



# Bourne Education Trust

## Safe Use of Artificial Intelligence (AI) Policy

School name: The Mead Infant and Nursery School

### Statement of intent

1. At The Mead Infant and Nursery School, we recognise that the use of artificial intelligence (AI) can help to reduce teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.
2. Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.
3. For the purposes of this policy, the following terms are defined as:
  - **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making
  - **Generative AI** – A category of AI algorithms that generate new outputs based on the data they have been trained on
  - **Misuse of AI** – Any use of AI which means that pupils have not independently demonstrated their own attainment
  - **AI Literacy** – The ability to understand AI capabilities, limitations, ethical implications, and to critically evaluate AI-generated content
  - **Hallucination** – When AI generates plausible sounding but incorrect or fabricated information.
  - **AI Enhanced Wearable** – Any electronic device worn on the body that uses AI to provide real-time assistance, data capture, or communication, including but not limited to smart glasses with recording, translation, or live-streaming capabilities.
  - **Autonomous AI Agent** – An AI system capable of taking independent action, reasoning through complex problems, and executing multi-step tasks without continuous human oversight. This includes AI agents with web navigation and background processing capabilities.
  - **AI Meeting Note-Taker** – Any software or service that uses AI to automatically transcribe, summarise, or analyse conversations during in-person or virtual meetings. Examples include Otter, Fireflies and VoiceNotes.

- **Vibe Coded Application** – A web application, interactive resource, or software tool created using AI-powered no-code or low-code platforms (such as Canva Code, Gemini Canvas, Claude Code or similar services) where the user describes the desired functionality in natural language prompts rather than writing traditional code. These tools enable rapid creation of interactive content including games, simulations, quizzes, and data collection forms, but may lack the security controls and data protection safeguards of professionally developed software.

## Approved AI platforms for staff use

4. To ensure the security of school data and to comply with our data protection obligations, all staff are strongly encouraged to only use one of the two officially sanctioned, enterprise-level AI platforms provided by the school:
  - **Microsoft Copilot**
  - **Google Gemini**
5. Access to both Microsoft Copilot and Google Gemini must be through the user's official school-provided username and password. This ensures that all activity is contained within our secure, data-protected enterprise environment. Using personal accounts to access these services for school-related work is not permitted.
6. This policy is in place because our enterprise agreements with Microsoft and Google ensure that all data and prompts entered into these platforms are protected and are not used for public model training. This is a critical safeguard for protecting sensitive school, staff, and student data.
7. Any other AI products that are being considered for local or departmental use must undergo a formal risk assessment. This requires the completion of a Data Protection Impact Assessment (DPIA) and a formal consultation with the Head of Digital Education and the IT Team before the platform can be approved for use.

## Ethical framework and principles

8. The Trust's use of AI will be guided by these core ethical principles:
  - **Responsibility** – AI technologies augment and support human intelligence and professional judgment, not replace them. Staff retain ultimate accountability for all decisions and outcomes
  - **Fairness and Equity** – Active identification and mitigation of AI bias to ensure equitable outcomes for all students and staff
  - **Transparency** – Open communication about how and why AI is used, ensuring all stakeholders understand its role, capabilities, and limitations
  - **Accountability** – Clear governance structures for AI deployment with transparent processes for addressing concerns
  - **Human centricity** – Prioritising human wellbeing, agency, and the development of critical human skills
  - **Inclusivity** – Ensuring AI tools are accessible and beneficial to all learners, with particular attention to SEND students
  - **Privacy First** – Absolute protection of personal, student and school data through a zero-tolerance approach to entering any such information into AI systems. Only

Trust-approved, secure platforms with appropriate data protection agreements may process school-related sensitive information.

## Legal framework

9. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:
  - Data Protection Act 2018
  - The UK General Data Protection Regulation (UK GDPR)
  - DfE (2023) 'Keeping children safe in education 2023'
  - DfE (2023) 'Generative artificial intelligence in education'
  - DfE (2023) 'Meeting digital and technology standards in schools and colleges'
  - DfE (2026) 'Generative AI: product safety expectations'
  - DfE (2025) Using AI in education settings: support materials
  - JCQ (2023) 'Artificial Intelligence (AI) Use in Assessments: Your role in protecting the Integrity of Qualifications'
  - JCQ (2023) 'Suspected Malpractice Policies and Procedures'
  - Online Safety Act 2023
  - Equality Act 2010
10. This policy operates in conjunction with the following school/Trust policies:
  - Code of Conduct
  - Online Safety Policy
  - Cyber Response and Recovery Plan
  - Data Protection Policy
  - Safeguarding and Child Protection Policy
  - BET Staff Information, Communications and Technology Policy

## Roles and responsibilities

11. The local governing committee will be responsible for:
  - Ensuring that this policy is effective and complies with relevant laws and statutory guidance
  - Ensuring their own knowledge of the use of AI tools in the school is up to date through participation in Governor AI literacy training
  - Ensuring all staff undergo child protection and safeguarding training, including online safety and AI-specific risks, at induction and at regular intervals
  - Ensuring the school follows the DfE's digital and technology standards as far as possible
  - Providing oversight of AI implementation at school level and holding leadership accountable.
12. The headteacher will be responsible for:
  - Ensuring that staff receive regular, up-to-date training on how to use AI tools in school including mandatory foundational training and role-specific development
  - Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training

- Communicating with parents to ensure they are kept up to date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively
  - Ensuring that AI practices are audited and evaluated on a regular basis.
13. ICT technicians will be responsible for:
- Providing technical support in the development and implementation of the school's AI practices, policies and procedures
  - Implementing appropriate security measures
  - Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection
  - Supporting the technical aspects of AI tool vetting and deployment
  - Managing network security and access controls related to AI use.
14. The school Data Protection Lead (DPL) will be responsible for:
- Keeping up-to-date and informed with AI technologies relevant to the school
  - Understanding and maintaining the awareness of what the use of AI means for data protection in the school
  - Advising the school on how to integrate the use of AI while complying with data protection regulations
  - Approving Data Protection Impact Assessments (DPIAs) for all new AI tools
  - Liaising with the Trust DPO on AI-related data protection matters.
15. The DSL will be responsible for:
- Taking the lead responsibility for online safety in school including AI specific safeguarding risks
  - Undertaking training so they understand the risks associated with using AI tools in school including deepfakes, AI-facilitated harassment, and misinformation.
  - Liaising with relevant members of staff on online safety matters
  - Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns
  - Reporting to the local governing committee about the use of AI tools on a regular basis and how it links to safeguarding
  - Ensuring enhanced safeguarding measures for vulnerable learners, including SEND students.
16. All staff members will be responsible for:
- Adhering to the ICT Policy and Acceptable Use Agreement and other relevant policies
  - Taking responsibility for the security of the AI tools and data they use or have access to
  - Modelling good online behaviours when using AI tools
  - Maintaining a professional level of conduct in their use of AI tools
  - Having an awareness of the risks that using AI tools in school poses
  - Reporting concerns in line with the school's reporting procedure
  - Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum

- Familiarising themselves with any relevant AI tools used by the school and the risks they pose
- Critically evaluating all AI-generated outputs for accuracy, bias, and appropriateness before use
- Participating in mandatory AI training and identifying further development needs.

17. Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools
- Reporting concerns in line with the school's reporting procedure
- Familiarising themselves with any AI tools used by the school and the risks they pose
- Maintaining academic integrity by properly acknowledging AI assistance
- Protecting personal data when interacting with AI tools.

## Data protection and cyber security

18. The school is aware of the data privacy and cyber-security implications that come with using generative AI tools and will ensure that all AI tools are used in line with the school's Data Protection Policy and Cyber-security Policy. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

19. The school will not enter data that is classed as special category or sensitive into AI tools under any circumstances. Any data entered will not be identifiable and will be considered released to the internet.

20. All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's [cyber standards](#) are followed at all times.

**CRITICAL:** Personal data (of students or staff) and also school data **MUST NOT** be entered into publicly accessible or open generative AI tools. Only Trust vetted and approved AI platforms with appropriate data security agreements may be used for sensitive school related tasks.

21. When signing up to use certain Generative AI models, names, email addresses or phone numbers may be required; this data sharing may require a Data Protection Impact Assessment to be carried out. Staff who wish to utilise AI tools must ensure that the potential new use is assessed to consider if a Data Protection Impact Assessment is required and follow the school Data Protection Policy and Data Protection Impact Assessment Procedures.

22. The school will:

- Protect personal and special category data in accordance with data protection legislation

- Not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright
  - Review and strengthen cyber security by referring to the DfE's cyber standards
  - Be mindful that generative AI could increase the sophistication and credibility of cyber attacks
  - Ensure that pupils are not accessing or creating harmful or inappropriate content online, including through AI tools
  - Refer to the DfE's [Filtering and monitoring standards for schools and colleges](#) to ensure that the appropriate systems are in place
  - Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with data protection legislation.
23. If it is necessary to use special category data in AI tools, the school will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data. This will only occur with Trust-approved tools and following a comprehensive DPIA.
24. The school will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

## Using AI tools

25. The school will ensure that AI tools are used appropriately to achieve the following aims:
- To reduce workload
  - To assist with the production of high-quality and compliant administrative plans, policies and documents
  - To support the teaching of a knowledge-rich computing curriculum
  - To teach pupils:
    - How to use emerging technologies safely and appropriately.
    - About the limitations, reliability and potential bias of AI tools.
    - How information on the internet is organised and ranked.
    - How online safety practices can protect against harmful and misleading content.
    - To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.
26. Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:
- Inaccurate
  - Inappropriate
  - Biased
  - Taken out of context and without permission
  - Out of date or unreliable
  - Subject to 'hallucinations' (plausible sounding but fabricated information).

27. Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.
28. Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work, especially if the work is for an assessment, in order to allow teachers and assessors to review how AI has been used and whether it was appropriate. Pupils' references to AI sources will show the name of the AI source and the date that the content was generated. Students must also provide a clear description of how the tool was used (e.g. "for brainstorming initial ideas", "to check grammar in first draft").
29. Pupils will retain a copy of the questions and AI generated content for reference and authentication purposes in a non-editable format, e.g. a screenshot. Pupils will also provide a brief explanation of how AI tools have been used.
30. When using AI tools, staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.
31. Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work.
32. Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.
33. The school will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought from students over 18; however, for pupils under 18, consent will be sought via their parents.

### **Age-appropriate student guidelines**

34. The Trust recognises that AI use must be carefully differentiated based on developmental stage:
  - Primary Schools (Nursery -Year 6):
    - No direct student access to general purpose generative AI tools
    - Teacher mediated AI interactions only
    - Focus on foundational digital literacy and understanding that technology can make mistakes
    - Use restricted to vetted, closed educational AI applications designed for primary age
    - Strict adherence to age restrictions (most generative AI tools require 13+ or 18+)

## Misusing AI tools

### Preventing misuse

35. The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:
- Restricting access to online AI tools on school devices and networks, especially on devices used for exams and assessments
  - Setting reasonable deadlines for submission of work and providing pupils with regular reminders
  - Allocating time for sufficient portions of pupils' work to be completed in class under direct supervision, where appropriate
  - Examining intermediate stages in the production of pupils' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
  - Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material
  - Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
  - Investigating any work that is suspected of being generated through misuse of AI tools
  - Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
  - Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use
  - Teaching staff will employ various assessment methods to evaluate pupil understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilising diverse assessment strategies, teaching staff can verify pupils' comprehension beyond what AI tools can assess, promoting deep learning and authentic pupil engagement
  - Designing assessments that focus on process as well as product
  - Incorporating transparent AI use into certain assessment tasks where appropriate.

### Identifying misuse

36. Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own when attempting to identify a misuse of AI tools.
37. When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:
- Spelling and punctuation
  - Grammatical usage
  - Writing style and tone

- Vocabulary
  - Complexity and coherency
  - General understanding and working level
  - The mode of production, i.e. whether the work was handwritten or word-processed.
38. Staff members will be aware of and look out for potential indicators of AI use, which include, but are not limited to:
- A default use of American spelling, currency, terms and other localisations
  - A default use of language or vocabulary which might not be appropriate to the working or qualification level
  - A lack of direct quotations and/or use of references where these are required or expected
  - Inclusion of references which cannot be found or verified
  - A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled
  - Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered
  - A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it
  - A lack of graphs, data tables or visual aids where these would normally be expected.
  - A lack of specific, local or topical knowledge
  - Content being more generic in nature
  - The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output
  - The submission of pupil work in a typed format, where this is not usual, expected or required
  - The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay
  - The inclusion of confidently incorrect statements within otherwise cohesive content.
39. Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.
40. Current AI detectors are not yet reliable enough to conclusively identify AI-generated text. They can give false positives, inaccurately flagging human-written text as AI, and can be biased against non-native English writers. Schools should not rely solely on AI detectors to detect academic misconduct. If detectors are used, staff need training on their limitations, and transparent processes are needed to investigate flagged texts, given the chance of false positives. Assessment redesign should be prioritised over AI detection.

## **Exams and assessments**

41. The school will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding exams and assessments. The school will follow the Assessment Policy at all times and ensure that this policy address the appropriate and inappropriate use of AI tools.

42. Pupils will be made aware of the appropriate and inappropriate uses of AI tools, and the consequences of its misuse.
43. SLT, teachers, and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing pupils' use of AI tools in the school.

## **Safeguarding**

44. The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the procedures set out in the Safeguarding and Child Protection Policy and the Online Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.
45. Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools. This will include specific education about AI-facilitated risks such as deepfakes, AI driven harassment, and sophisticated misinformation.
46. The school will engage with parents to inform them of the safeguarding risks that come with using AI tools, and how the school is protecting pupils online. The school will ensure that parents are aware of who to speak to about any concerns or issues regarding the use of AI.
47. The school will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's [filtering and monitoring standards](#). These systems will be regularly reviewed to ensure they can identify and block AI related harmful content.
48. All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated. This will include specific modules on identifying AI facilitated safeguarding risks.
49. Staff should never contact pupils or parents from their personal mobile device or give their mobile device number to pupils or parents.
50. Staff should never send to, or accept from, colleagues or pupils, texts or images that could be viewed as inappropriate. No member of staff should ever use their personal device to photograph a pupil(s) or allow themselves to be photographed by a pupil. This guidance should be seen as a safeguard for members of staff and the school. Images for official school business, such as for use on a social media platform, must only be taken on a school-owned device, and must only be taken with the prior permission of the Headteacher and/or DSL. Each school should make such devices available for staff use and monitor their use.
51. Staff should understand that failure to comply with the policy is likely to result in disciplinary action being taken.

## Teaching pupils about the safe use of AI

52. Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.
53. The school will:
- Prepare pupils for changing workplaces
  - Teach pupils how to use age-appropriate emerging technologies, including AI tools, safely and appropriately
  - Raise awareness of the limitations, reliability and potential bias of AI tools
  - Help pupils to understand how information on the internet is organised and ranked.
  - Include online safety teaching in the curriculum and how to protect against harmful or misleading content
  - Raise awareness and understanding of protecting intellectual property rights
  - Encourage the safe and responsible use of digital content
  - Teach about the impact of technology, including disruptive and enabling technologies
  - Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum
  - Develop critical evaluation skills for AI generated content
  - Foster understanding of AI ethics and societal implications.
54. Pupils will be supported to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

## Emerging technologies

### AI-Enhanced wearable devices (e.g. smart glasses)

55. To protect the privacy and safety of our school community, a strict, non-negotiable ban on all recording and live-streaming functionalities of AI wearables is in effect on school premises. This ban applies to all areas, including classrooms, bathrooms, and changing rooms. The use of such devices for covert surveillance is a serious breach of this policy and will result in disciplinary action.
56. Staff, Students and their parents must disclose if any eyewear has smart capabilities before it is used on school premises. This is to ensure that the school can take appropriate steps to manage any risks associated with the device.
57. The school is committed to providing equitable access to education for all staff and students. A formal process is in place to accommodate staff or students who require smart eyewear for verified medical or accessibility purposes.
58. The staff or student must provide medical documentation verifying the need for the device.
59. The school, the student, and their parents will develop a collaborative agreement to ensure the device's privacy and surveillance features are disabled or appropriately managed while on school grounds

### AI powered meeting note takers

60. The use of any AI meeting note-taking service in official school meetings requires the explicit, informed consent of all parties involved before the start of the meeting. This consent must be recorded.
61. The approved note taking tool for the Trust is Microsoft Teams. Only AI note-taking services that have been formally vetted and approved by the Trust may be used.
62. The use of any AI note-taking service that uses conversation data for model training is strictly prohibited. This is to ensure the confidentiality and privacy of all school-related conversations.

### Vibe Coded Applications

63. AI-powered no-code platforms such as Canva Code, Gemini Canvas, Claude Code and similar tools now enables the creation of interactive applications directly from natural language prompts, including memory games, science simulations, quizzes, and other educational resources. The Trust recognises the significant potential these tools offer for lesson design, creative experimentation, and rapid resource development.
64. However, vibe coded applications present specific risks that differ from professionally developed software. These include data storage features that may make information publicly accessible to anyone with a link; absence of formal security testing and code review; potential for unintended data exposure; no automatic compliance with UK GDPR or data protection requirements;

unpredictable behaviour due to AI-generated code; and limited ability to audit or maintain the application over time.

65. Staff may use vibe coding tools to develop classroom demonstrations, teaching resources, and interactive learning activities where there is certainty that these **do not collect, process, store, or display any pupil data, staff data, or other personal or identifiable information**. Examples of permitted uses include: interactive subject demonstrations, vocabulary games, revision activities, and visual simulations where no user data is retained. There should be no link to any school system – for example, establishing a live link with Arbor would not be permissible.
66. Vibe coded applications must not be used for larger-scale applications such as surveys, assessments, feedback collection, attendance tracking, or any task involving personal, sensitive, or identifiable information about pupils, staff, or other members of the school community. Staff must not use these tools to create applications that require users to enter names, login credentials, or any other personal details.
67. The Trust is committed to supporting innovation that benefits schools and enhances learning. Where schools or staff wish to develop larger-scale applications, multi-user systems, or any application that would collect or process data, they should contact James Newman (Transformation Director) or Chris Goodall (Head of Digital Education) to discuss this further as part of our BET Futures research programme. The Trust will issue further guidance as this area continues to evolve.

## Monitoring and review

68. Bourne Education Trust will review this policy in full on an annual basis and following any incidents that occur due to the use of AI tools, e.g. data protection or cyber-security.

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