SCHOOL AI GOVERNANCE

AI and the rules in our school

The title, [School name], [date], and the facilitator's name and role.

What this session is, and isn't

Is: the rules, who holds them, the check, our own rules.

Isn't: what AI is (the DfE's Module 1 covers that), a sales pitch, or a hunt for who uses what.

It's already here

Chatbots on phones; assistants inside the office software; AI in search results; apps pupils use at home.

One question: "Where have you seen AI used for school work this term?"

No single rulebook

Rules that already govern schools now reach AI: safeguarding (KCSIE), exams (JCQ), data protection (UK GDPR and the ICO) and the DfE's product safety standards, with governors overseeing all four.

Safeguarding: KCSIE 2026 and the DSL

AI-generated or altered images, including deepfakes, count as nudes and semi-nudes.

Harmful interaction with AI apps that simulate other people counts as a contact risk (KCSIE 2026, paragraph 165).

All staff are trained in online safety, including filtering and monitoring.

Concerns go to the DSL or a deputy without delay.

Exams: JCQ and the exams officer

Work must be the candidate's own; permitted AI use is acknowledged, with the tool and the date; teachers mark all of the work themselves; the malpractice policy covers AI; the signed declaration decides the route.

Data protection: UK GDPR, the ICO and the DPO

The school, trust or college answers for personal data, in AI tools too.

Approved tools only, and ask the DPO before pupils' data goes in.

A new tool with personal data: a DPIA first.

Something gone in that shouldn't: tell the DPO straight away.

Choosing tools: the DfE's product safety standards

What an AI product should do to be safe in education, from filtering, monitoring, security and privacy to, since January 2026, cognitive, emotional and social development, mental health and manipulation.

Here, new tools are approved by [approving role] on the DPO's advice.

Governors and trustees

Strategic responsibility for safeguarding, for filtering and monitoring, and for data protection.

Their part: ask for assurance, and minute the answer.

The yearly filtering review is carried out by senior leaders, the DSL and IT support.

The map, with our names on it

A table with a row for each set of rules (KCSIE, JCQ, UK GDPR and the ICO, the DfE's standards, governors), what each asks about AI in a few words, and who holds it here: [DSL], [exams officer], [DPO], [approving role], [chair or link governor].

Fluent isn't the same as true

AI produces the most plausible answer, not the checked one, and goes wrong on specifics: names, dates, numbers, quotations, rules.

The DfE: "Any content produced requires critical judgement to check for appropriateness and accuracy."

The check

1.

Open a source you already trust.

2.

What's wrong?

3.

What's missing?

4.

What's confusing?

Try it (8 minutes)

In pairs, take a card.

Check the AI answer against the source printed with it, and mark what's wrong, missing and confusing.

What did you find?

Three answers from the room: one wrong, one missing, one confusing.

A detector score is never proof

Detectors estimate how predictable writing is.

The DfE: "research shows they are unreliable", with false positives that disproportionately affect some students, such as those with English as an additional language.

JCQ: one part of a wider look, with all the information considered.

When you suspect AI

Gather what exists (drafts, classwork, what you know of the student); talk with the student as a question, not a verdict; for assessed work, tell the exams officer early, because the declaration decides the route; nothing is put to a young person on a score alone.

Our four rules

The four staff rules exactly as our policy words them, from [AI policy, sections 5.1 to 5.4].

Our approved tools

The register: each tool, who may use it, for what, and with what data.

To propose a new tool: [route].

Who to tell, and when

AI harm to a child: [DSL], the same day.

Personal data in the wrong tool: [DPO], straight away.

Suspected AI in assessed work: [exams officer].

A new tool: [approving role].

Five questions for this week

Where are our rules written down, and when were they last reviewed?

Which tools are approved, for whom and for what?

What must never go in?

Who do I tell, and how fast?

What may pupils and students do with AI?

The record

Please sign the attendance log.

The policy lives at [location], the register at [location].

Missed this?

Take the free online course, AI and the rules: who holds what, and give the certificate to [name].

E1 · EXAMS INSERT

Assessed work, in four rules

Work must be the candidate's own.

Permitted AI use is acknowledged with the tool's name and the date, with a copy kept of what it produced.

Teachers mark all of the work themselves.

Our malpractice policy covers AI.

The declaration decides the route

Before the candidate signs, a concern is handled inside the centre under our policy.

After signing, it is reported to the awarding body.

So raise concerns early, with [exams officer].

Candidates, and the exam room

All candidates get JCQ's information for candidates on AI before assessments.

Where a candidate uses a word processor in an exam, AI tools and internet access are turned off (Instructions for conducting examinations 2026/27, paragraph 14.25, added this year).

Our centre

Malpractice policy: [location].

Candidate briefing: [date].

Coursework and NEA windows: [dates].

Concerns to: [exams officer], then [senior leader].

What counts as personal information

Anything about a living person who can be identified.

Most care with names, photos, safeguarding, SEND, medical, attendance and assessment information.

Three ways our data meets AI

1.

Someone pastes it into a public chatbot.

2.

An AI feature switches on inside software we already use.

3.

The school buys or trials an AI tool.

If something goes in that shouldn't

Tell [DPO] straight away.

Some breaches must be reported to the ICO within 72 hours.

Saying so early is always the right call.

Our DPO, our register, our DPIAs

DPO: [name and contact].

Register: [location].

DPIAs: [location].

To propose a tool: [route].

AI harms are safeguarding matters

AI-generated or altered images, including deepfakes.

AI-assisted bullying.

AI apps that simulate other people, a contact risk in KCSIE 2026 (paragraph 165).

The route is the one for any concern: the DSL, without delay.

If a young person tells you

Listen, and take it seriously.

Never promise to keep it secret.

Never view, copy, print, share, store or save the imagery.

Don't delete it, or ask them to.

Report to the DSL immediately.

What filtering can't see

Filters block destinations, and AI makes new content on request.

The DfE asks schools to consider filtering that can handle AI-generated content, and to review provision at least once every academic year and whenever new technology such as generative AI tools arrives.

Report what you see to [route].

Our DSL team, and how to report

DSL: [name].

Deputies: [names].

Record concerns in: [system or form].

Out of hours: [route].

SOURCES · FOR REFERENCE, NOT PRESENTED

1. Understanding AI in education: module 1, DfE, updated 19 May 2026
2. Safe use of generative AI in education: module 3, video transcripts, DfE, May 2026
3. Using AI in education: support for school and college leaders, video transcripts, DfE, May 2026
4. Generative artificial intelligence (AI) in education, DfE, updated 12 August 2025
5. Generative AI: product safety standards, DfE, updated 19 January 2026
6. Keeping children safe in education 2026, DfE, statutory guidance in force from 1 September 2026
7. Filtering and monitoring standards for schools and colleges, DfE, updated 16 September 2026
8. Sharing nudes and semi-nudes: how to respond to an incident (overview), UKCIS, updated 11 March 2024
9. AI Use in Assessments, JCQ, Revision two, 30 April 2025
10. General Regulations for Approved Centres, JCQ, effective 1 September 2026
11. Instructions for conducting examinations 2026/27, JCQ, effective 1 September 2026 (the key changes table, for paragraph 14.25)
12. Senior leadership team briefing pack: AI and coursework integrity, Ofqual, 9 March 2026
13. Artificial intelligence malpractice and assessment: advice note, Ofqual, 27 April 2026
14. Inspection information for state-funded schools, for use from September 2026, Ofsted, updated 28 August 2026
15. When do we need to do a DPIA?, ICO, updated 13 October 2025
16. ICO governance changes confirmed for 30 September 2026, ICO, 15 September 2026
17. UK GDPR, Article 33 and Article 35
18. Data protection in schools, DfE, updated 9 July 2026, including generative AI and data protection in schools