Artificial Intelligence (AI) Policy

Rooted in Faith, Growing Together

Rooted in Christian principles, we are dedicated to inspiring and nurturing every member of our community to grow as resilient, empathetic, and courageous individuals. Through a commitment to aspiration, collaboration, and kindness, we foster a love of learning, a strong moral compass, and a deep spiritual awareness. Together, we empower our children to thrive academically and spiritually, becoming compassionate agents of change who positively impact the world around them.

'The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.'
Luke 8:15



Policy Status:

Date of Implementation:

Date of Review:

1. Introduction & Purpose

This policy outlines the principles and guidelines for the responsible and ethical use of Artificial Intelligence (AI) within St Michael's CE Primary School. It applies to all staff, children, parents, governors, volunteers, and any other individuals using AI technologies within the school environment, including school-owned and personal devices used for school-related activities.

The purpose of this policy is to:

- Ensure AI is used in a way that aligns with the school's vision, values ("Rooted in Faith, Growing Together": Empathy, Resilience, Courage, Kindness, Aspiration, and Collaboration), and commitment to safeguarding and promoting the welfare of children.
- Promote the responsible and ethical use of AI to enhance teaching, learning, and administrative processes.
- Mitigate potential risks associated with AI, including bias, privacy violations, and the erosion of critical thinking skills.
- Prepare children for a future where AI is increasingly prevalent, equipping them with the skills and knowledge to use AI responsibly and ethically.
- Comply with all relevant UK legislation and guidance, including Keeping Children Safe in Education, the UK GDPR, the Data Protection Act 2018, associated ICO guidance on AI and data processing, the Equality Act 2010 and the Children Act 2004.
- The Headteacher will report to the Governing Body at least termly on AI use, incidents, Data Protection Impact Assessments (DPIAs) and staff training completion.

2. Scope

This policy covers all aspects of AI use within the school, including but not limited to:

- AI-powered educational tools and platforms (e.g., personalised learning systems, intelligent tutoring systems).
- AI-driven administrative tools (e.g., data analysis, automated report generation).
- AI applications used for communication and collaboration (e.g., chatbots, translation tools).
- The use of AI in curriculum content and teaching materials.
- The development of children's understanding of AI concepts and ethical considerations.
- This policy also applies when personal devices are used for school-related activities. Personal use of third-party AI services, including chatbots and writing assistants, for school work must comply with the school's Acceptable Use Agreements. Staff must not upload pupil personal data to external free AI tools.

3. Guiding Principles

The use of AI at St Michael's CE Primary School will be guided by the following principles:

- **Child-Centredness:** The best interests of the child will always be paramount. AI should be used to enhance their learning and well-being.

- **Equity and Inclusion:** AI should be used in a way that promotes equity and inclusion, addressing the needs of all children, including those with SEND, those from disadvantaged backgrounds (Pupil Premium 7.8%), and those from minority ethnic backgrounds (Minority Ethnic Background 9.1%). When selecting AI tools, the school will assess accessibility and suitability for children with SEND, including communication needs and sensory profiles. Tools must support appropriate personalised adjustments and must not create or increase barriers.
- **Transparency and Explainability:** AI systems should be transparent and explainable, so that users understand how they work and the basis for their decisions. Where third-party AI products are used, suppliers will be required to provide a plain-English explanation of how the model works, the data on which it was trained, its limitations and known biases; details of data retention and data flows, including any transfers outside the UK; and evidence of security certifications and privacy impact assessments where available. The school will maintain a register of approved AI suppliers and the outcomes of its due diligence checks.
- **Privacy and Data Security:** All data collected and processed by AI systems will be handled in accordance with the school's Data Protection Policy and the GDPR.
- **Human Oversight:** AI systems will be used to augment, not replace, human teachers and staff. Human oversight and intervention will be maintained at all times.
- **Ethical Considerations:** The ethical implications of AI use will be carefully considered, including potential biases, fairness, and the impact on human relationships.
- **Professional Development:** Staff will receive appropriate training and support to use AI effectively and ethically.
- **Critical Thinking:** AI will be used in a way that promotes critical thinking skills in children, encouraging them to question, analyse, and evaluate information.

4. Roles and Responsibilities

- **Governing Body:** The Governing Body has overall responsibility for ensuring that this policy is implemented and reviewed effectively. The chair of governors is Paul Middleton.
- **Headteacher:** The Headteacher is responsible for the day-to-day implementation of this policy and for ensuring that all staff are aware of their responsibilities.
- **Senior Leadership Team (SLT):** The SLT is responsible for overseeing the integration of AI into the curriculum and for monitoring its impact on teaching and learning.
- **Subject Leaders:** Subject Leaders are responsible for ensuring that AI is used appropriately within their subject areas and that curriculum content reflects current understanding of AI.
- **Teachers:** Teachers are responsible for using AI in a way that aligns with this policy and for promoting children's understanding of AI concepts.
- **IT Staff:** IT Staff are responsible for ensuring that AI systems are secure, reliable, and compliant with data protection regulations.
- **Parents/Carers:** Parents/Carers are responsible for supporting the school's approach to AI and for discussing AI-related issues with their children.

- **Children:** Children are responsible for using AI responsibly and ethically, and for reporting any concerns to a trusted adult.

5. Implementation Strategies

- **Curriculum Integration:** AI concepts will be integrated into the curriculum in a way that is age-appropriate and relevant to children's learning.
- **Staff Training:** All staff will complete an AI induction covering the school's AI Policy and Acceptable Use Agreements; privacy, bias and safeguarding risks and reporting processes; and practical training on approved school tools. Teachers with responsibility for curriculum or assessment will receive additional training on evaluating AI outputs and adapting planning. Completion will be recorded, and new staff will complete the induction within their first half term.
- **Resource Allocation:** The school will allocate resources to support the responsible and ethical use of AI, including funding for training, software, and hardware.
- **Data Protection Impact Assessments (DPIAs):** A DPIA will be completed for any AI system that processes personal data, including pseudonymised data, before procurement or rollout. It will identify the data categories, lawful basis, retention periods and third-party processors; assess risks to children and staff, including bias and safeguarding risks; and set mitigation actions with named owners and timescales. The DPIA will be approved by the Data Protection Officer or delegated lead and reviewed annually, or sooner if the system changes. Where special category data, including SEND information, is processed, the school will document the relevant lawful basis and condition and, where consent is the appropriate basis, obtain parental consent in line with the Data Protection Policy.
- **Risk Assessments:** Regular risk assessments will be conducted to identify and mitigate potential risks associated with AI use.
- **Parental Engagement:** Parents will be informed about the school's approach to AI and given opportunities to provide feedback.
- **Child Voice:** Children's views on AI will be actively sought and taken into account.
- **Acceptable Use Agreements:** Staff and children will be required to sign acceptable use agreements outlining their responsibilities when using AI. These will include a pupil-friendly version, such as a classroom poster or short leaflet, for use in assemblies and computing lessons; a parent/carer summary explaining how AI is used, associated risks and data handling; and clear guidance on when parental consent is required, including where consent is the appropriate lawful basis for special category data or third-party analytics.

6. Specific Guidelines for AI Use

- **AI-Powered Educational Tools:**
    - AI-powered educational tools should be selected based on their pedagogical value and their alignment with the school's curriculum.

- Teachers should carefully evaluate the accuracy and reliability of AI-generated content.
- AI-powered tools should be used to personalise learning and provide targeted support to children, particularly those with SEND or those from disadvantaged backgrounds. The SENDCo will be consulted before the procurement of any AI tool intended to support interventions, and its accessibility and suitability for pupils' communication and sensory needs will be considered.
- Teachers should monitor children's progress and provide human feedback to complement AI-generated feedback.
- AI tools must not be used as the sole evidence for summative assessment decisions. Teachers remain responsible for all assessment judgements. Any use of AI-generated assessment information or reports must be recorded in assessment records, communicated to parents/carers through the school's usual reporting routes with the limitations of the AI analysis explained, and triangulated with teacher assessment and, where relevant, specialist SEND advice.

- AI-Driven Administrative Tools:

  - AI-driven administrative tools should be used to improve efficiency and reduce workload, but not at the expense of human interaction.
  - Data collected by AI-driven administrative tools should be used to inform decision-making and improve school performance.
  - Access to data collected by AI-driven administrative tools should be restricted to authorised personnel.

- AI in Curriculum Content:

  - Curriculum content should include opportunities for children to learn about AI concepts, including machine learning, natural language processing, and computer vision.
  - Children should be taught to critically evaluate AI-generated content and to identify potential biases.
  - Curriculum content should explore the ethical and societal implications of AI.
  - Age-appropriate AI learning outcomes will be included in the computing curriculum and linked to wider curriculum aims, including critical evaluation in English and responsible research skills.
  - Early Years and Key Stage 1: children will identify examples of technology used at home and school and learn simple messages about safety and accuracy.
  - Key Stage 2: children will develop an age-appropriate understanding of algorithms, training data and bias; evaluate AI-generated text for accuracy and appropriateness; and use AI responsibly to support drafting and ideas while acknowledging sources.
  - AI-related learning will support the school's writing improvement priority by developing children's critical evaluation of AI-generated text and their planning and editing skills.

- Safeguarding:

- AI systems used in the school must comply with all relevant safeguarding policies and procedures.
- Staff must be vigilant for any signs that AI is being used to harm or exploit children.
- Any AI-related safeguarding concern, including exposure to inappropriate content, grooming through chatbots, generation or disclosure of sensitive personal data, or discriminatory outputs, must be reported immediately to the Designated Safeguarding Lead (DSL). The DSL will follow the school's Safeguarding and Child Protection procedures, ensure the incident is recorded on CPOMS, notify the Headteacher and, where required, contact external agencies and parents/carers in line with statutory guidance. The school will maintain an AI incident log so that trends can be identified and appropriate mitigations put in place.

7. Monitoring and Evaluation

- Monitoring will include a termly SLT review of AI use and impact; records of completed DPIAs and outstanding mitigations; staff training completion rates; the number and nature of AI-related safeguarding incidents; and examples of AI use in classrooms and its effect on pupil progress, including writing outcomes.
- The SLT will evaluate AI provision against Ofsted inspection priorities, including safeguarding, inclusion, curriculum quality, and leadership and governance. The Headteacher will report termly to governors, with a fuller annual evaluation to inform the policy review.
- Feedback will be sought from staff, children and parents/carers as part of monitoring and evaluation.

8. Related Policies

This policy should be read in conjunction with the following school policies:

Procurement of AI products must follow the school's Financial and Procurement Policy and include data protection and safeguarding checks.

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Acceptable Use Policy (ICT)
- E-Safety Policy
- SEND Policy
- Equality Policy
- Behaviour Policy
- Financial and Procurement Policy

9. Legislation and Guidance

This policy takes into account the following legislation and guidance:

- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Equality Act 2010
- Children Act 2004
- Keeping Children Safe in Education (latest version)
- UK government guidance on AI ethics and governance

10. Review and Amendment

This policy will be reviewed annually by the SLT and Governing Body. An immediate review will be triggered by any serious AI-related safeguarding incident, a change in legislation or guidance, including ICO or Department for Education updates, or the procurement of a significant new AI system. Any amendments will be approved by the Governing Body.