



SEVENOAKS

PREPARATORY SCHOOL

AI Usage Policy

Nursery to Year 8

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Date of last review:	September 2026
Review Frequency:	At least annually
Status and Review Cycle	Statutory / Annual
Policy reviewed and amended	September 2026
Next review date	September 2027, or sooner in response to statutory guidance, technological developments or safeguarding concerns
Governor Lead	Mrs Tiffany Hornshaw
Policy Holder	Anna Arnett, Head of Pre-Prep Designated Safeguarding Lead
Applies to	Staff, pupils, governors, volunteers, contractors and visitors using school systems or AI tools in connection with school activity

Contents

1. Introduction
2. Positive Impacts of AI Usage for Pupils
3. Negative Impacts and Safeguarding Risks for Pupils
4. Positive Impacts of AI Usage for Staff
5. Risks and Professional Responsibilities for Staff
6. Sources of AI and Best Practice
7. Data Protection, Privacy and Intellectual Property
8. Online Safety, Filtering and Monitoring
9. Safeguarding Concerns, Misuse and Reporting
10. Training, Monitoring and Review

Introduction

This policy sets out Sevenoaks Preparatory School's expectations for the safe, ethical and responsible use of artificial intelligence, including generative AI tools. It should be read alongside the School's Safeguarding and Child Protection Policy, Online Safety Policy, Data Protection Policy, Behaviour Policy, Anti-Bullying Policy, Mobile and Smart Technology Policy, Staff Code of Conduct and Acceptable Use arrangements. It reflects current statutory safeguarding expectations in Keeping Children Safe in Education 2026, including the need for a whole-school approach to safeguarding, effective online safety arrangements, appropriate filtering and monitoring, staff training, information sharing and clear leadership and governor oversight. It also takes account of Department for Education guidance on generative artificial intelligence in education.

1.1 Purpose

The purpose of this policy is to ensure that AI is used only where it enhances learning, supports effective teaching or improves administrative efficiency, and only where such use is lawful, transparent, proportionate, age-appropriate and safe. AI must not replace professional judgement, safeguarding procedures, pastoral care, teacher assessment or direct engagement with pupils and families.

1.2 Scope

This policy applies to all AI tools and AI-enabled services used in connection with School activity, whether accessed through School devices, personal devices, School networks, third-party platforms or cloud-based applications. This includes generative AI tools that create or adapt text, images, audio, video, code, assessments, feedback, summaries or other content.

Positive Impacts of AI Usage for Pupils

2.1 Enhanced Learning Experience

When selected carefully and supervised appropriately, AI may support pupils by providing adaptive practice, accessible explanations, language support, revision prompts or creative starting points. Its use must be planned by staff and matched to pupils' age, stage of development, SEND needs and the School's curriculum aims.

2.2 Skill Development

AI can help pupils develop digital literacy, critical thinking and responsible technology habits. Pupils should be taught to question AI-generated outputs, check information against reliable sources, recognise bias or inaccuracy, and understand that AI-generated work must not be presented as wholly their own.

2.3 Innovation and Creativity

AI may support carefully planned creativity, problem-solving and experimentation, including drafting ideas, exploring alternative explanations, creating prompts, testing scenarios and supporting accessibility. Pupils must be taught that AI is a tool to support thinking, not a substitute for learning, independent effort, originality or teacher guidance.

Negative Impacts and Safeguarding Risks for Pupils

3.1 Dependence and Reduced Autonomy

Over-reliance on AI may reduce pupils' confidence, independence, resilience, creativity and ability to think critically. Staff must ensure that AI use is occasional, purposeful, age-appropriate and linked to clear learning outcomes. Pupils should continue to plan, draft, reason, explain and reflect in their own words.

3.2 Privacy, Data Protection and Personal Information

Pupils must not enter their own personal information, another pupil's information, staff information, photographs, recordings, assessment data, safeguarding information or any confidential School information into an AI tool. Staff must actively supervise pupil use and select only School-approved tools where appropriate safeguards are in place.

3.3 Online Safety, Harmful Content and AI-Generated Material

AI tools may generate inaccurate, biased, misleading, age-inappropriate or harmful material. AI can also be misused to create or alter images, audio or video, including deepfakes, impersonation, bullying, harassment, misinformation, disinformation and digitally manipulated or AI-generated nude or semi-nude imagery. This may include images taken by

a child, taken by someone else, digitally altered, or wholly generated using AI. Online safety risks will be considered through the KCSIE framework of content, contact, conduct and commerce, including the role of AI tools and chatbots in exposing pupils to harmful content, unsafe contact, harmful conduct or commercial exploitation. Any concern of this nature must be treated as a safeguarding concern and reported immediately to the DSL or a Deputy DSL.

Where staff become aware of suspected nude or semi-nude imagery, including AI-generated or digitally manipulated imagery, they must not view, copy, forward, save, print, request, delete or share the image. They must report the concern immediately to the DSL or a Deputy DSL, who will follow the School's safeguarding procedures, including relevant guidance on sharing nudes and semi-nudes and local safeguarding arrangements.

Positive Impacts of AI Usage for Staff

4.1 Administrative Efficiency

Staff may use approved AI tools to support routine administrative tasks such as drafting non-confidential communications, summarising non-sensitive information, generating planning ideas, creating templates, organising notes and improving clarity of written materials. Staff remain responsible for checking accuracy, tone, appropriateness and compliance before anything is shared or used.

4.2 Personalised Teaching Support

AI may help staff generate differentiated resources, examples, explanations, retrieval questions, model answers or accessibility supports. Any materials produced using AI must be reviewed by staff before use to ensure they are accurate, inclusive, developmentally appropriate, aligned with the curriculum and suitable for the needs of individual pupils.

Risks and Professional Responsibilities for Staff

5.1 Professional Judgement, Accountability and Accuracy

AI outputs can be incomplete, inaccurate, biased or fabricated. Staff must not rely on AI as the sole source of information and must check outputs against trusted sources and professional knowledge. AI must not be used to make safeguarding, behaviour, admissions, SEND, wellbeing, assessment, disciplinary or employment decisions without appropriate human oversight and established School procedures.

5.2 Confidentiality and Staff Conduct

Staff must not input confidential, sensitive or personally identifiable information into public or unapproved AI tools. This includes pupil records, safeguarding information, health information, SEND information, assessment data, staff information, parent communications,

complaints, photographs, recordings or any information that could identify an individual. Staff must follow the School's Data Protection Policy, Staff Code of Conduct, Acceptable Use arrangements and safeguarding procedures at all times.

Sources of AI and Best Practice

6.1 Approved Tools and Educational Software

Only AI tools approved by the School may be used for School business or learning activities. Approval will consider educational value, age suitability, safeguarding risk, privacy settings, data processing arrangements, terms and conditions, accessibility and alignment with School policies. Microsoft Copilot may be used where available through School-managed accounts and in line with School expectations.

6.2 Transparency and Academic Integrity

Pupils and staff should be transparent about significant AI assistance where it has contributed to work, resources or published content. Pupils must not present AI-generated work as their own. Staff should make expectations clear before any task and should teach pupils how to use AI responsibly, including checking accuracy, recognising limitations and acknowledging support when required.

Data Protection, Privacy and Intellectual Property

The School will comply with UK GDPR, the Data Protection Act 2018 and other relevant data protection requirements when considering or using AI. Data protection impact assessments will be completed where appropriate. Staff must consider copyright and intellectual property when using AI-generated resources and must not upload copyrighted materials to AI tools unless this is permitted by licence and School policy.

Online Safety, Filtering and Monitoring

The School will treat AI as part of its wider online safety arrangements, including the KCSIE categories of content, contact, conduct and commerce. Filtering and monitoring systems will be reviewed at least once every academic year, with involvement from the relevant senior leader, DSL and IT support or provider. Reviews and checks will be recorded and will include consideration of AI-enabled tools, dynamic AI-generated content, search tools, chatbots and emerging online harms. The School will also carry out checks during the year where safeguarding risk, technology use or School practice changes. Staff must report filtering or monitoring concerns promptly in line with the Online Safety Policy and Child Protection Policy.

Safeguarding Concerns, Misuse and Reporting

Any AI-related concern involving pupils, staff, parents, visitors or contractors must be reported in accordance with safeguarding and School conduct procedures. This includes concerns about AI-generated child sexual abuse material, deepfakes, digitally manipulated images, impersonation, harassment, bullying, coercion, grooming, misinformation, disinformation, privacy breaches or misuse of School systems. Where there is a risk of immediate harm, staff must act immediately and speak to the DSL or a Deputy DSL without delay. Concerns involving staff conduct or low-level concerns must be managed in line with the Staff Code of Conduct, allegations procedures and safeguarding policy.

Training, Monitoring and Review

All staff will be required to read Part One of Keeping Children Safe in Education 2026 in full as part of their safeguarding responsibilities. Staff will receive appropriate training and updates on the safe, ethical and responsible use of AI, including safeguarding risks, online safety, data protection, confidentiality, bias, accuracy, pupil privacy, AI-generated imagery, deepfakes, filtering and monitoring, and reporting routes. The DSL and Senior Leadership Team will monitor AI-related concerns, review approved tools, update guidance as risks evolve and ensure governors receive appropriate oversight information so that they can assure themselves that AI-related safeguarding arrangements, filtering and monitoring systems, and approved-tool processes are effective. This policy will be reviewed at least annually and sooner if statutory guidance, technology, safeguarding risks or School practice changes.