



Watermill School AI Policy

1. Policy Statement

Watermill School recognises the increasing role of Artificial Intelligence (AI) in education and is committed to using AI technologies to enhance teaching, learning, administration, and safeguarding. This policy outlines our approach to the ethical, responsible, critical and inclusive use of AI that demonstrates respect, compassion, curiosity, and academic excellence, and is tailored to the needs of pupils with diverse learning profiles.

2. Intent

- To enhance personalised learning experiences through staff-led AI tools and, where appropriate, supervised pupil interaction.
- To support sensory-based learners and pupils with moderate learning difficulties (MLD) in achieving their full potential.
- To ensure AI use respects the rights, privacy, and dignity of all pupils, especially those who are vulnerable.
- To involve parents, carers, and the wider school community in understanding and shaping the role of AI in education.

3. Aims and Objectives

- Ensure the safe, ethical, and inclusive use of AI in all aspects of school life.
- Support teachers and learners in using AI tools to enhance outcomes.
- Foster digital literacy, critical thinking, and responsible engagement with AI.
- Uphold data privacy, academic integrity, and accessibility in AI use.

4. Scope

This policy applies to:

- All staff, pupils, and contractors using or interacting with AI tools in the school.
- All AI-powered systems, platforms, and applications used in teaching, assessment, administration, communication, or safeguarding.

5. Guiding Principles

- Ethical Use: AI must be used responsibly, fairly, and transparently.
- Human Oversight: AI supports—not replaces—human judgement, especially in decisions affecting pupil welfare.
- Privacy First: AI tools must comply with UK GDPR and school data protection policies.
- Equity and Inclusion: AI must not reinforce bias or disadvantage any pupil or group.

6. AI in Teaching and Learning

- AI may be used to support personalised learning, content creation, feedback, and accessibility (e.g. translation, text-to-speech, visual aids).
- Teachers must vet AI-generated content for accuracy, age-appropriateness, and bias.
- Pupils may use AI tools (e.g. ChatGPT, CoPilot, Grammarly, adaptive platforms, GivEducation etc.) only under supervision, and in accordance with individual learning plans and risk assessments as required.
- AI tools must be tailored to meet the needs of pupils with learning differences or disabilities.
- Pupil needs, cognitive communication, emotional and developmental capacities will be considered before allowing use of AI.
- AI tools to supplement, not replace, already established assistive technologies or support unless agreed through formal review and approved by SLT.

7. Academic Integrity

- AI-generated work submitted as original is a breach of academic integrity.
- Pupils must label any AI-assisted content clearly.
- Teachers will educate pupils on appropriate AI use, critical thinking, and ethical considerations.

8. Staff Use of AI

- Staff may use AI for lesson planning, differentiation, admin tasks, translations and professional development with discretion, a critical eye and oversight.
- Automated decisions (e.g. marking, reporting) must be reviewed by a human.

- Staff must not input sensitive pupil data into AI tools without prior approval and assurance of data protection compliance.

9. Safeguarding and Data Protection

- AI systems used for monitoring, filtering, or safeguarding must comply with UK safeguarding standards and be regularly audited.
- All AI tools must undergo a Data Protection Impact Assessment (DPIA) before adoption.
- Pupil interactions with AI will be supervised and reviewed.
- Staff retain full control over AI systems; pupils will not have independent access.
- Any concerns or incidents involving AI will be addressed through safeguarding protocols and reported to safeguarding leads.
- Staff will monitor for inappropriate emotional reliance on AI tools and support pupils to understand that AI systems are tools and do not replace trusted adults or peer relationships.
- AI inputs and outputs to be mediated by staff wherever possible aiming to reduce the risk of distress, misinformation or inappropriate content.
- Incidents or concerns arising from use of AI to be logged on CPOMS and safeguarding procedures followed as necessary.

10. Training and Awareness

- Staff and pupils will receive age-appropriate training in AI literacy, including ethics, risks, and opportunities as required/deemed appropriate.
- The school will support staff with ongoing CPD on emerging AI tools relevant to education.
- Parents and carers will be encouraged to engage in dialogue about safe use at home.

11. Parent and Carer Engagement

- Parents will be informed, as deemed appropriate, about AI use by staff and any proposed use by their child.
- Consent will be sought for some pupil interaction with AI tools, with clear explanations of benefits and risks.
- Opportunities will be provided for parents to ask questions, attend workshops, and give feedback.

12. AI Governance and Review

- A designated AI Lead (Safeguarding Lead/Team) will oversee AI use.

- AI tools and policies will be reviewed annually or when significant technologies emerge.
- Feedback from staff, pupils, and parents will inform decisions about AI use.

13. Misuse, Breaches and Prohibited uses

- Misuse of AI (e.g. cheating, bullying, misinformation, or data breaches) will be addressed through existing behaviour, safeguarding, and ICT policies.
- Breaches may result in disciplinary action and/or loss of access to digital tools.
- Bias, misuse, or unintended consequences will be actively monitored and mitigated.
- Ai must not:
 - Act as a substitute for therapy, counselling or behavioural support
 - Replace professional judgement in safeguarding or SEND assessment
 - Be used for unsupervised communication with pupils

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Written by: Laurence Greenhalgh