

Tylers Green Middle School – Artificial Intelligence (AI) Policy



“AI should help us to work smarter, lead with integrity, and stay deeply human.”

1. Purpose and Ethos

- At TGMS, we embrace technology as a tool to enhance teaching, leadership, and professional growth, not to replace the human judgment, creativity and care that define our work.
- Artificial Intelligence (AI) has the potential to save time, raise quality, and free colleagues to focus on what matters most: **our pupils and community**.
- We will use AI consciously, not compulsively, always guided by ethics, quality, and well-being.

2. Alignment with Ofsted, DFE and Legal Guidance

TGMS follows Ofsted's principles for responsible AI use, ensuring that:

- AI complements, not replaces, professional expertise.
- Human accountability remains central in every decision and communication.
- Safeguarding, data protection, fairness, and privacy are prioritised at all times.
- Schools are transparent about how AI is used and continually evaluate its impact on staff and pupils.
(Ref: *Ofsted's Approach to Artificial Intelligence, 2024; How Ofsted looks at AI during inspection and regulation, 2025*)

TGMS recognises that the use of AI engages several areas of UK law, including data protection, equality and anti-discrimination, human rights, intellectual property, and online safety. All AI tools and practices must comply with these frameworks.

Staff must report any concerns about unfair, biased, or inappropriate AI outputs to the Online Safety Lead or Data Protection Officer (DPO), ensuring transparency and accountability in line with legal expectations.

3. The TGMS Three Methods of Conscious AI Use

All staff are guided by our *Three Methods* when deciding whether and how to use AI:

Method	The 3 Reflective Questions	Suggested Appropriate Tasks
1. Human Prompt → AI Generation → Human Refinement	1. Will this tool enhance the clarity, accuracy, or quality of my work?	<ul style="list-style-type: none"> • Educational Quizzes • Communication (concise or procedural) • Meeting Notes/Minutes • Safeguarding Quizzes/Ongoing Training
2. Human Draft → AI Generation → Human Refinement	2. Will this free time that I can reinvest in pupils, colleagues, or personal growth?	<ul style="list-style-type: none"> • Critical Lesson Resources (e.g. model texts/crib sheets for support staff) • Communication (key letters/ newsletters) • Staff/Pupil Celebration (reports) • Crisis Management
3. Human Draft → AI Critique → Human Refinement	3. How will this make me <i>feel</i> about my work? Does it reflect my values and voice?	<ul style="list-style-type: none"> • Lesson Planning and Preparation • Communication (critical change initiatives) • Policy Checks and Development • HR Documents (e.g. recruitment) • Recommendation Statements (for all stakeholders)

This Reflective Code forms the heart of our AI practice at TGMS — guiding both *when* and *why* AI is used.

4. Applications of AI at TGMS

AI is used at TGMS primarily to:

- Generate creative and refined content to enhance the delivery and impact of lessons.
- Draft or refine professional communications (e.g. letters, policies, reports).
- Support safeguarding training through scenario generation.
- Cross-check policies against statutory updates.
- Create compliant, accessible summaries of documentation.
- Support leadership reflection, meeting notes, and workload efficiency.

In all uses, **AI output is reviewed, edited, and approved by the human author** before sharing or publishing. Where possible, staff should maintain transparency in their use of AI by evaluating outputs critically, documenting key prompts when appropriate, and checking accuracy, fairness, and potential bias. This supports responsible oversight and justification of ethical AI use.

5. Ethical and Emotional Awareness

We recognise that AI can influence how work feels as well as how it functions.

- Staff are encouraged to notice when AI is helping them feel more effective or creative, and when it risks feeling impersonal or overused.
 - Leaders model reflective AI use, valuing intuition, empathy, and professional pride as much as efficiency.
 - Training and professional dialogue help staff balance innovation with integrity, ensuring AI enhances rather than erodes craft, expertise, or joy in teaching.
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6. Safeguarding, Privacy, and GDPR Compliance

TGMS acknowledges that under Article 22 of UK GDPR, individuals have the right not to be subject to decisions based solely on automated processing. AI will therefore only ever support, never replace, human judgment in teaching, assessment, pastoral care, or decision-making about pupils and staff.

- TGMS only uses **GDPR-compliant AI models** that do **not train on user data** and allow **data deletion or incognito use**.
 - Personal or identifiable pupil, parent, or staff information must **never** be entered into public AI systems.
 - All AI usage must comply with the TGMS **Online Safety Policy** and the **Data Protection Act 2018 (GDPR)**.
 - The school will **continually review, audit, and retrain** staff on AI safety, ensuring all applications remain compliant and ethically sound based on the latest guidance.
 - A Data Protection Impact Assessment (DPIA) will be undertaken for any AI tool that processes personal or sensitive data or integrates with school systems. For general productivity or writing tools, staff will use the TGMS AI Risk Checklist to ensure safe, ethical, and lawful use.
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7. Professional Learning and Accountability

- TGMS will maintain a Register of Approved AI Tools used for school operations. This will include tool names, versions, data-handling practices, and the basis of GDPR compliance. Unapproved tools must not be used for work involving school, pupil, parent, or staff information.
 - AI training will be integrated into staff development, including practical guidance and reflective practice on ethics, accuracy, and bias.
 - Staff will share examples of effective AI use through internal CPD sessions to promote collective learning.
 - Leaders will monitor AI impact on workload, well-being, and skill retention to prevent over-dependence.
 - AI use will form part of TGMS's annual review of digital practice, ensuring consistency with safeguarding, teaching standards, and GDPR duties, delegated to the Online Safety Committee.
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8. Pupil Education, Understanding, and Responsibility

At TGMS, we recognise that pupils are growing up in an age where artificial intelligence increasingly shapes the information, tools, and media they encounter. Our aim is to equip every pupil with the knowledge, discernment, and digital maturity to use AI safely, ethically, and creatively, in line with our **Online Safety Policy** and **TGMS Terrific Learners** ethos.

- **AI is a Tool, Not a Truth.**
 - Pupils should question and verify what AI produces, recognising that it may be inaccurate, biased, or incomplete.
 - They learn to apply critical thinking, especially when AI tools summarise or create content.
- **AI Should Support, Not Substitute, Learning.**
 - Where approved by teachers, pupils are taught to recognise how AI can be used to explore ideas, practise skills, or generate prompts, but never to replace their own thinking, creativity, or effort.
 - All AI-supported work must remain the pupil's *own* work and voice. Generative AI for producing writing is not allowed.
- **AI Use Must Be Safe and Respectful.**
 - Pupils must never enter personal information, names, or images into public AI systems.
 - They understand that responsible digital behaviour applies to AI tools as it does to all online activity.
 - Misuse (e.g. generating harmful or inappropriate content) is addressed under the **Behaviour and Online Safety Policies**.
- **AI Should Reflect Our Values.**

- Pupils are reminded that ethical use of technology shows honesty and integrity, mirroring the TGMS value of *Respect*.
 - They discuss and reflect on the moral choices AI raises, such as fairness, truth, and human creativity.
- **Learning About AI Is Everyone's Right.**
- TGMS will provide age-appropriate learning about AI, helping pupils understand its potential and its limits.
 - By demystifying AI, we aim to prepare pupils to thrive as responsible, thoughtful digital citizens.

Curriculum and Implementation:

- AI awareness and critical literacy are integrated into the Computing and PSHE curriculum.
- Assemblies and “Guiding Digital Childhood” sessions explore themes such as misinformation, bias, authorship, and the human impact of technology.
- Staff receive guidance on when and how AI tools can be used, ensuring use is safe, purposeful, and teacher-directed.
- Pupil voice on AI will be gathered annually through the **School Council** and **Online Safety Committee** to ensure understanding and attitudes develop safely and positively.

9. Transparency and Communication

- As an appendix to this policy, TGMS will publish an AI Usage Statement outlining the categories of AI tools used in school operations, the purposes they serve, and the safeguards in place. This supports GDPR transparency duties and promotes trust with families and the wider community.
- TGMS will communicate openly with parents, governors, and Ofsted about how AI supports our school's operation.
- AI will never be used to make high-stakes decisions about pupils, families, or staff.
- All AI-assisted materials remain subject to human authorship, editing, and final approval. Ownership and copyright of school materials, lesson content, and communications remain with TGMS or the original human creator.
- Staff must ensure AI-generated content does not infringe third-party rights and complies with copyright law.

10. Review and Oversight

These principles will be reviewed annually by the Headteacher and Governors as part of TGMS's Online Safety and Digital Strategy, with input from staff and external partners. Updates will reflect new guidance from Ofsted, DfE, and ICO on AI and data protection.

In Summary:

AI at TGMS will always be:

- Human-led. Ethically grounded. Purpose-driven.
- Supporting the craft of teaching, not replacing it.
- Saving time for people, not taking humanity from the work.

Appendix 1 – AI Usage Statement

Tylers Green Middle School uses Artificial Intelligence (AI) tools selectively to support leadership, administration, communication, and professional tasks. AI at TGMS is always used under human direction, with all outputs edited, checked, and approved by staff.

No AI tools are used for automated decision-making about pupils, families, or staff, and AI is never used to assess pupils or replace teaching expertise.

TGMS will only use AI tools where the provider offers appropriate technical and organisational measures compatible with GDPR (e.g., data control options, no training on user inputs, data minimisation tools, and deletion/incognito modes). The school will select tools where staff can be trained effectively to use them safely and lawfully. Personal or identifiable pupil, parent, or staff information must never be entered into any AI system unless the system has been formally approved by the school, is specifically designed to safeguard personal data, and is listed on the TGMS Register of Approved AI Tools.

AI is used for purposes such as drafting or refining professional communications, supporting safeguarding training, summarising documents, or improving administrative efficiency. A Register of Approved AI Tools is maintained and monitored through the Online Safety Committee.

Through our curriculum, pupils are taught to understand AI critically, use it safely, and recognise its limits. Staff receive training to ensure AI is used ethically, responsibly, and in line with UK data protection law.

Our full AI Policy explains our safeguards, legal obligations, staff expectations, and pupil education approach.

For any queries about AI use at TGMS, please contact the Data Protection Officer or Headteacher.

Appendix 2 – TGMS AI Legal & Ethical Review Checklist

(To be completed annually by the Headteacher, DPO, and Online Safety Committee)

1. Governance & Legal Compliance

- AI Policy reviewed and updated in line with latest Ofsted, DfE, ICO, and UK AI regulations
- Article 22 compliance confirmed (no automated decisions affecting pupils or staff)
- Any updates to UK GDPR, Equality Act, IP law, or Online Safety law reflected in practice
- Public AI Usage Statement updated on website

2. Register of Approved Tools

- AI Tools Register updated (name, version, provider, privacy policy, compliance evidence)
- Any retired or replaced tools removed from register
- Staff reminded annually not to use unapproved tools for TGMS data

3. Data Protection & DPIAs

- DPIAs completed for any AI tool processing personal or sensitive data
- No personal data entered into public AI interfaces
- Data minimisation, anonymisation, and deletion practices reviewed
- Staff awareness of “incognito” or data-off modes confirmed

4. Safety, Bias & Accuracy

- Any bias or accuracy concerns from staff logged and addressed
- Outputs routinely reviewed for fairness, accuracy, and tone
- Staff trained to critically evaluate AI-generated content

5. Professional Use & Workload

- Staff using AI in line with TGMS Three Methods
- AI improving, not reducing, authenticity, wellbeing, or professionalism
- Examples of effective use shared in CPD

6. Pupil Education

- AI awareness included in Computing and PSHE
- Assemblies and GDC sessions delivered on AI safety, bias, digital citizenship
- Pupil Voice gathered and informs future adaptations

7. Training & Culture

- Annual staff update on safe AI use delivered
- All new staff inducted in AI Policy & expectations
- Reporting routes for concerns (to DSL/DPO) reinforced

Overall Judgement

- AI at TGMS remains:
 - Human-led
 - Ethically grounded
 - Purpose-driven
 - Safe and GDPR-compliant
 - Supportive of staff workload and pupil learning
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Appendix 3 – Approved AI Tools Register

The tools below are approved for professional use at TGMS when used in line with the AI Policy, the Three Methods of Conscious AI Use, and GDPR requirements.

All outputs must remain human-led, reviewed, and approved.

No personal or identifiable pupil, parent or staff data may be entered unless explicitly stated and approved.

Tool	Brief Description	Appropriate Tasks at TGMS	Key Areas of Caution
Canva	Design and presentation platform with AI-assisted layout, image and text tools.	<ul style="list-style-type: none"> • Staff presentations and training materials • Posters, infographics and displays • Parent-facing visuals and newsletters 	<ul style="list-style-type: none"> • Do not upload photos of pupils without consent • Avoid AI-generated imagery that could misrepresent people or events • Final messaging must remain staff-authored
Google Gemini (Education Workspace)	Generative AI assistant within Google Workspace for Education, with no model training on user data.	<ul style="list-style-type: none"> • Drafting and refining professional work • Policy critique and sense-checking against guidance • Leadership reflection and planning (Method 2 & 3) 	<ul style="list-style-type: none"> • No identifiable personal data • Not for safeguarding case management or decisions • Outputs must be checked for accuracy and tone
NotebookLM (Google)	AI research and synthesis tool grounded only in uploaded school documents.	<ul style="list-style-type: none"> • Analysing professional work, policies and strategy documents • Creating summaries from trusted internal sources • Preparing leadership or governor briefings 	<ul style="list-style-type: none"> • Only upload approved school documents or carefully sourced webpages • Not a replacement for professional judgement • Ensure documents do not contain sensitive personal data
Otter AI	Audio transcription tool, converting meetings into text summaries.	<ul style="list-style-type: none"> • Meeting notes and minutes • Leadership reflection from recorded discussions 	<ul style="list-style-type: none"> • Do not use for safeguarding meetings or sensitive conversations • Transcripts must be reviewed and edited • Recordings must comply with consent expectations
Mentimeter	Interactive polling and feedback platform (non-generative).	<ul style="list-style-type: none"> • Staff training engagement • Governor and parent session feedback • Low-stakes pupil voice activities (teacher-directed) 	<ul style="list-style-type: none"> • No anonymous safeguarding disclosures • Avoid collecting personal data • Ensure age-appropriate use
Kahoot	Quiz-based learning and retrieval platform.	<ul style="list-style-type: none"> • Knowledge checks and retrieval practice • Staff training quizzes • Low-stakes formative assessment 	<ul style="list-style-type: none"> • Not for assessment judgments • Avoid inappropriate competitive pressure • Ensure content accuracy and inclusivity
Securly AI	Moderated, restricted AI chatbot with monitoring and safety controls.	<ul style="list-style-type: none"> • Basic pupil experimentation with AI concepts • Understanding AI mechanics in a highly controlled environment 	<ul style="list-style-type: none"> • Limited capability for generation (written/image/video) tasks • Not a substitute for Gemini/NotebookLM for staff use • Not for high-volume or nuanced professional work
Arbor MIS	School Management Information System with automated and rule-based functions.	<ul style="list-style-type: none"> • Attendance, behaviour and attainment tracking • Statutory reporting and administration 	<ul style="list-style-type: none"> • Not generative AI • Decisions remain human-led • Data use governed strictly by GDPR and Arbor controls