Use of artificial intelligence (AI) policy

Last reviewed: March 2026

Review Date: March 2027

Contents

1. Aims and scope

Barnes Infant Academy recognises the potential of artificial intelligence (AI), including generative AI, to enhance teaching, learning, communication and workload efficiency when used safely, ethically and lawfully. This policy sets expectations for the responsible use of AI by **staff**, **governors** and **pupils** across the school.

Our aims are to:

- Support thoughtful use of AI to enhance pedagogy and reduce unnecessary workload.
- Promote equity by enabling targeted support and accessible resources.
- Ensure AI is used ethically and transparently, with human judgement retained at all times.
- Protect privacy and personal data in line with UK GDPR and data protection law.
- Safeguard children and our community by identifying and managing AI related risks.

This policy applies to all AI tools and features, including chatbots, content generators, translation and summarisation tools, and AI embedded within school systems and platforms.

2. Definitions

- **Artificial Intelligence (AI):** Technologies that perform tasks typically requiring human intelligence.
- **Generative AI:** Tools that create new content (text, images, audio, code).
- **Open generative AI tools:** Public AI tools where inputs may be used to train the model; personal data must **not** be entered.
- **Closed/enterprise tools:** Secure AI tools with contractual data protection controls.
- **Personal data:** Any information that can identify a person.
- **Special category data:** Sensitive information requiring additional protection.

3. Legislation and guidance

This policy aligns with:

- UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.
- Department for Education (DfE) guidance on generative AI and data protection in schools.
- DfE guidance on safe and effective implementation of AI in education settings, including expectations on accuracy, transparency and the safe handling of pupil work.
- DfE Filtering and Monitoring Standards for schools and colleges, including the requirement for clear roles, appropriate systems, and regular review.
- The UK Government's AI Regulation White Paper principles relating to safety, transparency, fairness, accountability and contestability.
- Keeping Children Safe in Education (KCSIE) 2025 statutory guidance, including expectations around online safety, filtering and monitoring, and the safe use of emerging technologies such as AI.
- The school's existing safeguarding, online safety and data protection obligations.

4. Regulatory principles

We follow five principles to ensure AI is used safely and responsibly in school:

1. **Safety and security**
   AI tools must be safe, reliable and protected against misuse or harm.
2. **Transparency**
   Staff and pupils should know when AI is being used and understand that its suggestions may not always be correct.
3. **Fairness**
   AI must not lead to unfair or biased treatment. Staff must check AI outputs for bias or stereotypes.
4. **Accountability**
   Humans stay in control. Staff, leaders and governors remain responsible for decisions — not the AI tool.
5. **Contestability**
   Anyone affected by an AI influenced decision should be able to question it or ask for it to be changed. Staff should override AI suggestions whenever needed.

5. Roles and responsibilities

5.1 AI Lead — Joe Durham

- Oversees day to day AI use and guidance
- Maintains the approved tools list
- Supports staff training
- Reviews this policy at least annually

5.2 Governing board

- Holds the headteacher accountable for safe AI use
- Ensures appropriate oversight and resources

5.3 Headteacher

- Ensures compliance with data protection and safeguarding
- Approves new AI tools
- Ensures staff are trained

5.4 DPO — Nick Humphreys

- Provides data protection advice
- Advises where a data protection impact assessment (DPIA) may be required

5.5 DSL — Sandra Bell

- Monitors AI related safeguarding risks.
- Ensures filtering, monitoring and staff awareness.
- Ensures our filtering and monitoring systems are understood, reviewed at least annually, and proportionate to risk, working with IT and safeguarding teams.

5.6 All staff and governors

- Use only approved tools
- Check accuracy of AI outputs
- Avoid entering identifiable data into open tools
- Report concerns promptly

5.7 Pupils

- Follow Section 11 rules
- Attribute AI use correctly

6. Approved use of AI and approval process

6.1 When to use AI

AI may support planning, drafting, administration and resource creation.
It must **not** replace professional judgement.

6.2 Approval process

- All new tools must be approved by the headteacher.
- Where a tool will process personal data, the DPO will determine whether a DPIA is required, in line with UK GDPR requirements.

6.3 Attribution

AI assisted work must be clearly attributed.

7. Data protection and privacy

We will only process personal data in AI tools where there is a clear lawful basis under UK GDPR, documented in our records of processing and privacy notices. We will not use AI to make solely automated decisions that have legal or similarly significant effects on pupils or staff; where AI assists decisions, a human remains responsible with the right to challenge or change the outcome.

- No personal or special category data may be entered into open AI tools.
- Only approved AI tools may process personal information.
- Staff must not log into unapproved AI tools using school SSO.
- AI browser extensions must not be installed without approval.
- Accidental personal data entry into an unapproved tool is a data breach.

8. Ethical use, bias and reliability

- AI outputs may contain bias; staff must check for fairness.
- AI may generate incorrect or fabricated information (“hallucinations”).
- AI output must never be treated as authoritative.
- Any concerning output should be reported to the AI Lead and DPO.

9. Staff use of AI in planning, teaching and assessment

- AI may support resource creation, scaffolds, and planning ideas.
- Staff must critically review all AI output.
- AI must not be used for automatic marking or decision making.
- AI generated feedback must always be edited and checked.
- Significant AI assisted decisions should be documented.

10. Educating pupils about AI

Pupils will be taught to:

- Understand what AI is
- Recognise its limitations and risks
- Attribute AI support
- Use AI appropriately as a research tool

11. Use of AI by pupils (in school and at home)

- Pupils may use teacher approved tools to support ideas and research.
- AI must not complete homework.
- Any inappropriate content must be reported immediately.

12. Images, audio and synthetic media

- No identifiable pupil or staff images may be uploaded to AI tools without explicit approval and compliance with data protection and safeguarding.
- Harmful or misleading synthetic media must not be created or shared.

13. Staff training and support

Staff will be supported to:

- Use AI safely and effectively
- Understand privacy responsibilities
- Identify risks such as bias and hallucinations

- Integrate AI to enhance learning and reduce workload

14. Raising concerns, incidents and breaches

- AI accuracy, ethics or bias concerns should be raised with the AI Lead or headteacher.
- Safeguarding concerns must be reported immediately to the DSL.
- Data breaches must be reported immediately.

15. Monitoring, transparency and review

- This policy is a live document and will be updated as AI develops and as national guidance changes.
- The AI Lead will monitor AI use across the school, maintain the list of approved AI tools, and ensure staff follow this policy.
- We will gather feedback from staff, pupils and parents to support ongoing improvements.

15.1 Filtering and monitoring (DfE standard)

- We meet the DfE filtering and monitoring standard by ensuring our systems are appropriate, effective and proportionate to the risks in our setting.
- We assign clear roles for managing filtering and monitoring, including responsibilities for the DSL, headteacher and IT support staff.
- Our filtering and monitoring provision is reviewed at least annually, or sooner if risks, technologies or safeguarding needs change.
- We use recognised self assessment tools to help review and evidence our filtering and monitoring arrangements.
- Any concerns identified through filtering or monitoring systems are followed up in line with our safeguarding procedures.

16. Links with other policies

- Data Protection Policy
- Safeguarding/Child Protection
- Assessment
- Exams
- Behaviour

- Staff Code of Conduct
- Marking and Feedback
- ICT Acceptable Use
- Online Safety
- Equality, Diversity and Inclusion

Appendix A: Approved tools and permitted uses

Tool	Approved for	Approved uses	Notes
ChatGPT	Teachers, Governors, SLT	Generic letters, advert drafts, interview questions, planning ideas	Must not include personal data; must attribute; fact-check
TeachMate AI	Teachers	Lesson planning, resources, assessment ideas	No personal data unless enterprise approved
Arbor AI	SLT, Office staff	Data insights	Follows Arbor data protection controls
Secure enterprise AI tools	Approved staff	Drafting, summarising, translation, resources	Only under approved contracts

Appendix B: Non-permitted uses

- Entering personal or special category data into open AI tools
- Using AI to mark or grade pupil work
- Uploading safeguarding, behaviour or SEND data to unapproved tools
- Using school SSO with unapproved AI tools
- Creating harmful or misleading synthetic media
- Uploading internal documents to public tools unless redacted and approved