

School Artificial Intelligence (AI) Policy

This policy also applies to staff at our Nursery Provision

Overview

Artificial intelligence (AI) refers to computer systems that are able to perform tasks typically requiring human intelligence, such as analysing information, recognising patterns, and generating responses. Within this, generative AI refers specifically to tools that can create new content—such as text, images, or code—based on prompts provided by users.

In a school context, AI has the potential to support teaching and learning, enhance administrative efficiency, and contribute to effective pastoral care. However, its use must be guided by clear principles to ensure it is safe, ethical, and aligned with the values of Bedford Greenacre Independent School.

This policy sets out the school's approach to the use of AI across all areas of school life. As an all-through school, this policy applies to all pupils and staff from the Early Years Foundation Stage through to Sixth Form. Expectations for the use of AI will be developmentally appropriate and will vary according to age, stage, and level of understanding.

The purpose of this policy is to ensure that AI is used in a way that:

- enhances teaching, learning, and school operations.
- supports staff in their professional roles.
- promotes responsible and ethical behaviour among pupils.
- safeguards the wellbeing and privacy of all members of the school community.

The school recognises that AI can be a powerful tool; however, it is vital that it must not replace professional judgement, meaningful human relationships, or safeguarding responsibilities. The role of the teacher, and the importance of human interaction, remain central to the high-quality education we deliver to all our learners. All members of the school community are expected to use AI responsibly. This includes ensuring that:

- work submitted reflects the individual's own understanding, voice, and effort.
- the contributions of others are respected, recognising that AI systems draw upon and recombine existing human-created content.
- any use of AI tools in the creation of work is clearly acknowledged and transparent.

By establishing clear expectations and shared principles, this policy aims to support the responsible integration of AI in a way that enhances learning while maintaining academic integrity, trust, and the shared values of the school community.

Scope

This policy applies to all members of the school community where relevant, including:

- pupils
- teaching and support staff
- senior leaders
- governors and proprietors
- contractors and peripatetic staff
- volunteers

The policy governs the use of artificial intelligence (AI) across all areas of school life, including teaching and learning, administration, and pastoral care.

It applies to:

- all school-owned devices and systems
- any Bring Your Own Device (BYOD) arrangements that have been formally agreed, including those approved by the Special Educational Needs (SEN) department or permitted in the Sixth Form

All users are expected to comply with this policy regardless of the device being used or the context in which AI tools are accessed.

As an all-through school, this policy applies across all phases, including:

- Early Years Foundation Stage (EYFS)
- Junior School
- Senior School
- Sixth Form

Expectations for AI use will be age-appropriate and developmentally informed, with increasing levels of independence and responsibility as pupils progress through the school.

Definitions

For the purposes of this policy, the following definitions apply:

- **Artificial Intelligence (AI):** Computer systems designed to perform tasks that typically require human intelligence, such as problem-solving, pattern recognition, or decision-making.
- **Generative AI:** A subset of AI tools capable of creating new content—such as written text, images, audio, or code—based on user prompts.
- **Open Tools:** AI tools that are publicly accessible and not restricted to specific organisations. These often process user inputs to improve or train their models and may store or reuse submitted data.
- **Closed Tools:** AI tools that operate within a controlled environment, typically provided by an organisation, where access is restricted and data handling is governed by agreed policies and safeguards.
- **Learner-Facing Tools:** AI systems designed for direct interaction by pupils to support learning activities.
- **Staff-Facing Tools:** AI systems intended to support staff in their professional responsibilities, including teaching preparation, assessment, administration, and communication.

Approved AI Tools

The school adopts a cautious and controlled approach to the use of AI. The **only approved large language model (LLM) tools** for use within the school are:

- Google Gemini
- Microsoft Copilot
- Diffit

These tools may only be used when accessed through a school-provided account, requiring a school-issued username and password.

Prohibited AI Tools

The use of any AI tool that may use submitted data for training purposes is **strictly prohibited**, unless explicitly approved by the school. This includes, but is not limited to:

- ChatGPT
- Claude
- Grok
- Character.ai
- Any AI system accessed via **a personal account or login**

This restriction is in place to:

- protect personal and sensitive data.
- ensure compliance with data protection legislation.
- maintain appropriate safeguarding standards.

Access to AI tools may be restricted, supervised, or prohibited in certain phases or contexts based on age, safeguarding considerations, and educational need.

Strategic Principles for AI Use

The school is committed to the responsible, ethical, and effective use of artificial intelligence (AI) in support of its educational mission. The following strategic principles underpin all use of AI across the school community.

Core Principles

AI use within the school will be guided by the following core principles:

- **Human judgement comes first**
AI must support, not replace, professional expertise. Staff remain responsible for all decisions relating to teaching, learning, assessment, safeguarding, and pastoral care.
- **Educational benefit must outweigh risk**
The use of AI will only be supported where there is a clear and demonstrable benefit to teaching, learning, or school operations. Any potential risks—particularly those relating to accuracy, bias, or misuse—must be carefully considered and mitigated.
- **Safety, privacy, and safeguarding take precedence**
The protection of pupils and staff is paramount. AI tools must be used in ways that uphold safeguarding responsibilities and comply fully with data protection requirements. Convenience or efficiency must never override these priorities.
- **AI should support thinking, not replace it**
AI should be used to enhance understanding, creativity, and critical thinking. It must not be used as a substitute for independent thought, effort, or learning. Students must act with integrity and engage with each task as intended by teachers, ensuring they gain its full learning benefits and develop their understanding of the subject.

Equity, Accessibility, and Inclusion

The school is committed to ensuring that the use of AI promotes equity and inclusion for all members of the school community. In particular:

- AI should be used to **support accessibility**, including for pupils with Special Educational Needs and Disabilities (SEND), where it can help remove some barriers to learning.
- Consideration will be given to pupils with **English as an Additional Language (EAL)**, where AI tools may provide appropriate scaffolding and support.
- The school will take steps to ensure that AI does not **exacerbate inequality**, including unequal access to technology or differential levels of digital literacy.
- Any use of AI must align with the school's wider commitment to **inclusive teaching and learning practices**.

Monitoring and Review

The school recognises that AI is a rapidly evolving area and will therefore adopt a reflective and evidence-informed approach to its use.

The school will regularly review the impact of AI on:

- staff workload, including both potential efficiencies and unintended burdens.
- pupil learning and progress, ensuring AI enhances rather than diminishes educational outcomes.
- wellbeing, for both pupils and staff, including impacts on engagement, stress, and independence.
- the integrity of assessment, ensuring that academic standards are maintained and that outcomes remain valid and reliable

Where necessary, adjustments will be made to policy, practice, and permitted tools in response to emerging evidence, technological developments, and guidance from relevant authorities.

Governance and Leadership

- The Principal and Business Manager will oversee the policy, with the IT Department and staff having day-to-day responsibility for AI oversight.
- The governing body will appoint a member to oversee this policy
- Create an AI oversight group or working party with representation from SLT, DSL, DPO/compliance lead, IT/network lead, and teaching staff from different phases.
- Set out responsibilities for approval of tools, incident review, policy review, staff guidance and reporting to governors/proprietors.

Staff Use of AI

The school recognises that artificial intelligence (AI) can be a valuable tool in supporting staff in their professional responsibilities. When used appropriately, AI has the potential to improve efficiency, support high-quality teaching, and reduce administrative workload.

Permitted Uses

Staff may use approved AI tools to support their work in ways that are aligned with professional standards and this policy. Appropriate uses include, but are not limited to:

- drafting lesson plans, teaching resources, and curriculum materials.
- generating retrieval practice activities, quizzes, and revision materials.
- suggesting approaches to differentiation and scaffolding for diverse learners.
- supporting translation and accessibility, including simplifying text or adapting materials.
- assisting with administrative tasks, such as drafting reports, letters, or routine communications.
- drafting emails or other professional communications (subject to review and amendment).
- providing support with coding, data handling, or technical problem-solving.

These uses are intended to support efficiency and creativity, while always maintaining professional oversight.

Professional Responsibility

All material produced with the support of AI remains **the full responsibility of the member of staff using it**. Staff must ensure that:

- outputs are accurate, reliable, and appropriate for the intended audience.
- content is fact-checked and verified before use.
- any bias, inappropriate language, or misleading information is identified and corrected.
- the tone and quality of outputs reflect the standards and values of the school.

AI-generated content must always be reviewed and, where necessary, adapted to ensure it meets professional and educational expectations.

Data Protection and Confidentiality

Staff must take particular care to protect personal and sensitive information when using AI tools. In line with this:

- no **personal data**, sensitive information, or identifiable details relating to pupils, staff, or families must be entered into AI systems unless explicitly approved and secure.
- confidential school information must **not** be shared with AI tools.
- staff must always comply fully with the school's data protection and safeguarding policies.

Prohibited Uses

The following uses of AI are not permitted under any circumstances:

- entering personal, sensitive, or confidential data into unapproved AI tools.
- using any AI system (including those accessed via personal accounts) that may use entered data for model training without explicit school approval.
- using AI to make or inform unsupervised safeguarding, behavioural, or disciplinary decisions.
- uploading pupil or staff work to AI tools that retain or reuse data without appropriate safeguards.
- presenting AI-generated content as wholly original professional work without appropriate review.

Professional Judgement

AI must be used as a **supportive tool**, not a substitute for professional expertise. Staff must ensure that:

- their own judgement underpins all decisions.
- safeguarding responsibilities remain paramount.
- relationships with pupils and colleagues are not diminished through over-reliance on automated systems.

By using AI responsibly and with appropriate oversight, staff can benefit from its potential while maintaining the highest standards of professionalism, safeguarding, and educational integrity.

Use of AI by Pupils

Students must use artificial intelligence (AI) tools responsibly, ethically, and in a manner that supports their learning. The use of AI must always align with the purpose of the task set by the teacher and the expectations defined for each assignment. All assignments will be clearly designated as Red, Amber, or Green, and students must adhere strictly to the requirements associated with each category, as well as the expectations appropriate to their age and phase of education.

Age- and Phase-Specific Expectations

The use of AI tools is carefully structured according to students' age and stage of development:

- **Early Years** – Students must not use AI tools independently. Any use of AI must be fully directed and supervised by the teacher.
- **Junior School** – Students may have very limited access to AI tools, only under direct supervision and using approved platforms.
- **Senior School (Years 7–8)** – Students may use AI tools in a limited and supervised capacity, in line with the school's AI Use Guide and only when explicitly permitted by the teacher.
- **Senior School (Years 9 upwards)** – Students may use AI tools in restricted ways, such as for research, planning, and feedback, within approved contexts and in accordance with the AI Use Guide.
- **Sixth Form** – Students are permitted broader academic use of AI tools. All use must demonstrate integrity, critical engagement, and full transparency through explicit acknowledgement, in line with the AI Use Guide.

Red Assignments – No AI Use Permitted

Students must not use AI tools under any circumstances. All work must be entirely their own. These tasks are designed to assess independent thinking, knowledge recall, or personal interpretation.

Amber Assignments – Limited AI Use Permitted (must be labelled on teams)

Students may use AI tools only in ways explicitly permitted by their teacher (for example, for research, idea generation, or proofreading). AI must not be used to complete the core elements of the task.

Students must include a clear acknowledgement outlining:

- The AI tool used (including name, version, publisher, and URL)
- How the tool was used
- Which parts of the work were supported by AI

Green Assignments – AI Use Encouraged

Students are encouraged to use AI as part of their learning process. However, they must demonstrate critical engagement by reviewing, refining, and evaluating AI-generated outputs.

Students must document their process and clearly acknowledge how AI contributed to their work.

Expectations for Student Conduct

Students are expected to:

- Act with integrity and engage with each task as intended by their teachers
- Follow the specified AI use classification (Red, Amber, or Green) for each assignment
- Ensure that all submitted work accurately reflects their own understanding
- Critically evaluate any AI-generated content for accuracy, bias, and reliability
- Provide appropriate acknowledgement of AI use where required

Prohibited Uses of AI

Students must not use AI tools in ways that undermine learning, compromise safety, or breach the school's expectations. Prohibited uses can include but are not limited to:

- Submitting AI-generated work as their own where this has not been explicitly permitted
- Using AI to avoid genuine effort or bypass the learning process
- Generating, accessing, or sharing harmful, inappropriate, or unsafe content
- Impersonating others or misrepresenting authorship using AI tools
- Attempting to bypass school filters, safeguards, or monitoring systems through AI use

Any such misuse may be treated as a serious breach of the school's behaviour and academic integrity policies.

Safeguarding and Child Protection

- AI relates to safeguarding, online safety, harmful content, impersonation, bullying, misinformation, and inappropriate contact or disclosure.
- Pupils must not use AI tools for emotional counselling, crisis advice or the sharing of personal or sensitive information.
- DSL's are responsible for responding to AI-related safeguarding concerns and ensuring AI is reflected in safeguarding training and filtering/monitoring practice.
- As the school uses learner-facing AI tools, high-risk incidents or disclosures are escalated to SLT/Governors.

Data Protection and Privacy

- AI uses must comply with UK GDPR and the Data Protection Act 2018.
- No tool should be approved if it uses school data for model training or product improvement without proper legal basis and transparency.

Breaches of the Policy

- Staff and pupil breaches will be handled in appropriate manner via sanctions or school staff code of conduct.
- This policy links to disciplinary, behaviour, safeguarding, data protection and academic honesty procedures.
- Some breaches may also be treated as safeguarding incidents or data breaches.

Bedford Greenacre Independent School
Artificial Intelligence Parent Guidance Summary

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Any such misuse may be treated as a serious breach of the school's behaviour and academic integrity policies and the necessary sanctions will be issued.