



The Stables Independent School

AI USE AND SAFETY POLICY

This policy links directly to:

Document	Area
The Stables Policies	• Online Safety Policy • Safeguarding Policy • Promoting Positive Behaviour & Relationships Policy • Equality and Diversity Policy • Acceptable Use of Technology Policy • Data Protection Policy • Curriculum Policy • Whistleblowing Policy
Legislation and Guidance	• The Education (Independent School Standards) Regulations 2014 • The Equality Act 2010 • The Data Protection Act 2018 • UK General Data Protection Regulation (UK GDPR) • The Online Safety Act 2023 • The Education and Inspections Act 2006, 2011 • The Children Act 1989, 2004 • Human Rights Act 1998 • Working Together to Safeguard Children 2018 • Keeping Children Safe in Education 2024 • DfE Guidance: <i>Generative AI in Education</i> (2023)



This policy was reviewed and approved by the Proprietors in the Summer Term 2026.

It will be reviewed and approved annually and approved by the Proprietors.

Aims

At The Stables Independent School, we place the safety and wellbeing of all our pupils at the heart of everything we do. As a trauma and attachment aware school, we recognise, value, and promote the fact that all children and adults have the right to learn, communicate, and explore technology safely, without fear of harm, exploitation, or discrimination.

Artificial Intelligence (AI) tools are increasingly used in education. When used safely and ethically, AI can support learning, creativity, communication, and staff workload. However, AI also presents risks, particularly for children with complex needs, communication differences, or vulnerabilities linked to trauma.

This policy aims to:

- Ensure AI is used safely, ethically, and responsibly by staff and pupils.
- Protect pupils from harm, misinformation, bias, or inappropriate content generated by AI.
- Promote a trauma-informed, relational approach to AI use.
- Ensure staff understand how to use AI tools appropriately for planning, report writing, and communication.
- Ensure no personal, sensitive, or safeguarding information is ever entered into AI systems.
- Promote transparency, human oversight, and professional judgement in all AI-assisted work.
- Maintain an environment where AI supports learning but never replaces human connection, empathy, or professional responsibility.

AI, Trauma and Vulnerability

Children who have experienced trauma may:

- Misinterpret AI-generated content
- Be more distressed by unexpected or inappropriate outputs
- Struggle to distinguish between real and AI-generated information
- Be more vulnerable to online manipulation, deepfakes, or persuasive technologies
- Use AI to mask difficulties, avoid tasks, or seek harmful content

As a trauma-informed school, we recognise that AI can influence how children feel, relate, and learn. Therefore, AI use must always be:

- Supervised
- Purposeful



- Developmentally appropriate
- Emotionally safe
- Grounded in human connection and relational support

What Do We Mean by AI?

Artificial Intelligence refers to systems that perform tasks normally requiring human intelligence. This includes:

- Generative AI (e.g., ChatGPT, Copilot, Gemini)
- Image generators (e.g., DALL·E, Midjourney)
- Automated marking or feedback tools
- Predictive text and writing assistants
- AI-powered educational apps
- Voice assistants

AI tools can:

- Generate text, images, or ideas
- Summarise information
- Provide explanations
- Analyse patterns
- Simulate conversation

AI tools must never be treated as authoritative sources of truth. They can produce inaccurate, biased, or harmful content.

Staff Use of AI

Staff may use AI for:

- Drafting lesson plans
- Generating ideas for activities
- Supporting differentiation
- Drafting emails or letters
- Summarising non-confidential information
- Reducing workload
- Creating resources

Staff must not use AI for:

- Writing reports containing personal or sensitive information
- Entering pupil names, initials, or identifying details
- Entering safeguarding information
- Uploading EHCPs, behaviour logs, CPOMS notes, or assessments
- Making decisions about pupils
- Replacing professional judgement

All AI-generated content must be:

- Reviewed carefully
- Edited for accuracy
- Checked for bias
- Aligned with The Stables' trauma-informed ethos



Staff remain fully responsible for all work produced with AI assistance.

Pupil Use of AI

Pupils may use AI:

- As part of supervised learning activities
- To support creativity
- To explore ideas
- To practise digital literacy
- To develop critical thinking

Pupils must not use AI to:

- Bully, harass, or target others
- Create harmful or inappropriate content
- Produce deepfakes or altered images of others
- Cheat or avoid learning
- Access unsafe or unsupervised AI platforms
- Share personal information

AI use must always be:

- Supervised by staff
- Purposeful and planned
- Appropriate to developmental level
- Trauma-informed and emotionally safe

Measures to Promote Safe AI Use

Adults should:

- Model safe and ethical use of AI
- Explain the limitations and risks of AI
- Teach pupils how to question AI-generated content
- Use AI only on school-approved devices and accounts
- Ensure no personal data is ever entered into AI tools
- Supervise all pupil use
- Report concerns promptly via CPOMS

Adults should also:

- Intervene early if AI is being misused
- Support pupils who may be distressed by AI content
- Use relational, restorative approaches to address misuse
- Reinforce the school's Code of Conduct
- Provide clear boundaries and predictable routines



Responding to Concerns or Misuse

When staff become aware of unsafe or inappropriate AI use:

- Staff will record the incident on CPOMS
- Staff will speak with the pupil to understand what happened and how they feel
- Staff will support the pupil to develop safer strategies
- Staff will work with the pupil who misused AI to understand the impact of their actions
- If misuse persists, a meeting will be held with key staff, carers, social workers, and therapy staff
- A restorative approach will be used where appropriate
- If the misuse becomes a safeguarding concern, the DSL will take appropriate action
- Serious incidents may require involvement of the Proprietor or Police

Data Protection and GDPR

AI tools must never be used to process:

- Personal data
- Special category data
- Safeguarding information
- Pupil work containing identifying details
- Staff information

Any new AI tool must undergo a Data Protection Impact Assessment (DPIA) before use.

Monitoring and Review

This policy will be reviewed annually by the Proprietor. The Headteacher and DSL will monitor AI use across the school. Updates will reflect changes in legislation, technology, and best practice.



Appendix A — Pupil-Friendly AI Rules

AI is a tool, not a person. You are always more important than the technology.

Pupils should:

- Use AI only when a trusted adult says it is okay
- Ask for help if something feels confusing or upsetting
- Tell an adult if AI shows something unkind or unsafe
- Use AI to learn, create, and explore safely

Pupils must not:

- Use AI to be unkind or hurtful
- Pretend to be someone else
- Make fake images or videos of people
- Share personal information
- Use AI to avoid doing their own learning

If something goes wrong, you will be listened to and supported.

Appendix B — Staff Guidance for Safe AI Use

Staff must:

- Use only school-approved AI tools
- Never enter personal or sensitive data
- Anonymise all content before using AI
- Check all AI-generated content for accuracy
- Ensure AI does not replace professional judgement
- Use AI to support — not replace — relational practice
- Report concerns via CPOMS