

AI Policy

Barford Primary School



Responsibility: Head Teacher
Review date: September 2027

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Summary

This Responsible AI Usage Policy outlines Barford Primary School's approach to implementing and using Artificial Intelligence (AI) technologies in our educational setting. Key points include:

1. Our commitment to safe, ethical, and effective use of AI in alignment with DfE guidance, the latest government AI guidance, and OFSTED expectations.
2. Guidelines for selecting, implementing, and monitoring AI tools.
3. Roles and responsibilities for staff, pupils, and leadership in AI usage.
4. Measures to protect data privacy and intellectual property in compliance with GDPR.
5. Strategies for preparing pupils for an AI-enhanced future.

This policy aims to harness the benefits of AI while mitigating potential risks, ensuring that our use of AI enhances teaching, learning, and administrative processes without compromising our educational values or stakeholders' rights.

1. Introduction

At Barford Primary School, we recognise the potential of Artificial Intelligence (AI), including generative AI, to enhance leadership, teaching, learning and administrative processes. This policy outlines our approach to implementing and using AI technologies in a responsible, ethical, secure and effective manner, in alignment with Keeping Children Safe in Education (KCSIE), Department for Education (DfE) guidance on Generative Artificial Intelligence in Education, UK GDPR, the Data Protection Act 2018, the DfE Filtering and Monitoring Standards and Ofsted's published approach to AI.

2 AI Safeguarding

The school recognises that the use of AI technologies creates both opportunities and safeguarding risks.

Potential safeguarding concerns include:

- AI-generated harmful, abusive or inappropriate content.
- Deepfake images, videos or audio recordings.
- AI-generated nude or semi-nude images.
- Bullying, harassment or intimidation facilitated through AI tools.
- Impersonation of pupils, staff, parents or other members of the community.
- Exposure to misleading, harmful or extremist content.
- Grooming and exploitation risks through AI-enabled platforms.
- The sharing of personal, sensitive or confidential information within AI systems.

Any safeguarding concern involving AI will be managed in accordance with the school's Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy and relevant statutory guidance.

Staff must report AI-related safeguarding concerns immediately to the Designated Safeguarding Lead (DSL).

AI-related risks and incidents will form part of the school's termly safeguarding review and be reported to governors through established safeguarding reporting procedures.

3. Purpose

The purpose of this policy is to:

- Ensure the safe, secure, and appropriate use of AI technologies within our school.
- Promote transparency and accountability in AI implementation.
- Safeguard the wellbeing and rights of all pupils and staff.
- Align our AI use with educational goals, government guidance, and OFSTED expectations.
- Harness the potential of AI to reduce workload and enhance leadership and teaching and learning.
- Prepare our pupils for a future where AI is increasingly prevalent.

4. Scope

This policy applies to all AI technologies used within Barford Primary School, including but not limited to:

- Generative AI tools (Barford staff only use 'Microsoft co-pilot')
- Administrative tools.
- Learning management systems.
- Assessment and feedback tools.
- Personalised learning platforms.
- Data analysis and decision-support systems.

It covers use by all staff, pupils, and any third parties acting on behalf of the school.

5. Understanding Generative AI

Generative AI refers to technology that can create new content based on large volumes of data. This includes tools that can:

- Answer questions and complete written tasks.
- Respond to prompts in a human-like way.
- Produce audio, code, images, text, simulations, and videos.

While these tools offer significant opportunities, it's crucial to understand their limitations and potential risks, particularly risks related to misuse, over-reliance, and bias.

6. Guiding Principles

6.1 Safety, Security, and Robustness

We are committed to prioritising the safety and security of all users when implementing AI systems. This commitment manifests through:

- Regular risk assessments of Microsoft Co-pilot, overseen by Business Manager.
- Continuous monitoring of AI systems to ensure they remain secure and fit for purpose. School filtering system (SECURUS) will monitor in line with filtering and monitoring systems already in place in school.
- Strict adherence to data protection regulations and best practices.

6.2 Transparency and Explainability

We maintain clear communication about how and why AI is used in our school. This includes:

- Providing clear explanations of AI-assisted decisions to all stakeholders.
- Regularly updating staff, pupils, and parents on our AI implementations and their purposes through parent curriculum meetings and staff training.
- Ensuring that the reasoning behind AI-generated suggestions can be understood and explained by our staff.

6.3 Fairness and Non-Discrimination

We actively work to prevent and address any biases in our AI systems. Our approach includes:

- Regular audits of AI outputs to identify potential biases, especially automation bias.
- Implementing corrective measures promptly if any unfair treatment is identified.
- Broadening fairness considerations to include inclusivity and accessibility for all pupils.

6.4 Human Oversight and Accountability

We maintain human oversight of all AI systems and their outputs. This principle is upheld through:

- Clear lines of responsibility and accountability for AI implementation and use:
- DPA to oversee GDPR
- HT, SMT & IT Technician and Computing Lead to oversee implementation and compliancy
- Governors will provide assurance that the school is using AI in accordance with this policy.
- Regular review of AI-generated suggestions by qualified staff before implementation.
- Empowering staff to override AI suggestions when professional judgement deems it necessary.
- Ensuring staff are trained to critically assess and override AI outputs when appropriate.
- Responsibility for decisions affecting pupils, staff or the operation of the school always remains with appropriately authorised staff and cannot be delegated to an AI system.

6.5 Data Protection and Privacy

We adhere to all relevant data protection regulations, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, when using AI technologies. Our commitment to privacy includes:

- Strict controls on data access and use within AI systems.
- Regular Data Protection Impact Assessments (DPIAs) for all AI implementations.
- Transparent communication with stakeholders about how their data is used.
- Ensuring that personal and special category data is protected in accordance with GDPR principles. (Staff must not input personal information relating to pupils, staff, parents, carers, governors or members of the wider school community into AI systems unless authorised and compliant with GDPR requirements.
- Minimising data usage in AI systems to only what is essential for educational purposes.
- Ensuring that any third-party AI tools used by the school meet GDPR compliance standards. Microsoft co-pilot meets these criteria only.
- No member of staff shall input personally identifiable information relating to pupils, parents, carers, governors, staff or members of the wider school community into AI systems unless approved by the

school, subject to a Data Protection Impact Assessment (DPIA), and fully compliant with UK GDPR requirements.

- Where AI systems are used, the school will ensure data minimisation principles are applied and only the minimum necessary information is processed.

7. Roles and Responsibilities

AI champion

The AI Champion is responsible for promoting the safe, compliant and effective use of AI across the school, monitoring developments in AI, supporting staff training, and reporting compliance matters to the Digital Technology Working Group.

The working group is comprised of the Headteacher, Lead DSL, Business manager, IT Technician and computing lead.

The AI champion will report any compliance issues to the head teacher and lead DSL which will then be included in the termly report to governors.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will:

- Maintain oversight of AI-related safeguarding concerns and incidents.
- Ensure that AI-related safeguarding risks are reflected within safeguarding training.
- Monitor emerging risks associated with generative AI and deepfake technologies.
- Work with leaders and technical staff to ensure appropriate filtering and monitoring arrangements are in place.
- Ensure AI-related incidents are recorded, monitored and responded to appropriately.
- Liaise with external agencies where necessary regarding AI-related safeguarding concerns.
- Ensure staff receive regular updates regarding emerging AI risks, online harms, deepfakes and AI-enabled safeguarding concerns.
- Produce termly safeguarding reports which will include AI to governors.

School Leadership

- Overall responsibility for AI strategy and alignment with school goals.
- Ensuring adequate resources and training for AI implementation.
- Ensuring this policy is reviewed annually, informed by an annual AI audit, and submitted to governors for approval.

Governors

- Governors will receive an annual report regarding AI usage, safeguarding risks, compliance monitoring and future developments.

7.1 Teachers and Staff

- Responsible use of AI tools in teaching and administrative tasks.
- Reporting any concerns or issues with AI systems.
- Participating in relevant training and development.
- Actively educating pupils on ethical AI use and practical implications.

Staff using AI tools must:

- Maintain professional responsibility for all content produced using AI.
- Check all AI-generated outputs for accuracy, suitability and bias before use.
- Not rely on AI-generated content without professional review.
- Not input personal, confidential or sensitive information into AI systems unless explicitly authorised and compliant with data protection requirements.
- Not use AI systems to make safeguarding, disciplinary or welfare decisions without appropriate human oversight.
- Report any safeguarding, security or data protection concerns immediately.

7.2 Pupils

Pupils will:

- Use only AI tools approved by the school.
- Follow school expectations for safe and responsible technology use.
- Report any AI-generated content that causes concern to a trusted adult.
- Understand that AI can produce inaccurate, biased or misleading information.
- Learn about responsible, ethical and safe use of AI technologies.
- Learn how to identify misinformation, deepfakes and manipulated online content.
- Respect intellectual property and academic integrity when using AI tools.

Implementation Guidelines

Selection and Procurement

- We carefully select AI tools that align with our educational objectives and ethical standards. Our process includes:
- Assessing all AI tools for alignment with this policy before procurement.
- Prioritising AI solutions that offer transparency in their training information, algorithms, and decision-making processes.
- Considering the long-term sustainability and scalability of AI implementations.
- Ensuring all third-party tools comply with GDPR, data protection legislation, and safety regulations.

Before adopting any AI system, the school will complete:

- A safeguarding risk assessment.
- A Data Protection Impact Assessment (DPIA).
- A cyber security review.
- An equality and accessibility review where appropriate.
- A review against current DfE AI safety expectations.
- No AI system will be approved for use until these assessments have been completed and reviewed by the appropriate leaders.

7.3 Data Management

Effective data management is crucial for responsible AI use. Our approach includes:

- Ensuring all data used in AI systems is accurate, up-to-date, and relevant
- Regular auditing and cleaning of data to maintain its quality and relevance
- Strict protocols for data storage, access, and deletion
- Protecting personal and special category data in accordance with data protection legislation

7.4 Training and Support

We are committed to providing comprehensive training and support for AI use. This includes:

- Regular training sessions for all staff on the use of AI tools and this policy
- Ongoing support to ensure effective and responsible use of AI technologies
- Opportunities for staff to share best practices and experiences with AI use
- Safeguarding training will include awareness of AI-related risks, including deepfake imagery, impersonation, misinformation, online exploitation and AI-generated abuse.

7.5 Monitoring and Evaluation

We regularly assess the impact and effectiveness of our AI use. Our evaluation process includes:

- Monitoring the impact of AI use on leadership, teaching, learning, and administrative processes
- Annual evaluations of our AI systems and their alignment with this policy

- Gathering feedback from staff, pupils, and parents on AI implementations

7.6 Ethical Considerations

- We prioritise ethical considerations in all our AI implementations. This includes: Regular assessments of the ethical implications of our AI use
- Engaging with pupils, parents, and the wider community on AI-related ethical issues
- Ensuring our AI use aligns with our school's values and educational philosophy

8. AI in Teaching and Learning

8.1 Opportunities

When used appropriately, AI has the potential to:

- Reduce workload across the education sector
- Free up leaders' time, allowing them to focus on being visible, excellent leaders
- Free up teachers' time, allowing them to focus on delivering excellent teaching
- Enhance personalised learning experiences

8.2 Limitations

We recognise that AI tools have limitations:

- They may produce inaccurate, inappropriate, biased, or out-of-date information
- They are not a substitute for knowledge in our long-term memory
- They cannot replace the judgement and deep subject knowledge of a human expert

8.3 Use in Assessments

- We take reasonable steps to prevent malpractice involving the use of generative AI in formal assessments

8.4 Homework and Independent Study

- We regularly review our homework policies and other types of unsupervised study to account for the availability of generative AI
- We encourage effective use of age-appropriate resources, which may include generative AI in some instances
- We work to prevent over-reliance on a limited number of tools or resources

8.5 Filtering and Monitoring

Barford Primary School will ensure that filtering and monitoring systems appropriately identify, monitor and respond to risks associated with AI technologies and AI-generated content.

The Governing Body, Designated Safeguarding Lead, school leaders and technical support providers will review filtering and monitoring arrangements at least annually.

The school will take reasonable steps to ensure pupils cannot access inappropriate AI-generated content through school systems and devices.

Any concerns identified through monitoring systems will be investigated in accordance with safeguarding procedures. The school has elected to receive alerts for Grade 3, Grade 4 and Grade 5 safeguarding incidents. This enables school leaders to identify emerging concerns early and determine whether intervention, support or safeguarding action is required.

8.6 AI Misuse and Incident Reporting

The school will maintain procedures for reporting and managing AI-related incidents.

Examples include:

- Sharing confidential information through AI systems.
- AI-generated bullying or harassment.
- Deepfake or manipulated content involving members of the school community.
- Use of AI to facilitate harmful, abusive or illegal behaviour.
- AI-generated safeguarding concerns.

Safeguarding incidents will be referred immediately to the Designated Safeguarding Lead.

Data breaches will be reported in accordance with the school's Data Protection procedures.

All incidents will be recorded and reviewed to inform future risk management.

9. Complaint and Redress Procedures

We have clear procedures for addressing concerns about AI use:

- Any concerns about AI use can be raised through our standard complaints procedure
- We have a dedicated process for addressing AI-related issues and errors
- All complaints are thoroughly investigated and addressed in a timely manner

10. Monitoring and Review

The school will ensure that any use of AI contributes positively to outcomes for pupils and supports effective teaching, learning and administration.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Online Safety Policy, Data Protection Policy, Behaviour Policy and Staff Code of Conduct.

This policy will be reviewed and updated at least annually by SMT and governing body, or sooner if necessary, due to changes in legislation, technology, or best practices.