

Artificial Intelligence policy

Reed First School



Learning Together, Learning for Life

Approved by:

FGB

Date:

16/3/26

Headteacher:

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CoG:

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Next review due by:

March 2027

1. Introduction

At Reed First School, we recognise that AI has the power to transform education by helping teachers focus on what they do best: teaching. This marks a shift in how we can use technology to enhance lives and tap into the vast potential of AI in our classrooms.

To make the opportunity a reality, we will continue to explore this technology safely to encourage innovation and maximise the benefits for education. Generative AI has demonstrated that it can help the education workforce by reducing some of the administrative burdens that hard-working teachers, staff and school leaders face in their day-to-day roles.

Research demonstrates that generative AI could also be used for tasks such as feedback and tailored support in schools. Evidence is still emerging on the benefits and risks of pupils and students using generative AI themselves.

We will continue to work with the education sector to develop understanding of effective and safe use cases.

We recognise that the use of AI can bring many benefits to education, but that there are also challenges which need to be addressed and risks mitigated. Benefits include rapidly producing materials, adapting learning content to meet the needs of individual pupils, using data analytics to potentially identify pupils at risk of falling behind, enabling early intervention and giving staff more time to focus on teaching and pupil interaction. Challenges include those surrounding data protection, bias, use of intellectual property and misuse of the technology.

We will:

- consider the risks and challenges alongside the opportunities and benefits
- continue to work to ensure the safety and reliability of technology, including AI tools, to support teachers and learners
- address the fundamental barriers to effective use, such as connectivity

2. Purpose of this policy:

- Ensuring that AI technologies are used ethically and responsibly by all members of the school community.
- Providing clear guidelines for staff on the safe and effective use of AI.

- Promoting the safe and ethical use of AI to benefit teaching, learning, leadership, management and administrative processes.
- Addressing potential challenges related to data privacy, bias, and security that the use of AI may raise.
- Encouraging a culture of continuous learning and adaptation to new AI technologies among staff, as this rapidly evolving technology develops.

The school is committed to fostering an environment where staff are encouraged to continuously learn and adapt to new AI technologies. This includes staying informed about the latest advancements in AI.

By doing so, we aim to ensure that our staff are well-equipped to use AI tools effectively and responsibly, ultimately enhancing the educational experience for our pupils.

3. Related Policies

This framework ensures that the school addresses the ethical use of AI, protects the welfare of pupils, and complies with data protection regulations. Related policies may include but are not limited to:

- Data Protection Policy for procedures for obtaining consent, conducting Data Protection Impact Assessments (DPIAs), and implementing data security measures.
- Safeguarding Policy for monitoring and reporting mechanisms, risk assessments, and staff training on the safe use of AI tools in line with the 'Keeping Children Safe in Education' guidance.
- Online Safety Policy to ensure that AI tools are integrated into the school's broader online safety strategy, including filtering and monitoring systems.
- Code of conduct to ensure that staff and pupils use AI responsibly, respect intellectual property rights, and adhere to guidelines for human oversight and transparency.

4. Scope

This policy includes:

- Leadership, Teaching and Support Staff: This includes teachers, teaching assistants, management, technical, site and administrative staff.
- School Governors: The policy extends to school governors who play a crucial role in decision-making and oversight.

- Peripatetic Teachers, Supply Teachers, Student Teachers, Contractors: Individuals who work temporarily within the school.
- Volunteers: Volunteers who contribute their time and expertise to the school community are expected to follow the principles set forth in this policy.

5. Glossary / Definitions of AI terms

- Artificial Intelligence (AI): refers to the use of computer systems and algorithms to perform tasks that typically require human intelligence.
- Generative AI: AI tools that generate new outputs based on the data they have been trained on, such as text, images, or code.
- Machine Learning (ML): ML algorithms allow systems to learn from data and improve their performance over time. For example, ML may be used in personalised learning platforms that adapt content based on pupil progress, or systems where personalised recommendations are made, based on a user's prior activity on that platform.
- Personal Data: Information collected that relates to an identified or identifiable living person. This may include but is not limited to name, date of birth, location data, online identifiers, photographs and address.
- Ethical Use: Using AI and data in a way that respects individuals' rights, promotes fairness, and prevents discrimination.

6. Roles and Responsibilities

- Headteacher and Governing Body: Responsible for the overall implementation, monitoring and review of this policy and monitor compliance.
- AI Lead: Jordan Walsh acts as the lead for AI, and organises training as required, keeping staff up to date with uses and developments.
- Data Protection Officer (DPO): Teresa Davidson Advises on data protection obligations and responds to data protection concerns related to the use of AI.
- Designated Safeguarding Lead (DSL): Vicky Wittich, advises on the safe use of AI tools and responds to safeguarding concerns related to the use of AI.
- Network Manager and technical support staff: The Network Manager HfL is responsible for the technical implementation of the school's AI practices, procedures and cyber security.
- All Staff: Expected to read, understand, and adhere to this policy, use AI responsibly, and report any concerns.

7. Data Protection

Reed First School is committed to protecting personal data in compliance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and guidance from the Information Commissioner's Office (ICO) through:

- The school ensures that all personal data collected from pupils, staff and parents, is not uploaded using AI tools.
- Our data protection policy, details procedures for handling personal data, including data processed by AI systems.
- Staff are trained in data protection good practice. This includes how to handle data breaches and the importance of maintaining data accuracy.

8. Safeguarding

- Reed First School will follow the latest KCSIE guidance to ensure that all AI tools used within the school environment are safe and do not pose any risk to children. This includes regular updates and reviews of AI-related practices to align with KCSIE.
- Monitoring systems are in place to monitor keystrokes and send alerts if concerning behaviour is detected. (SENSO)
- Filtering systems: RM SafetyNet is the filter provided with HFL Broadband is in place.
- The school will conduct comprehensive risk assessments for all AI tools prior to their implementation. These assessments identify potential risks such as exposure to inappropriate content, AI-generated deepfakes, or impersonation. By evaluating these risks, the school can take proactive measures to mitigate them and make informed decisions about the adoption and use of AI technologies.
- Reed First School will restrict access to certain AI functionalities, using education-specific AI tools with built-in safety features and regularly updating school systems to patch vulnerabilities.
- AI tools are used in a manner consistent with the school's commitment to pupil safety.
- Staff receive training, and follow-up training as needed on the safe use of AI tools, including how to identify and report AI-generated deepfakes. This training is part of the school's broader safeguarding training programme, ensuring that all staff are equipped to handle AI-related risks.
- Clear reporting mechanisms are established for staff and pupils to report any concerns related to AI tools using data protection policy or safeguarding policy depending on the concern.

9. Ethical use

AI systems can inadvertently perpetuate biases present in the data they are trained on. The school will take proactive steps to identify and mitigate these biases to ensure fairness and non-discrimination.

- All AI-generated content, such as lesson plans or pupil feedback, is reviewed by a member of staff before being implemented. This ensures that the content is accurate and appropriate for the classroom setting.
- That the school respects intellectual property rights, which may include pupil work. This will never be allowed to be used by a platform to train its AI. Pupil work will never be uploaded to an AI tool.
- AI will be limited to the use of AI tools to strictly necessary activities.
- The school is committed to transparency in its use of AI technologies. We will clearly communicate the purposes and benefits of AI technologies. We will clearly communicate the purposes and benefits of AI tools to all stakeholders, including parents, staff, and pupils. This includes providing detailed information on how AI tools are used to enhance teaching, learning, and administrative processes, as well as the measures in place to ensure their ethical and responsible use.

10. List of approved tools

Reed Fist School will limit the tools permitted for use to a chosen selection. This ensures the opportunity to carry out due diligence on all tools used by the school.

- Google Gemini. This is a conversational generative AI tool accessible through school Google for Education accounts. Example uses include generating lesson plans and classroom materials, creating images, adjusting texts to different reading levels and summarising texts. In line with this policy and the school's data protection policy, personal information and pupil work should not be uploaded to this tool.

11. Staff Training

- Staff will receive training on AI and related topics at least annually. Additional sessions will be provided as needed to address new developments or emerging risks and in response to monitoring.

- Training will cover the potential benefits of AI in education, such as personalised learning and administrative efficiency. It will also address the risks, including data privacy concerns, potential biases, and the ethical implications of AI use.
- Staff will be trained on the principles of GDPR and how they apply to the use of AI tools in schools.
- Training will emphasise the importance of safeguarding protocols when using AI tools, in line with the 'Keeping Children Safe in Education' guidance. It will include how to identify and mitigate risks associated with AI, such as exposure to inappropriate content or cyberbullying.
- Procedures for monitoring AI tool usage and reporting any safeguarding concerns are included in the training.

12. Teaching pupils about AI

- Pupils will be taught that AI tools like chatbots and virtual assistants have age limits to protect young users. Pupils learn that they should not use these tools without adult supervision and should always report any concerns to a trusted adult.
- The school will provide a simple and age-appropriate explanation of AI to pupils from to Year 3 and 4 pupils as part of computing / online safety lessons, to help them understand how it works, its potential impact on society, its risks and limitations.

13. Reporting concerns / Incident management

- Incidents will be reported as soon as they are identified.
- Data protection concerns should be reported to the DPO. Safeguarding concerns should be reported to the DSL.
- Incidents will be logged using the processes followed for safeguarding or data protection incidents.

14. Monitoring and review

- Reed First School will monitor the effectiveness of the AI policy through feedback from staff and students, and analysis of incident reports by the DSL and DPO.
- AI is a rapidly evolving technology; this policy will be reviewed at least annually.
- Additional reviews will take place when: there is new guidance or regulations from the DfE, there are major changes to the AI technology that will impact education and/or feedback from stakeholders.
- The changes will be shared with all staff, volunteers and parents.