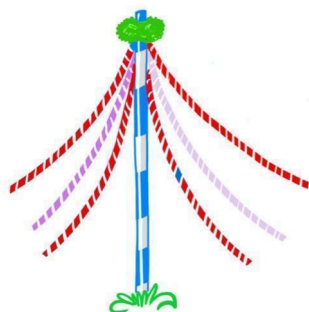


Maypole School



Artificial Intelligence (AI) policy

2026-2027

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CONTENTS

1. INTRODUCTION	3
2. AIMS	3
3. SAFETY	3
4. USING AI RESPONSIBLY	3
5. AI TOOLS THAT CAN BE USED	4
6. MONITORING AND EVALUATION	4

Contents

Quick guide for staff

1. Introduction
2. Purpose and scope
3. Maypole's vision and principles
4. Definitions
5. Governance, roles and responsibilities
6. Professional expectations and human accountability
7. Approved and appropriate uses
8. Workload reduction
9. Traffic-light framework
10. Safeguarding and human decision-making
11. AI in an independent special school and SEN context
12. Data protection and confidentiality
13. Copyright and intellectual property
14. Incident reports and factual records
15. Assessment, moderation and reporting
16. Pupils, AI literacy and authenticity
17. Approved tools and approval process
18. AI incident reporting
19. Communication with parents and carers
20. Monitoring, quality assurance and review

Appendix A: AI decision guide

Appendix B: Parent information statement

Appendix C: Staff declaration

Appendix D: Frequently asked questions

Quick guide for staff

Using AI at Maypole in 30 seconds

The core rule: **AI may support the work. The member of staff remains responsible for the work.**

GREEN - You can	AMBER - You must review	RED - Never
• Plan lessons • Generate ideas and quizzes • Create non-confidential resources • Draft social stories and visual supports • Create templates and checklists	• Emails and parent letters • Policies and procedures • Report comments • Moderation support • Incident-report grammar support • Adapted SEN materials	• Upload personal or sensitive data • Upload EHCPs or CPOMS records • Make safeguarding or disciplinary decisions • Mark or write pupil assessments • Replace teacher judgement • Submit AI-generated pupil work as authentic

Before using AI, ask: Is it safe? Is it confidential? Is it accurate? Is it appropriate? Would I be comfortable explaining my use to a parent, the proprietor/directors or an inspector?

1. Introduction

Artificial Intelligence (AI) is a professional support tool. It is designed to assist staff, not replace professional expertise, relationships or decision-making. At Maypole School, we embrace AI where it improves efficiency, reduces unnecessary workload and enhances educational outcomes, whilst maintaining the highest standards of safeguarding, confidentiality and professional judgement.

Maypole recognises that AI is developing rapidly. This policy therefore combines clear non-negotiable boundaries with a proportionate approval process, so that the school can benefit from appropriate innovation without compromising pupils, staff, confidential information or the integrity of professional practice.

2. Purpose and scope

The purpose of this policy is to ensure that AI is used safely, ethically, lawfully and effectively across Maypole School. It applies whenever AI is used for school-related work, whether on a school device, personal device, free account, paid account, browser extension, integrated software feature or mobile application.

- This policy applies to all employees, agency staff, contractors, volunteers, trainees and consultants working on behalf of Maypole.
- Pupil use is governed by this policy, the school's online-safety arrangements, curriculum expectations and individual levels of need.
- Where a contract, statutory requirement, safeguarding duty, examination rule or professional standard sets a higher threshold, that higher threshold must be followed.

3. Maypole's vision and principles for the use of AI

AI should help teachers and teaching assistants manage workload, improve efficiency and release more meaningful time for pupils. It should not create additional bureaucracy, weaken accountability or reduce the personal and relational nature of Maypole's work.

Principle	What it means at Maypole
Support, not substitution	AI may assist staff but must not replace professional judgement, direct teaching, safeguarding curiosity or human relationships.
Workload with purpose	AI should be used where it removes low-value repetitive work or supports higher-quality preparation, not simply because it is available.
Safeguarding first	No efficiency gain justifies increased risk to a child, inappropriate content, weakened professional curiosity or disclosure of confidential information.
Human accountability	The person who uses AI remains responsible for the final content, decision and action.
Privacy by design	The minimum necessary data should be used, and personal or sensitive information must not be entered into unapproved systems.
Accuracy, fairness and inclusion	Outputs must be checked for errors, invented information, stereotypes, bias and unsuitable assumptions about disability, behaviour, culture, family or need.
Authenticity	AI must not be used to misrepresent pupil work, staff observations, evidence or professional judgement.

4. Definitions

Term	Meaning
Artificial intelligence (AI)	Computer systems that perform tasks commonly associated with human intelligence, such as generating, classifying, predicting, summarising or analysing content.
Generative AI	AI that creates new text, images, audio, video, code or other content in response to instructions.
Approved tool	A tool formally approved through Maypole's process for the stated purpose and user group.
Closed or protected environment	A contractual or technical environment in which school data is protected and is not used to train a public model, subject to the agreed terms and configuration.

Hallucination	An AI output that sounds credible but is incorrect, unsupported or invented.
Bias	Unfair, stereotyped or unbalanced output that may reflect patterns in training data or the wording of a prompt.
Personal data	Information relating to an identified or identifiable person.
Special-category data	Particularly sensitive personal data, including health, disability and some other protected information.

5. Governance, roles and responsibilities

Role	Responsibility
Principal	Receive appropriate assurance through Maypole's arrangements and consider significant risks, serious incidents and strategic changes.
Executive Headteacher	Owns the policy, sets expectations, authorises implementation and ensures responsible use supports the school's educational and operational priorities.
Executive Leadership Team (ELT)	Approves new tools and high-risk uses, reviews benefits and risks, considers incidents and ensures annual review.
Senior Leadership Team (SLT)	Models safe use, supports implementation, challenges inappropriate practice and ensures concerns are escalated.
Head of Curriculum and Development	Assesses educational value, intended use, suitability for pupils, impact on teaching and learning, and required staff guidance.
Data Protection Officer (DPO)	Advises on data protection, privacy notices, contractual arrangements, data-processing risks and any need for a data protection impact assessment.
Designated Safeguarding Lead (DSL)	Reviews safeguarding implications, advises on pupil-facing use and leads or supports action where AI creates a safeguarding concern.
IT/technical lead or provider	Assesses security, access controls, retention, integration, supplier terms and technical configuration.
All staff	Use only approved tools for approved purposes, protect information, review outputs, report concerns and remain accountable.

Pupils	Follow staff instructions, use AI only within agreed learning activities and do not submit AI-generated content as their own work.
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6. Professional expectations and human accountability

Staff do not need to be technical experts, but every user must understand the following simple expectations:

- AI can be wrong. Outputs must be checked against reliable information and professional knowledge.
- AI can sound confident when it has invented facts. A polished response is not evidence of accuracy.
- AI can reflect bias or stereotypes. Staff must check that content is fair, respectful and appropriate for Maypole pupils.
- The quality of the output depends on the instruction and information entered. Staff should use clear prompts without confidential data.
- AI does not know the pupil, family or school context unless information is supplied; supplying that information may itself be unsafe or unlawful.
- Staff must make the final decision and retain the “personal touch” expected at Maypole.
- Staff must be able to explain where and how AI assisted if asked by a line manager or during quality assurance.

Non-delegable accountability: AI cannot hold professional responsibility. The staff member who signs, submits, sends or acts on the work remains accountable for its accuracy, tone, fairness, confidentiality and appropriateness.

7. Approved and appropriate uses

Subject to the traffic-light framework and the approval status of the tool, AI may support the following areas:

Area	Examples
Teaching and curriculum	Ideas for lessons, sequencing suggestions, non-confidential quizzes, examples, vocabulary lists and resource drafts.
SEN resource preparation	Draft social stories, visual timetables, symbol-supported text, simplified instructions and differentiated materials, followed by staff adaptation.
Administration	Agendas, checklists, project plans, templates, routine summaries of non-confidential material and formatting support.
Communication	Draft newsletters, routine emails and parent letters, with careful review.
Professional development	Generate reflective questions, discussion prompts, training outlines and summaries of public guidance, with source checking.

Writing support	Spelling, grammar, punctuation, clarity and readability support, including limited use of approved writing assistants.
Moderation support	Help staff organise or compare evidence after the teacher has completed the assessment and reached an initial judgement. AI does not award the outcome.

8. Workload reduction

Maypole supports purposeful AI use that helps teachers and teaching assistants manage workload. Appropriate uses should release time for teaching, preparation, communication, professional reflection and direct work with pupils. AI should not become an additional task or create unnecessary duplication.

Examples of workload-supporting use include drafting an initial structure, creating alternative versions of a non-confidential resource, proofreading, turning approved notes into a checklist, generating questions or formatting a document. Staff must still review, adapt and own the final output.

9. Traffic-light framework

Level	Meaning	Examples	Required action
GREEN - Permitted	Low-risk, non-confidential use within an approved tool.	Lesson ideas, generic quizzes, non-confidential templates, visual timetable drafts, public-information summaries.	Check accuracy and suitability before use.
AMBER - Permitted with professional review	The output could affect communication, records, planning or an individual.	Emails, policies, parent letters, report comments, social stories, behaviour-target wording, moderation support, incident-report grammar support.	Review line by line, personalise, confirm facts, remove confidential information and retain professional judgement.
RED - Prohibited	Use would create unacceptable safeguarding, confidentiality, integrity, legal or accountability risk.	Safeguarding decisions, referrals, disciplinary outcomes, pupil marking, writing assessments, uploading EHCPs/CPOMS/medical records, replacing teacher judgement.	Do not use AI. Complete through the authorised human process.

10. Safeguarding and human decision-making

AI can assist with preparation. Humans decide.

- AI must never determine whether abuse, neglect, exploitation or harm has occurred.
- AI must never decide whether to make a safeguarding referral or what threshold has been met.
- AI must never replace professional curiosity, discussion with the DSL, direct observation or established safeguarding procedures.
- Safeguarding records, CPOMS entries, referrals, chronologies, disclosures and witness accounts must not be entered into public or unapproved AI tools.
- Pupil-facing AI use must be age-appropriate, supervised and considered in light of each pupil's vulnerability, communication profile and understanding.
- Inappropriate, sexual, violent, discriminatory, manipulative or self-harm-related outputs must be treated as a safeguarding or online-safety concern where relevant and reported promptly.

11. AI in an independent special school and SEN context

Maypole is an independent special school and oversight is exercised through the Executive Headteacher, ELT, and the school's established quality-assurance arrangements.

AI may offer useful support in an SEN context, but staff must avoid assuming that a generated resource is automatically appropriate. Materials must be checked against the pupil's communication level, sensory profile, comprehension, emotional development, cultural context, behaviour-support plan and current learning objectives.

- Social stories must be personalised and must not include invented assumptions about a pupil's motives or emotions.
- Visual timetables and symbol-supported resources must be checked for clarity, consistency and suitability.
- Differentiation must not lower expectations inappropriately or reinforce stereotypes about disability.
- AI is not approved as a pupil accessibility tool for independent pupil use under this policy. Any future proposal must go through the approval process.
- Direct staff support, professional assessment and relationships remain central.

12. Data protection and confidentiality

Personal data must not be entered into public, personal or unapproved AI tools. This includes data copied directly, paraphrased data that still identifies an individual, screenshots, attachments and voice or image inputs.

- Names, initials where identity could be inferred, addresses, dates of birth and contact details.
- Photographs, videos, voice recordings and biometric information.
- EHCPs, annual-review documents, therapy reports and professional assessments.
- CPOMS records, safeguarding concerns, disclosures and referrals.
- Medical information, diagnoses, medication information and health plans.
- Behaviour logs, incident reports, risk assessments and safety plans.
- Attendance information, progress data and assessment records.
- Emails or meeting notes containing personal or confidential information.
- Staff HR, disciplinary, grievance, capability, sickness or performance information.

Where Maypole approves a secure system for a defined purpose, staff must follow the approved configuration, data-protection assessment, access controls and instructions. Approval for one tool or purpose does not create permission for another.

13. Copyright and intellectual property

Staff must not upload copyrighted teaching resources, purchased intervention programmes, examination papers or commercially licensed materials into AI platforms unless the licence explicitly permits this or permission has been granted by the copyright holder.

- Do not upload whole textbooks, workbooks, commercial schemes or subscription resources simply to create a summary or adaptation.
- Do not enter secure examination or assessment material into AI unless expressly permitted by the awarding organisation and authorised by Maypole.
- Check the terms of use before publishing or sharing AI-generated images, text or other content.
- AI-generated material must be checked for copied phrases, logos, characters or protected content.
- School ownership and staff authorship arrangements remain subject to contracts, policy and applicable law; AI does not automatically create unrestricted ownership.

14. Incident reports and factual records

Maypole permits approved writing-support tools, such as an approved version of Grammarly, to assist with spelling, grammar, punctuation and sentence clarity in incident reports. The factual account must remain the member of staff's own accurate record.

Permitted: correcting grammar, punctuation, spelling and awkward sentence structure without changing meaning.

Not permitted: adding events, removing relevant facts, changing quotations, inferring intent, making the account sound more serious or less serious, replacing the writer's observation, or entering confidential content into an unapproved service.

Before submission, the member of staff must read the entire record and confirm that it remains factually accurate, chronological, objective and based on what was directly seen, heard or done.

15. Assessment, moderation and reporting

Activity	Maypole position
Writing pupil assessments	Not permitted. Assessment tasks and judgements must be produced through personalised teacher assessments.
Marking pupil work	Not permitted. AI must not award marks, levels, grades or outcomes.
Moderation	Permitted as support only after the teacher has collated evidence and reached an initial judgement.
Report comments	Permitted with careful review. Comments must reflect real evidence, the staff member's knowledge of the pupil and the school's reporting expectations.
Exam or accredited work	Awarding-body rules and authenticity requirements must be followed. AI-generated work must not be submitted as a pupil's own work.

16. Pupils, AI literacy and authenticity

Maypole will teach pupils about AI in an age-appropriate and needs-led way. The aim is not simply to prohibit use, but to help pupils understand what AI is, when it may be useful, its limitations and how to use technology safely and honestly.

- What AI is and where pupils may encounter it.
- How AI can generate text, images, audio and other content.
- Why AI outputs may be inaccurate, biased or misleading.
- Why personal information should not be shared with AI tools.
- Why AI should not replace independent thinking, effort and learning.
- How AI-generated work may be checked for authenticity in ways similar to plagiarism checks.
- Why submitting AI-generated content as their own is dishonest and may breach school or awarding-body rules.
- How to question, verify and discuss AI-generated information.

Pupils may use AI alongside staff only as part of a planned, supervised activity and in accordance with instructions. AI is not approved for unsupervised pupil use or as a general accessibility tool under this policy.

17. Approved tools and approval process

Below are agreed upon Maypole approved-tools register. Being named in the register does not mean the tool is approved for every task.

Tool/category	Position
ChatGPT	Approved educational functions only, subject to current school instructions. For approved non-confidential uses.
TeachMate AI	Approved educational functions only, subject to current school instructions and supplier terms.
Grammarly or similar writing assistant	Only for permitted writing support. Confidential records must not be processed through an unapproved extension or account.
Other tools	Not permitted for school use until approved through the process below.

Approval steps

Stage	Action
1. Request	Staff member submits the proposed tool and uses to the Executive Headteacher and Head of Curriculum and Development.
2. Educational review	Purpose, benefit, alternatives, pupil suitability and workload impact are considered.
3. Data-protection and technical review	DPO and technical lead/provider assess data use, security, retention, supplier terms and access controls.

4. Safeguarding review	DSL considers pupil-facing risks, content risks, supervision and reporting arrangements.
5. ELT decision	ELT approves, approves with conditions, requests further evidence or rejects.
6. Implementation	Approved users receive instructions, restrictions and any required training.
7. Policy update	Policy update, in particular element 17- Approved tools.
7. Annual or triggered review	Approval is reviewed annually and sooner following incidents, material supplier changes or new guidance.

18. AI incident reporting

Staff must report an AI-related concern immediately where it involves safeguarding, personal data, inappropriate content, discriminatory output, material inaccuracy, unauthorised use, pupil misuse or a supplier/security concern.

Step	What to do
Stop	Stop the activity and do not continue entering information.
Preserve	Keep relevant screenshots or details where safe and appropriate; do not redistribute harmful content.
Report	Inform the appropriate lead immediately: DSL for safeguarding; DPO for data; IELT for policy misuse; technical lead for system concerns.
Protect	Follow existing safeguarding, data-breach, online-safety or incident procedures.
Review	ELT records learning, determines actions and considers whether tool approval, training or the policy must change.

19. Communication with parents and carers

Maypole will be transparent that approved AI may support planning, resource creation and administration. Professional decisions remain with staff. Personal or confidential pupil information will not be entered into public or unapproved AI systems.

20. Monitoring, quality assurance and review

- ELT will review approved tools, benefits, risks and incidents at least annually.
- Termly staff feedback may be gathered on usefulness, workload impact, concerns and training needs.

- Work may be sampled to check accuracy, professional ownership, confidentiality and appropriate disclosure of AI support.
- The approved-tools register will be reviewed whenever supplier terms, features or data arrangements change.
- This policy will be reviewed annually or sooner following significant national guidance, safeguarding developments, legal change or a serious incident.

Appendix A - AI decision guide

The examples below do not replace professional judgement. Where a task combines more than one category, follow the highest-risk status.

Area	Task	Status	Why	Staff action
Teaching	Generate lesson ideas	GREEN	No pupil data; check accuracy and suitability.	Adapt before use.
Teaching	Create a retrieval quiz	GREEN	Supports preparation.	Check every answer.
Teaching	Draft a differentiated worksheet	AMBER	May unintentionally lower expectations or include errors.	Adapt to actual pupils and learning objectives.
Teaching	Create a visual timetable draft	AMBER	Needs SEN-specific checking.	Check symbols, order and clarity.
Teaching	Draft a social story	AMBER	May invent emotions or assumptions.	Personalise and remove unsupported statements.
Teaching	Generate symbol-supported vocabulary	AMBER	May choose unclear or unsuitable images/terms.	Check with staff who know the pupil.
Teaching	Summarise public curriculum guidance	GREEN	Public information only.	Verify against the original source.
Communication	Draft a routine staff email	AMBER	Tone and accuracy matter.	Personalise and check recipients.
Communication	Draft a parent letter	AMBER	Requires a personal, accurate and sensitive tone.	Check facts and remove any confidential prompt data.
Communication	Create a newsletter article	GREEN	Low risk if no personal information is entered.	Proofread before publication.
Communication	Write a complaint response	AMBER	May create legal, factual or relationship risks.	Use only as a structure; senior review required.

Policy	Draft a policy section	AMBER	Guidance may be outdated or invented.	Check law, guidance and Maypole practice.
Policy	Upload the full safeguarding policy for rewriting	RED	May disclose sensitive arrangements and create version-control risks.	Use authorised document processes only.
Assessment	Write pupil assessments	RED	Professional assessment must remain human-led.	Do not use AI.
Assessment	Mark pupil work	RED	AI must not award marks or outcomes.	Teacher marks work.
Assessment	Support moderation after evidence is collated	AMBER	AI may organise but must not decide.	Teacher/moderator retains final judgement.
Reporting	Draft report comments from non-identifying notes	AMBER	Could produce generic or invented statements.	Check against evidence and personalise.
Safeguarding	Decide whether to make a referral	RED	Safeguarding decision requiring human judgement.	Follow safeguarding procedure and consult DSL.
Safeguarding	Draft a safeguarding referral using case details	RED	Contains sensitive personal data and professional judgement.	Complete through authorised systems.
Safeguarding	Upload a CPOMS entry	RED	Highly confidential safeguarding information.	Never upload.
Safeguarding	Ask AI whether abuse occurred	RED	AI cannot determine abuse.	Use safeguarding processes.
Records	Use Grammarly for spelling in an incident report	AMBER	Permitted only in approved configuration and without changing facts.	Read the entire report before submission.

Records	Ask AI to make an incident sound more professional	RED	May alter meaning or evidence.	Write factually and seek manager guidance.
Records	Generate a witness statement	RED	Statement must reflect the witness's own account.	Witness writes it themselves.
Data	Upload an EHCP for summarising	RED	Contains special-category and confidential data.	Do not upload.
Data	Upload attendance data for analysis	RED	Personal data and potentially sensitive patterns.	Use approved school systems.
Data	Upload a photograph to create a resource	RED	Pupil image is personal data.	Do not upload without a specifically approved secure process.
Administration	Create a generic meeting agenda	GREEN	No confidential data required.	Review and adapt.
Administration	Summarise confidential meeting notes	RED	Contains personal/confidential information.	Summarise manually or in an approved secure system only.
Administration	Create a generic checklist or template	GREEN	Low-risk workload support.	Review before use.
HR	Draft a disciplinary outcome	RED	Employment decision and sensitive data.	Follow HR process.
HR	Draft a generic interview-question bank	GREEN	No personal data.	Check fairness and relevance.
Copyright	Upload a purchased intervention workbook	RED	May breach licence and copyright.	Use only where licence expressly permits.

Copyright	Upload an examination paper	RED	May breach confidentiality or awarding-body rules.	Do not upload unless expressly authorised.
Pupils	Use AI in a supervised lesson about safe use	AMBER	Useful for AI literacy but requires control.	Plan, supervise and use approved tool.
Pupils	Submit AI-generated work as own work	RED	Breach of authenticity and learning expectations.	Do not accept; follow school/awarding-body process.
Pupils	Sixth-form pupil uses AI to produce coursework	RED	Work would not be authentic.	Teach permissible support and independent production.
Operations	Compare public supplier information	GREEN	Public information; may support research.	Verify claims independently.
Operations	Ask AI to decide which staff member should be promoted	RED	Employment decision, bias and accountability risk.	Human process only.

Appendix B - Parent and carer information statement

Artificial Intelligence at Maypole School

At Maypole School, we recognise that Artificial Intelligence (AI) is becoming an increasingly important part of education, employment and everyday life.

We use approved AI systems responsibly to support staff with selected planning, resource-creation and administrative tasks. This may include creating draft lesson resources, visual supports, social stories, newsletters, templates or routine communications. All content is checked and adapted by staff before use.

AI does not replace qualified staff, relationships or professional decision-making. Maypole does not use AI to make safeguarding decisions, determine behaviour sanctions, decide referrals, mark pupil work, write pupil assessments or determine EHCP outcomes.

Confidential pupil information is not entered into public or unapproved AI systems. Where the school considers a secure system for a defined purpose, it completes the appropriate educational, safeguarding, technical and data-protection review before approval.

Pupils are taught about AI in an age-appropriate way. This includes safe use, the risks of sharing personal information, the possibility of inaccurate or biased output, the importance of independent thinking and why AI-generated work must not be presented as their own.

Questions about Maypole's use of AI may be directed to the Executive Headteacher.

Appendix C - Frequently asked questions

Can I use Grammarly on an incident report?

Yes, but only an approved version/configuration and only for grammar, punctuation, spelling or sentence clarity. It must not change facts, quotations, meaning or professional observations.

Can I use AI to write a parent email?

It may draft a routine email, but you must not include confidential information in the prompt. Check tone, facts and the personal nature of the communication before sending.

Can I upload an EHCP so AI can summarise it?

No. EHCPs contain personal and special-category data and must not be uploaded to public or unapproved AI tools.

Can AI create a social story?

It may create a first draft. A staff member who knows the pupil must check and personalise it, removing invented assumptions.

Can AI mark work?

No. Marking, grading and assessment judgements remain the responsibility of staff.

Can AI help with moderation?

Yes, after evidence has been collated and the teacher has reached an initial judgement. AI may organise or prompt discussion; it does not decide the outcome.

Can pupils use AI?

Only in planned, supervised learning about AI and within the instructions given by staff. They must not use it to produce work presented as their own.

Can I use a free AI account at home for schoolwork?

Only for approved, non-confidential uses and where the tool is approved. Personal accounts must never be used to process school personal data.

What do I do if AI gives an inappropriate response?

Stop, preserve only what is needed, and report it through the appropriate safeguarding, data, online-safety or management route.

Who approves a new tool?

The request begins with the Executive Headteacher and Head of Curriculum and Development and then follows DPO, safeguarding, technical and ELT review as required.

Do I need to say that AI helped me?

You must be open with Maypole during review or quality assurance. Specific disclosure to pupils, parents or external bodies depends on the context and any applicable rules.

What happens if AI is wrong?

The staff member remains responsible. Correct the information, consider whether anyone has relied on it and report material concerns or incidents.

Reference framework

- Understanding AI in education and related 2026–27 staff and leadership support modules.
- Data protection in schools - generative AI and data protection in schools.
- Department for Education safeguarding guidance applicable to independent schools and colleges.
- Information Commissioner's Office guidance on AI, accountability, fairness, transparency, security and data protection.
- UK GDPR, Data Protection Act 2018 and applicable copyright and intellectual-property law.