.	School Leaders, Business Managers, Governors, and Middle Leaders	High Compliance: Operates as a "private instance." Inputs are not used to train the underlying LLM. Data is processed in the UK/EU. Designed specifically to mitigate the data leakage risks of open AI tools like ChatGPT.	Helps leaders quickly draft accessible communications for parents/staff, simplify complex statutory guidance for SEND policy, and generate wellbeing-focused templates to support SEMH strategy.
Voiceitt	Specialist Use - under review	Speech Recognition	Specialist Staff / SEND Students	Requires DPIA: Processes sensitive biometric (voice) data. Requires explicit parental consent. Use non-identifying data + generic school email address.	High Benefit: Translates non-standard speech into clear audio; vital for students with ALS/Cerebral Palsy.
Chalkie.ai	Approved	AI-powered generation of curriculum-aligned lesson slides, units,	Teachers, TAs, and Subject Leads	UK GDPR compliant; no student PII required. Needs DPO sign-off for staff account data	High. Auto-generates scaffolded tasks, key vocab definitions, and simplified text for differentiated support.

		and worksheets.			
Teachmate.ai	Approved	Comprehensive toolkit for lesson planning, administrative automation, and resource differentiation.	Teachers, TAs, and Admin Staff.	UK GDPR compliant. BESA certified. All data processed in UK/EU. No training on user data.	Very High. Specific tools for Social Stories, Sensory Activities, and Pupil Passports/Targets

Appendix B: Indicators of AI Misuse in Student Work

Teachers should look for the following potential red flags:

- **Inconsistent Style:** A sudden shift from a student's typical vocabulary or handwriting to complex, verbose language.
- **Americanisms:** Default use of US spelling, currency, or cultural references.
- **Hallucinations:** Confidence in stating false facts or providing unverifiable references.
- **Generic Content:** Responses that lack specific local or topical knowledge related to the All Saints curriculum.