



Wymondley AI Policy

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A Herts for Learning policy adopted by Wymondley JMI School. This policy has been written by HfL and is recommended for adoption by HCC.

1. Introduction Provides an overview of the policy's objectives and the importance of ethical AI use in the school.
2. Purpose of this policy Outlines the aims of the policy, including promoting safe and responsible AI use and addressing potential challenges.
3. Related policies Describes how the AI policy interacts with other key school policies to ensure a cohesive approach.
4. Scope Defines who the policy applies to.
5. Glossary / Definitions of terms Provides clear definitions of key terms and concepts related to AI used in the policy.
6. Roles and responsibilities Details the specific roles and responsibilities of staff members in implementing and overseeing the AI policy and the use of AI.
7. Data Protection Explains how the school will protect personal data in compliance with UK GDPR and other relevant regulations.
8. Safeguarding Outlines measures to ensure AI tools are used in a way that protects children from harm, including monitoring and reporting mechanisms.
9. Ethical use Addresses potential biases, ensures fairness and nondiscrimination, and outlines the ethical use of AI tools.
10. List of approved tools, with example uses Provides a list of AI tools approved for use in the school, along with examples of how they can be used, and parameters for use.
11. Staff training Describes the training plans to ensure staff understand AI risks and benefits, GDPR compliance, and safeguarding protocols.
12. Reporting concerns / Incident management Details the processes for reporting concerns and managing incidents related to AI tools, including timescales and escalation procedures.
13. Monitoring and review Explains how the school will monitor the effectiveness of the AI policy and make necessary updates, including stakeholder consultation.

1. Introduction

At Wymondley JMI School, we are committed to using modern technologies in a way that strengthens our teaching, enhances learning outcomes, and supports school operations. Artificial Intelligence (AI) is being used in schools across the UK, and we have adopted it in a careful and responsible way to reduce staff workload, improve efficiency, and ultimately benefit our pupils.

We want to ensure our parents and carers are fully informed about how AI is used in our school, and what steps we take to ensure its use is safe, transparent, and aligned with national guidance.

We recognise that the use of AI can bring many benefits to education, but that there are also challenges which need to be addressed and risks mitigated.

Benefits include rapidly producing materials, adapting learning content to meet the needs of individual pupils, using data analytics to potentially identify pupils at risk of falling behind, enabling early intervention and giving staff more time to focus on teaching and pupil interaction.

Challenges include those surrounding data protection, bias, inaccuracy, use of intellectual property and misuse of the technology.

2. Purpose of this policy

The primary reason we use AI in school is to improve day-to-day efficiency and reduce unnecessary workload for staff. This gives teachers more time to focus on high-quality teaching and supporting pupils individually. The outcomes we aim for include:

- Improved staff productivity by reducing repetitive administrative work.
- More effective use of data to identify pupil needs and deliver timely interventions.
- Enhanced learning tools that adapt to pupils' needs and support progress.

AI is always used as a supportive tool—never as a substitute for professional judgment or teacher-led learning.

The school is committed to fostering an environment where staff are encouraged to continuously learn and adapt to new AI technologies. This includes providing ongoing professional development opportunities and staying informed about the latest advancements in AI. By doing so, we aim to ensure that our staff are well-equipped to use AI tools effectively and responsibly, ultimately enhancing the educational experience for our pupils.

The aims of this policy include, but are not limited to:

- Ensuring that AI technologies are used ethically and responsibly by all members of the school community.
- Ensuring that the school is transparent about its use of AI.
- Providing clear guidelines for staff on the safe and effective use of AI.
- Promoting the safe and ethical use of AI to benefit teaching, learning, leadership, management and administrative processes.
- Addressing potential challenges related to data privacy, bias, and security that the use of AI may raise.
- Encouraging a culture of continuous learning and adaptation to new AI technologies among staff, as this rapidly evolving technology develops.

3. Related Policies and Guidance

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- General Data Protection Regulation
- DfE Keeping children safe in education 2025
- DfE Generative artificial intelligence in education
- DfE Meeting digital and technology standards in schools and colleges

This policy operates in conjunction with the following school policies:

- Privacy Notice (website) and GDPR Policy (internal policy)
- Child Protection Policy
- Online Safety and Acceptable Use Policy.
- Codes of conduct and Home School Agreement

4. Scope

This policy applies to, but is not limited to:

- Leadership, Teaching and Support Staff: This includes teachers, teaching assistants, management, technical, site and administrative staff.
- School Governors: The policy extends to school governors who play a crucial role in decision-making and oversight.
- Peripatetic Teachers, Supply Teachers, Student Teachers, Contractors: Individuals who work temporarily within the school.
- Volunteers: Volunteers who contribute their time and expertise to the school community are expected to follow the principles set forth in this policy.

5. Glossary / Definitions of AI terms

- **Artificial Intelligence (AI):** refers to the use of computer systems and algorithms to perform tasks that typically require human intelligence.
- **Generative AI:** AI tools that generate new outputs based on the data they have been trained on, such as text, images, or code.
- **Machine Learning (ML):** ML algorithms allow systems to learn from data and improve their performance over time. For example, ML may be used in personalised learning platforms that adapt content based on pupil progress, or systems where personalised recommendations are made, based on a user's prior activity on that platform.
- **Personal Data:** Information collected that relates to an identified or identifiable living person. This may include but is not limited to name, date of birth, location data, online identifiers, photographs and address.
- **Ethical Use:** Using AI and data in a way that respects individuals' rights, promotes fairness, and prevents discrimination.

6. Roles and Responsibilities

Different roles in the school will have different areas of responsibility related to AI. These are:

Governors will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of the use of AI tools in the school is up-to-date.

The Headteacher will be responsible for:

- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.
- Communicating with parents to ensure they are kept up-to-date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively.
- Ensuring that AI practices are audited and evaluated on a regular basis.
- Taking the lead responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.

The DPO will be responsible for:

- Understanding and maintaining awareness of what the use of AI means for data protection in the school.

- Advising the school on how to integrate the use of AI while complying with data protection regulations.

All staff members will be responsible for:

- Adhering to the Online Safety policy and other relevant policies.
- Taking responsibility for the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.

7. Data Protection

The school is committed to protecting personal data in compliance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and guidance from the Information Commissioner's Office (ICO). All personal data, including data processed by AI systems, is handled lawfully, fairly, and transparently, safeguarding the privacy and rights of individuals. Where required, consent will be sought for the processing of personal data by AI tools, and the school will be transparent about how and why AI is being used for the processing of personal data. The school uses a range of measures to protect personal data, including data processed by AI systems. For example, the school uses encryption in emails, uses secure storage, ensures there are access controls and two factor authentication for staff logins. Access is checked through regular audits.

Staff will never enter pupils' personal data or special category data into an AI tool.

Data Protection Impact Assessments (DPIAs) are carried out on AI tools that are used by the school. Staff are trained in data protection good practice - The Data Protection Officer conducts routine biannual training and training as required to ensure staff are fully informed about the latest data protection regulations and practices, including the use of AI. This includes how to handle data breaches and the importance of maintaining data accuracy.

8. Safeguarding

The school will follow the latest KCSIE guidance to ensure that all AI tools used within the school environment are safe and do not pose any risk to children. This includes regular updates and reviews of AI-related practices to align with KCSIE. Monitoring of systems is in place so that keystrokes are recorded and the DSL is sent alerts if concerning behaviour is detected. The school uses Senso for this. RM SafetyNet filtering system is used to filter our school broadband to protect users from harmful content. The school conducts

comprehensive risk assessments for all AI tools prior to their implementation. These assessments identify potential risks such as exposure to inappropriate content, AI-generated deepfakes, or impersonation. By evaluating these risks, the school can take proactive measures to mitigate them and make informed decisions about the adoption and use of AI technologies. The school restricts pupils' access to AI functionalities, and uses education-specific AI tools with built-in safety features. Staff receive induction training, and follow-up annual training on the safe use of AI tools, including how to identify and report AI-generated deepfakes. This training is part of the school's broader safeguarding training programme, ensuring that all staff are equipped to handle AI-related risks.

9. Ethical use

AI systems can inadvertently perpetuate biases present in the data they are trained on. The school will take proactive steps to identify and mitigate these biases to ensure fairness and non-discrimination. This may include conducting regular audits and implementing fairness checks. Staff are expected to maintain human oversight; all AI-generated content, such as lesson plans or pupil feedback, is reviewed by a member of staff before being implemented. This ensures that the content is accurate and appropriate for the classroom setting.

The school respects intellectual property rights, which may include pupil work. This will never be allowed to be used by a platform to train its AI. Pupil work will never be uploaded to an AI tool for feedback or marking.

The school is committed to transparency in its use of AI technologies. This policy clearly communicates the purposes and benefits of AI tools to all stakeholders, including parents, staff, and pupils. This includes providing detailed information on how AI tools are used to enhance teaching, learning, and administrative processes, as well as the measures in place to ensure their ethical and responsible use.

10. List of approved tools, with example uses (if applicable).

The school limits the tools permitted for use to a chosen selection. If a staff member seeks to use an alternative tool, they should discuss this with the headteacher prior to use.

- **Google Gemini.** This is a conversational generative AI tool accessible through school Google for Education accounts. Example uses include generating lesson plans and classroom materials, drafting copy for school communications, creating images, adjusting texts to different reading levels and summarising texts. In line with this policy and the school's data protection policy, personal information and pupil work will not be uploaded to this tool.
- **Notebook LM.** This is an AI-powered research and writing assistant from Google that summarises information solely in the sources you provide. It allows users to upload

various documents and multimedia files, then uses AI to summarize, analyse, and generate new content based exclusively on that material. In school, this is used by school staff and leaders to identify the key items for action in large reports written by professional bodies (for example the DfE, Ofsted and teaching unions). In line with this policy and the school's data protection policy, personal information and pupil work will not be uploaded to this tool.

- **SLTAI.** This platform may be used by school leaders for whom an account has been provided. The many tools included on the platform may be used for a wide range of leadership tasks such as preparing reports and . In line with this policy and the school's data protection policy, personal information and pupil work will not be uploaded to this tool.
- **Oak Academy Aila, Twinkl Ari and Teachmate AI.** These platforms may be used by teaching staff for whom an account has been provided. The many tools included on these platforms may be used for a wide range of tasks, such as lesson planning and generating slides. In line with this policy and the school's data protection policy, personal information and pupil work will not be uploaded to these tools.
- **Arbor AI.** These are features used by school staff for whom an account has been provided within the school's management information system. The features can create pupil insights from information held in the database and may generate suggestions for wording of communications to parents e.g. generating letters to parents for school trips based on the information a user inputs about the event.
- **DoodleMaths and Doodle English.** Doodle is an AI-powered platform that provides personalised maths practice for children. It uses an adaptive learning algorithm to identify learning gaps and tailor exercises to individual needs.

11. Staff Training

It is important that staff understand the risks and benefits of AI, GDPR compliance, safeguarding protocols, and other associated risks. It outlines the school's commitments to providing staff with comprehensive training, which is essential to equip them with the knowledge and skills needed to use AI tools responsibly and effectively.

Staff should receive training on AI and related topics at least annually. Additional sessions should be provided as needed to address new developments or emerging risks and in response to monitoring. Staff are trained biannually, or more often if needed, on the principles of GDPR and how they apply to the use of AI tools in schools.

12. Reporting concerns / Incident management

Concerns arising from the use of an AI tool should be reported to the Headteacher, who is the DSL and will contact the DPO if needed. Incidents will be documented in the GDPR breach log or in CPOMS (child protection online management system) as necessary.

13. Monitoring and review

The school will regularly monitor the effectiveness of the AI policy through various methods, such feedback from staff and analysis of incident reports. As AI is a rapidly evolving technology, schools has scheduled this policy for a 3 year review but may consider more frequent reviews if:

- School seeks to use other risk-assessed AI tools
- New guidance or regulations from the DfE or HCC arise
- There are major changes to the AI technology that will impact education
- Feedback from stakeholders results in a decision to review this policy

Appendix A: Staff AI Safety Quick Reference Guide

This quick reference guide provides essential safety information for all staff using AI tools in educational settings.

Essential Safety Rules

NEVER Do These Things:

'Free browse' the internet or AI tools in front of a pupil

Input personal data into **unapproved** AI tools or free personal AI accounts

Use free, consumer AI tools (ChatGPT, Gemini, etc.) for school work involving personal data

Upload student work to unapproved tools without proper permissions and safeguards

Share AI-generated content without checking for accuracy and appropriateness

Allow unsupervised pupil access to AI tools without proper safeguards

Rely solely on AI outputs without human verification

Use AI for final decisions about students without human review

ALWAYS Do These Things:

Use only approved AI tools provided by the school

Verify that approved tools have appropriate data protection measures (e.g., no model training on user data)

Check all AI outputs for accuracy, bias, and appropriateness

Maintain human oversight of all AI-assisted work

Report concerns immediately to DSL or senior leadership

Follow data protection guidelines when using any AI tool

Be transparent about AI use with students and colleagues

Keep learning about AI developments and best practices

Recognising AI Limitations

Watch Out For:

Hallucinations: AI making up convincing but false information

Bias: Unfair representation of groups or individuals

Outdated information: AI training data may be months or years old

Context misunderstanding: AI may not grasp local or specific situations

Inappropriate content: Despite filters, concerning content may occasionally appear

Red Flags in AI Outputs:

Unusual facts without sources

Content that seems "too good to be true"

Stereotypical representations

Inconsistent information

Overly complex or simple language for the context



Data Protection Quick Check

Before Using Any AI Tool, Ask:

Is this tool approved by our school?

Does this tool have appropriate data protection measures in place?


If using personal data, is this tool specifically approved for such use?

Could this data be used to train the AI model inappropriately?

Do I have permission to use any copyrighted content?

Is there a non-AI way to accomplish this task?

Understanding Tool Categories:

 **Approved tools with data protection** (e.g., school MIS system with AI features, enterprise AI tools with no-training policies etc):

May be used with personal data as per school policy

Still require appropriate professional judgement

Must follow any specific usage guidelines

 **Approved tools without data protection** (general AI tools):

Use placeholder names (e.g., "Student A," "The teacher")

Remove identifying details from any text

Anonymise data before inputting

Unapproved tools:

Never use for school work

Never input any school-related data

Safeguarding Checklist

If You Encounter Concerning Content:

Don't panic - take a screenshot if safe to do so

Stop using the tool immediately

Report to DSL or senior leadership

Document what happened and what you were trying to do