Use of Artificial Intelligence ('AI') Policy

St. Peter's C.E. Primary School

Written: November 2025

Overview of Contents

1. Introduction

Scope

This policy applies to all staff, students, and stakeholders, including parents, guardians, and third-party providers involved in AI implementation within the school.

Statement of Intent

Artificial Intelligence (AI) technology is already widely used in commercial environments and is gaining greater use in education. We recognise that the technology has many benefits and the potential to enhance outcomes and educational experiences, with the opportunity to support staff in reducing workload.

We also realise that there are risks involved in the use of AI systems, but that these can be mitigated through our existing policies and procedures, amending these as necessary to address AI risks.

We will educate staff and learners about safe and ethical use of AI, preparing them for a future in which AI technologies are likely to play an increasing role.

The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

Related Policies

This policy should be read in conjunction with other school policies (including but not limited to):

- Child Protection & Safeguarding Policy
- Data Protection Policy
- Staff Discipline policies and codes of conduct
- Behaviour policy
- Anti-bullying policy
- Online Safety policy
- Acceptable Use Agreements
- Curriculum Policies

2. Purpose

The St. Peter's C of E primary School's AI policy aims to harness 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 and staff. A key focus is on safeguarding data privacy in compliance with GDPR.

Our policy outlines clear guidelines for approval and accountability, ensuring responsible and effective integration of AI technologies in our educational framework. Through this policy, we are committed to balancing innovation with ethical responsibility, fostering an inclusive and advanced learning environment.

3. Key Objectives

The School's AI policy is designed to:

A. Enhance the **teaching and learning** experience through the integration of AI.
B. Support staff wellbeing through **workload reduction** using AI.
C. Promote an **understanding and ethical use** of AI
D. Protect the **data privacy** and personal information of our school community

3A. Enhancing the teaching and learning experience through the integration of AI.

There are three key elements whereby the teaching and learning experience can be directly or indirectly enhanced through the use of AI:

i. Student facing AI teaching applications
ii. Planning, preparation and administrative AI applications
iii. Data analysis (including assessment) AI applications

3A(i): Student facing AI teaching 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 games.

Examples include:

- Adaptive Learning Platforms: Customise content and difficulty based on student performance.
- Intelligent Tutoring Systems: Offer personalised guidance and feedback, simulating a one-on-one tutoring experience.
- Interactive Educational Games: Adapt challenges to match the student's learning curve.

Guidance at St. Peter's C of E primary in Adopting Student-Facing AI Tools:

- Understand the Tool: Teachers and leadership should familiarise themselves with AI tool capabilities and integration methods.
- Data Privacy: Ensure compliance with data privacy laws (see below).
- Supplement Teaching: Use AI tools to enhance, not replace, traditional teaching.
- Monitor and Evaluate: Regularly assess the effectiveness of AI tools.
- Professional Development: Receive training in using AI tools effectively (see below)
- Encourage Critical Thinking: Promote critical evaluation of information provided by AI.
- Equity and Accessibility: Ensure AI tools are accessible to all students, including those with SEND and are used to enhance inclusion.

3A(ii). Planning, preparation and administrative 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 leverage AI to analyse educational content, student data, and learning outcomes to suggest or generate tailored teaching strategies and materials.

Examples include:

- AI-powered resource creation tools: AI tools can be used to create lesson plans, or resources saving time (see more below) and personalising resources to particular needs of pupils or groups of pupils.
- AI-driven Curriculum Development: AI tools can suggest updates and improvements to the curriculum based on emerging educational trends, student performance data, and global best practices.
- Personalised Content Recommendations: AI systems can recommend educational content and activities tailored to the class's learning level, interests, and past performance.
- AI-powered administrative tools: AI tools can be used to provide templates or base documents to create resources saving time such as letters, policies, subject based documents to support subject leader, SLT and administrative roles.

Guidance at St. Peter's C of E primary in Adopting AI Tools for Planning, Preparation and Administration:

- Explore and Understand: Teachers should explore various AI tools to understand their features and how they can best be integrated into their lesson planning. They should request training if required (see below) to help develop their understanding.
- Data-Informed Decisions: Teachers should use AI tools to make informed decisions about lesson content and structure, while maintaining pedagogical autonomy.
- Professional judgement: Teachers should carefully evaluate the output of AI tools to ensure that it aligns with the National Curriculum and school educational goals. They must also assess AI-generated content for accuracy and relevance before use.
- Collaborative Planning: AI tools can be used to 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 in education (see below).
- Feedback and Adaptation: Regularly gather feedback on the effectiveness of AI-aided lesson plans and adapt strategies accordingly.
- Ethical Considerations: Ensure that the use of AI respects student privacy and promotes equitable access to education.
- Data compliance: Ensure AI tools comply with relevant data regulations (see below).

3A(iii). Data analysis (including assessment) AI applications

These AI tools are designed to help teachers analyse various forms of educational data, including test scores, attendance records, and engagement metrics. By leveraging AI, educators can gain deeper insights into student performance, learning trends, and areas needing attention.

Examples include:

- Performance Analytics: AI tools can analyse test scores and other performance indicators to identify trends, strengths, and areas for improvement in student learning.
- Predictive Analytics: These systems use historical data to predict future performance, helping educators to proactively address potential learning gaps and challenges.
- Engagement Tracking: AI can assess student engagement levels through analysis of class participation, assignment completion rates, and online learning interactions.
- Customised Intervention Strategies: Based on data analysis, AI can suggest targeted intervention strategies for individual students or groups, tailored to their specific needs.

Guidance at St. Peter's C of E primary in 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 that all data analysis adheres to ethical standards and respects student privacy and confidentiality.
- Balancing AI and Human Judgment: Use AI as a tool to supplement, not replace, professional judgement in educational decision-making.
- Professional Development: Engage in training to enhance skills in data analysis and the use of AI tools.
- Collaborative Insights: Share and discuss AI-generated insights with colleagues to foster a collaborative approach to student development.
- Feedback Loop: Establish a feedback loop to continuously refine and improve the use of AI tools based on real-world classroom experiences and outcomes.
- Data compliance: Ensure AI tools comply with relevant data regulations (see below).

3B. Supporting staff wellbeing through workload reduction using AI

The school aims to leverage the power of AI to support teacher wellbeing by reducing workload. AI-powered tools can achieve this. AI-powered digital assistants for teachers can offer a range of tools designed to significantly reduce the workload of teachers, thereby enhancing the efficiency and effectiveness of their teaching practices.

Examples of AI-powered digital assistant tools include:

- Automating Administrative Tasks: These include (but are not limited to) creating bespoke lesson plans, instant teacher presentations and generating personalised student reports. This automation allows teachers to devote more time to direct student interaction and pedagogical planning.
- Content Creation and Management: Teachers often spend a significant amount of time creating educational content like model texts and comprehension texts. AI-powered digital assistant tools can assist in this process, generating high-quality content that can be used in classroom instruction.
- Streamlining Lesson Planning: AI tools can aid in lesson planning by providing templates and suggestions based on curriculum requirements and student data. These features enable teachers to develop comprehensive lesson plans more quickly and efficiently.

Professional responsibility

In the integration of AI tools to support teaching and reduce workload, it's crucial to emphasise the professional responsibility and oversight that teachers at the school retain in managing and utilising these tools. While AI offers substantial benefits in terms of efficiency and personalisation, the ultimate responsibility for the educational process remains with the teachers. This section outlines key aspects of maintaining professional responsibility and oversight when using AI tools in education.

Understanding and Expertise

- Continuous Learning: Teachers should engage in ongoing professional development to understand the capabilities and, importantly, the limitations of AI tools. This knowledge enables them to effectively integrate AI outputs into their teaching strategies.

- Critical Evaluation: Educators must critically evaluate and interpret the data and suggestions provided by AI tools, using their professional judgement to make final decisions.

Ethical Use and Data Privacy

- Adherence to Ethical Standards: Teachers must ensure that the use of AI tools aligns with ethical standards in education, particularly regarding fairness, transparency, and inclusivity.
- Data Privacy Compliance: Educators are responsible for safeguarding student data. It's imperative to ensure that AI tools comply with data privacy laws and school policies (see below).

Oversight and Feedback

- Monitoring AI Tools: Regular monitoring of the AI tools is essential to ensure they function as intended and contribute positively to the learning process.
- Feedback Loop: Establish a system for providing feedback on the AI tools' performance, contributing to their continuous improvement.

Collaboration and Communication

- Collaborative Approach: Encourage collaboration among educators in using AI tools, promoting the sharing of experiences, insights, and best practices.
- Communicating with Stakeholders: Maintain open communication with students, parents, and administrators about the role and impact of AI tools in education, ensuring transparency and building trust - see below.

3C. Promoting an understanding and ethical use of AI

Key Policy Statements

The school acknowledges the benefits of the use of AI in an educational context - including enhancing teaching and learning and outcomes, improving administrative processes, reducing workload and preparing staff and learners for a future in which AI technology will be an integral part. Staff are encouraged to use AI based tools to support their work where appropriate, within the frameworks provided below and are required to be professionally responsible and accountable for this area of their work.

At St. Peter's C of E primary, we believe comprehensive staff training is essential for the effective integration of AI in education. It equips educators with a thorough understanding of AI tools, allowing them to enhance teaching and learning experiences. Training also ensures adherence to ethical standards and data privacy, important when handling sensitive student information.

Staff need to read and understand this policy and by doing so, agree to the Acceptable Use Agreement (Appendix 1) and the Key Principles of Transparency and Use (Appendix 2).

3D. Protecting the data privacy and personal information of our school community

Ensuring AI tools are appropriately data compliant

In adopting AI tools at St. Peter's C of E primary, it is imperative we ensure compliance with the General Data Protection Regulation (GDPR). GDPR compliance is crucial for protecting the privacy and personal data of students and staff, and for maintaining the integrity and trustworthiness of the educational institution. The following points outline key considerations in ensuring that AI tools are GDPR compliant:

- **Data Protection by Design:** Choose AI tools that are built with data protection as a core feature. This includes robust encryption, secure data storage, and minimal data collection in line with GDPR requirements.
- **Consent and Transparency:** Ensure that clear consent is obtained from students and staff for the collection and use of their data. Provide transparent information about any data that is being collected, how it will be used, and who will have access to it.
- **Data Minimisation:** Adopt AI tools that only collect and process the data necessary for the intended educational purpose. Unnecessary data collection should be avoided to minimise privacy risks.
- **Data Subject Rights:** The AI tools should facilitate the rights of data subjects, including the right to access, rectify, and erase their personal data, as well as the right to object to data processing and the right to data portability.
- **Data Processing Agreements:** Ensure that agreements with AI tool providers include clauses that require them to comply with GDPR. This includes provisions for data protection, processing limitations, and obligations in case of data breaches.
- **Regular Audits and Assessments:** Conduct regular audits of AI tools to ensure ongoing compliance with GDPR. This includes assessing the data protection impact, particularly when introducing new tools or making significant changes to existing ones.
- **Training and Awareness:** Provide training for staff and students (if appropriate) on GDPR compliance, focusing on their roles and responsibilities in protecting personal data when using AI tools.
- **Incident Response Plan:** Develop and maintain an incident response plan to address any data breaches or GDPR non-compliance issues promptly and effectively.

4. Accountability

The AI Leadership Team

To ensure a structured and responsible approach to AI implementation in the school, designated school leaders (see below) should be assigned to oversee this integration. These leaders are responsible for guiding and supervising all aspects of AI adoption. Their roles include evaluating the educational value of proposed AI tools, ensuring compliance with legal and ethical standards, and aligning AI initiatives with the school's educational goals and policies.

These leaders should also ensure that the voices of educators, IT staff and other stakeholders are considered in the decision-making process. Regular training and professional development should be provided to these leaders to keep them updated on the latest AI advancements and best practices in educational technology.

The following identified members of staff are to form the AI Leadership Team referred to above:

- The Headteacher & Senior Leaders
- The Designated Safeguarding Lead (DSL)
- The School's Data Protection Officer
- The Computing Lead

Headteacher and Senior Leaders

The headteacher and senior leaders (including those within the AI Leadership Team) are responsible for the strategic planning of how AI will be used in the school, establishing AI policies and procedures and ensuring that all staff receive relevant training and have a clear understanding of these.

Designated Safeguarding Person / Online Safety Lead

Our Designated Safeguarding Person and Online Safety Lead have responsibility for online safety in the school. They are expected to have knowledge of AI and its safeguarding implications and an in-depth working knowledge of key guidance. We ensure that they receive appropriate specialist training, commensurate with their role and that ongoing training is provided for all school staff.

Data Protection Officer

The DPO will be responsible for providing advice and guidance about data protection obligations in relation to the use of AI, including related Data Protection Impact Assessments (DPIAs).

Technical Staff

Technical staff will be responsible for technical support and guidance, with particular regard to cyber-security and the effectiveness of filtering and monitoring systems.

Staff

It is the responsibility of all staff to have read and understood this policy and associated Acceptable Use Agreements. All staff must report any incidents or suspected incidents concerning the use of AI in line with school policy. All staff will challenge any inappropriate behaviour.

Staff have a duty to ensure that:

- the school environment is safe
- sensitive and confidential data / information is secure
- that their actions do not put the reputation of the school at risk
- learners understand their responsibilities

Governors

We ensure that our governing body has a good understanding of how AI is used in a school context and potential benefits and risks of its use. They receive regular training and updates, enabling them to support the school and challenge where necessary. This may include evaluation of the use of AI in the curriculum, administration and communications, ensuring that risks relating to these issues are identified, that reporting routes are available, and that risks are effectively mitigated.

The school has a designated AI Governor who will have an overview of the use of AI at the school.

Parents/carers

We work hard to engage parents and carers by:

- regular in-school sessions
- sharing newsletters
- sharing information online e.g., website, social media
- providing curriculum information

Our parents and carers are made aware of how AI is used in school and receive guidance on both good practice in its use and the risks of misuse that may affect the children's learning or safety. They are encouraged to report any concerns to the school and are made aware that all incidents will be handled with care and sensitivity.

Vulnerable groups

We recognise that vulnerable learners are more likely to be at risk from the misuse of AI (both in their own use or through the actions of others). We ensure that vulnerable learners are offered appropriate support to allow them to gain full benefit of the use of AI, while being aware of the potential risks.

Children are considered to be vulnerable data subjects and therefore any process involving their personal data is likely to be "high risk". If an AI/ automated process is used to make significant decisions about people, this is likely to trigger the need for a Data Protection Impact Assessment (DPIA).

5. Use of AI tools within existing school resources

Where the school pays for an existing subscription or service for an app or website, staff are permitted to use AI tools and features within those apps or websites unless expressly directed not to by the AI Leadership Team.

6. Use of Free AI tools

Free AI tools (whether through downloadable apps or online web-based) are available readily and staff should be encouraged to use these tools if the intent is towards achieving the desired outcomes listed in this policy. In the case of free AI tools, staff are permitted to use such tools without needing to request approval provided that no personal or sensitive pupil or staff data is disclosed in these tools. Should staff seek to enter personal or sensitive data into a free AI tool, then formal approval should be sought under the sign off processes below prior to doing so in order for a risk assessment to be carried out.

7. Processes for sign off on the introduction of paid or subscribed AI tools

The introduction of paid-for or subscribed AI tools at St. Peter's C of E primary follows a formalised approval process to ensure accountability and alignment with the school's educational objectives. This process includes: a detailed proposal, including the purpose, benefits, costs, and potential risks associated with the AI tool. An impact assessment, focusing on educational outcomes, data privacy, and ethical considerations. The AI Leadership will oversee AI implementation at the school and approve or decline proposals.

Where teaching staff feel that an AI tool would benefit the school, in enhancing the teaching and learning experience, an individual member of staff may make a request to a member of the AI Leadership team.

The AI Leadership team will then consider the request by completing the Request for the introduction of an AI tool (Appendix 3) alongside the Risk Assessment Matrix for Implementing AI (Appendix 4).

8. Risk Assessment Matrix for Implementing AI

The Risk Assessment Matrix (contained in Appendix 4) is intended to help the school to identify, evaluate, and mitigate risks associated with implementing AI in educational processes.

The matrix considers potential risks across various domains, including data protection, ethical considerations, and operational integrity. There is a particular focus on safeguarding and wellbeing issues, highlighting potential risks to student welfare and offers strategies to mitigate these risks effectively.

It is the responsibility of the entire AI Leadership Team to ensure that paid-for or subscribed AI tools have been risk assessed prior to their implementation, in accordance with the Risk Assessment Matrix.

Each completed risk assessment should be reviewed if/when there are any advancements in an AI tool or legislative changes in relevant laws.

9. Acknowledging the Use of AI Tools

Where an AI tool (whether paid or free) is used, an indication must be made that AI has been used to generate some output.

There are differing levels of AI assistance. Staff need to make a professional judgement and categorise their use of AI as falling within the following categories of assistance. Where AI has been used to support work, staff should label their work with one of the following labels to indicate the use of AI.

AI generated	The complete output has been generated by AI without any amendment. Example: an image generated from an AI tool.
AI assisted	Whilst an AI tool has generated an output, this has been amended or adapted by a member of staff. Example: a slideshow generated from an AI tool which has been amended by a teacher.
AI supported	A member of staff has generated their own work and then used AI to support with making suggested changes or revisions. Example: Lesson plans entered into an AI tool which then suggests some possible refinements.

10. Reporting

Our reporting systems are well promoted, easily understood and easily accessible for staff, learners and parents/carers to confidently report issues and concerns, knowing these will be treated

seriously. All reports will be dealt with swiftly and sensitively and outcomes shared where appropriate. We also respond to anonymous reports, or reports made by third parties.

This can be done via:

- established school reporting mechanisms (through the Designated Safeguarding Lead and/or CPOMs)
- online/offline reporting tools
- anonymous/confidential reporting routes
- links to national or local organisations

11. Responding to an Incident or Disclosure

Our response is always based on sound safeguarding principles and follows school safeguarding and disciplinary processes. It is calm, considered and appropriate and puts the learner at the centre of all decisions made.

- All AI incidents (including data breaches and/or inappropriate outputs) must be reported promptly to the relevant internal teams. Effective reporting helps mitigate risks and facilitates a prompt response.
- Where relevant / required incidents will be reported to external agencies e.g., Police, LADO, DPO, ICO.
- All AI related incidents will be recorded through the school's normal recording systems (e.g., CPOMs).

In the case of misuse of AI by staff, the normal staff disciplinary processes will be followed.

For the avoidance of doubt, this policy is overridden by and will only be supplementary to the school's disciplinary policies and safeguarding policies in the event of any inconsistencies.

Staff Use of AI Acceptable Use Agreement

Appendix 1 (AI Policy)

Acceptable Use Policy Agreement
I understand that I must use AI and emerging technologies responsibly to minimise the risk to the safety, privacy, or security of the school community and its systems. I acknowledge the potential of these technologies for enhancing learning and will endeavour to integrate them in a way that aligns with the school's policy, ethos and values.

For my professional and personal safety:
- I understand that the school will monitor my use of AI tools and technologies.
- I will only use AI tools and technologies for purposes authorised by the school and will ensure compliance with data protection laws (e.g., UK GDPR) when handling personal data.
- I will ensure that any sensitive or personally identifiable information about staff, students, or parents/carers is only entered into AI systems that have explicit approval and robust security measures in place.
- I will report any AI-related incidents or anomalies that could indicate misuse, bias, or harm to the appropriate person immediately.

In my communications and actions:
- I will respect copyright, intellectual property, and ethical standards when uploading content to prompt AI output.
- I will critically evaluate the outputs of AI systems to avoid spreading misinformation or biased content and will ensure that all AI-assisted decisions are made with appropriate human oversight.
- I will communicate professionally and responsibly when using AI systems.
- I will ensure transparency through appropriate attribution where AI has been used.

When engaging with learners:
- I will support learners on the safe, ethical, appropriate and effective use of AI.
- I will use AI tools to engage with learners in ways that uphold and enhance their privacy, wellbeing, and trust.

When using the school's systems and resources:
- I will use AI systems in compliance with established security measures and access protocols.
- I will ensure that any AI applications used in teaching or administration are vetted and comply with the school's policies.
- I will ensure generative AI tools are not used to impersonate others or create deceptive or harmful content.

When handling data:
- I will ensure compliance with the school's data protection policies when using AI for data analysis or reporting.
- I will ensure I have explicit authorisation when uploading sensitive school-related information into generative AI systems.

Responsibility and Accountability:
- I will use generative AI tools responsibly to create authentic and beneficial content, ensuring respect for individuals' identities and well-being.
- I understand that misuse of AI or emerging technologies could lead to disciplinary actions, including warnings, suspension, or referral to the appropriate authorities.
- I acknowledge that this agreement applies to all AI-related activities within and outside of school premises that are connected to my professional responsibilities.

Our Key Principles of Transparency and Ethical Use

Appendix 2 (AI Policy)

1. All staff and visitors are subject to the AI Acceptable Use Agreement (see Appendix 1).

2. **We will prioritise human oversight. AI should assist, not replace, human decision-making. Staff must ensure that final judgments, particularly those affecting people, are made by humans and critically evaluate AI-generated outputs.**

3. Staff have a professional responsibility to fact-check any AI-generated output before use for teaching and learning or any relevant school function. Staff must also critically evaluate AI-assisted research and student outputs.

4. Staff will ensure that when AI is used, it will not infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent.

5. AI tools used in school must fully comply with the General Data Protection Regulations (GDPR) and any other relevant data protection laws.

6. No staff, student or family personal or sensitive data should be input into AI systems. Unless permitted by the AI Leadership Team, staff should only input anonymised data to avoid the exposure of personally identifiable or sensitive information.

7. We are aware of the potential risk for discrimination and bias in the outputs from AI tools and have in place interventions and protocols to deal with any issues that may arise. When procuring and implementing AI systems, we will follow due care and diligence to prioritise fairness and safety.

8. AI tools may be used to assist teachers in the assessment of learner's work and identify areas for improvement. Teachers may also support learners to gain feedback on their own work using AI. Use of these tools should be purposeful, considered and with a clear focus on ensuring impact and understanding and mitigating risk.

9. AI incidents must be reported promptly. Staff must report any incidents involving AI misuse, data breaches, or inappropriate outputs immediately to the relevant internal teams. Quick reporting helps mitigate risks and facilitates a prompt response.

10. Recourse for improper use and disciplinary procedures. Improper use of AI tools, including breaches of data protection standards, misuse of sensitive information, or failure to adhere to this agreement, will be subject to disciplinary action as defined in Staff Disciplinary Policy.

Appendix 3 (AI Policy)

Request for the Introduction of an AI tool:

Date of Request	
Name of AI tool	
URL (if web based)	
Cost	

INTENDED TASK	
What is the intended task?	

DATA	
What type of data has been used to train the model?	
Will the AI input and output be used by the vendor to train later versions of the model?	

THE AI MODEL	
How does the model work? Is it supervised or unsupervised?	
How has the model been trained?	
How efficient is the model?	

EVALUATION OF THE TOOL	
Does the vendor test performance, bias and reliability?	
How secure is the model?	
How are AI incident issues dealt with?	
Who is responsible for reporting AI incidents?	

THE APP/TOOL	
What system prompts exist?	
Which type of user is this suitable for?	

If the users will be pupils, are the DfE requirements for the use of generative AI satisfied?	

Has the Risk Assessment Matrix for Implementing AI been completed? Yes / No

OUTCOME:	APPROVED / DECLINED
Date of decision:	
Additional comment:	

Risk Assessment Matrix for Implementing AI

Appendix 4 (AI Policy)

Name of AI Tool:	
Date of Risk Assessment:	

Risk Area	Risk Description	Likelihood	Impact	Risk Level	Mitigation Measures
Data Protection and Privacy Breaches	Unauthorised access to sensitive data or personal information, leading to safeguarding concerns and commercial risk.				Implement strong encryption, regular audits, and GDPR-compliant data management policies and conduct regular privacy audits.
Inappropriate Content or Conduct	AI exposing learners to harmful or unsuitable materials / behaviour				Conduct rigorous testing of AI tools, apply effective filtering and monitoring and ensure human oversight.
Bias and Discrimination	AI systems propagating biases that impact student wellbeing or inclusion. AI models producing discriminatory or biased outcomes.				Regularly audit AI algorithms for bias and provide inclusive media literacy education and training.
Misuse of AI	Learners using AI tools for harmful, unethical or illegal purposes.				Educate learners on responsible and appropriate AI use and establish clear usage policies.
Misinformation	Creation or spread of harmful or misleading AI-generated content.				Educate staff and learners to verify AI outputs and establish clear policies for verifying content authenticity.
Data Accuracy	AI systems generating inaccurate or misleading recommendations.				Regularly validate AI outputs and involve human oversight in decision-making.

Legal Compliance	Non-compliance with laws regarding AI usage and learner data.				Understand legal requirements. Conduct legal reviews and consult experts on AI-related regulations.
Cyber-Security	Increased use of AI tools in cyberattacks targeting school systems and data.				Strengthen cybersecurity protocols and educate staff and learners on safe online practices.

Likelihood: The likelihood that the identified risk will occur
Low: Unlikely to occur under normal circumstances.
Medium: Possible occurrence based on past trends or vulnerabilities.
High: Likely to occur without intervention.

Impact: The severity of impact should the risk materialise
Low: Minimal disruption with limited consequences.
Medium: Moderate disruption affecting key processes.
High: Significant disruption with severe consequences.

Further comments: