Benjamin Britten School

Safe Use of Artificial Intelligence (AI) Policy

Contents

1. Introduction and Aims

The purpose of this policy is to establish the ground rules we have in school for using Artificial Intelligence (AI). AI technology is already widely used in both commercial and everyday applications, and its influence is anticipated to grow exponentially, impacting almost all industries and job sectors, including education.

Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of works and other sources. Generative AI is a rapidly evolving and increasingly freely available technology generating writing, audio, codes, images and video simulations. Whilst this offers opportunities for schools and their pupils, it also carries some risk.

AI is an integral part of the modern world and offers numerous opportunities for enhancing teaching, learning, and administrative processes. This policy establishes guidelines for the responsible and effective use of AI within our School. By embracing AI technology, we aim to:

• Enhance academic outcomes and educational experiences for pupils.

• Support teachers in managing their workload more efficiently and effectively.

• Educate staff and pupils about safe, responsible and ethical AI use.

• Incorporate AI as a teaching and learning tool to develop staff and pupils' AI literacy and skills.

• Prepare staff and pupils for a future in which AI technology will be an integral part.

• Promote equity in education by using AI to address learning gaps and provide personalised support.

• Improve and streamline school operations to minimise cost and maximise efficiency.

We recognise that the technology is rapidly evolving and are committed to remaining at the forefront of developments, adapting our ways of working as necessary. We recognise the leadership in the education sector provided by the Department of Education and the guidance set out in their [Statement on Generative Artificial Intelligence in Education.](#) This AI policy has been informed by that guidance. As guidance and technology changes, the policy will therefore need to remain under regular review. This policy will be reviewed annually, for the time being.

This policy aims to offer transparency and accountability regarding the use of AI technology so that our school stakeholders, including staff, pupils, parents and other partners, understand where and how AI is used and the responsibilities that come with this. Any stakeholder feedback or questions about the use of AI will be considered and responded to appropriately. We aim to foster a responsible and inclusive environment for the use of AI in education, upholding safeguarding, privacy, fairness, and transparency for the benefit of all involved.

This policy refers to both 'open' and 'closed' generative AI tools. These are defined as follows:

Open generative AI tools are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information

Closed generative AI tools are generally more secure, as external parties cannot access the data you input

2. Scope of this Policy

This Policy applies to all staff, including temporary staff, governors, volunteers, and contractors, and anyone else working on our behalf. It is also applicable to pupils, but this group will require support and guidance from staff as part of their learning. All staff are responsible for reading and understanding this policy before using any AI technology.

3. Roles and Responsibilities

The Governing Body is responsible for:

• Taking overall responsibility for monitoring this policy and holding the headteachers to account for its implementation;

• Reviewing this policy on an annual basis;

• Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals;

• Ensuring staff undertake regular training in data protection and cyber security; and

• Ensuring the school follows the DfE's digital and technology standards (see Appendix A).

The Headteachers are responsible for:

• Ensuring staff receive, understand and follow this policy;

• Ensuring the use of AI tools in the school is integrated into other relevant policies and procedures including safeguarding, online safety and data protection;

• Ensuring transparency with pupils and their parents on the use of AI in school, 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, by publishing this policy on the school's website and responding to any feedback offered or concerns raised;

• Ensuring training for staff on the use of AI tools in school is made available;

• Ensuring pupils are taught about the effective use and potential risks of AI;

• Ensuring that the use of AI is evaluated on a regular basis;

• Ensuring staff feel comfortable in communicating concerns around the use of AI in school and reporting suspected breaches of this policy; and

• Working with the Governing Board to review and update this policy on an annual basis.

The ICT Support Technician is responsible for:

• Assisting with technical support in the development and implementation of the school's AI practices, policies and procedures;

• Working with other ICT support staff across the trust to ensure implementation of security measures and secure network infrastructure.

The Data Protection Lead is responsible for:

• Monitoring and advising on compliance with data protection law;

• Assisting with queries regarding the processing of personal data using AI tools;

• Managing reported breaches of this policy in relation to data protection law.

The Designated Safeguarding Leads (DSLs) are responsible for:

• Taking the lead responsibility for online safety in school;

• Undertaking training so they understand the risks associated with using AI tools in school;

• 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;

• Being aware of new and emerging safeguarding threats posed by AI;

• Updating and delivering staff training on AI safeguarding threats;

• Understanding the filtering and monitoring systems and processes in place on school devices;

• Reporting to the Governing Board about the use of AI tools on a regular, as necessary, basis and how it links to safeguarding.

All staff are responsible for:

• Reading this policy and understanding how to remain compliant with school procedures when using AI technology;

• Adhering to the Acceptable Use Agreement and other relevant school policies;

• Familiarising themselves with the major AI technologies and platforms appropriate for use in schools and liaising with the ICT team and other appropriate staff members prior to using the technology to support their work in school;

• Undertaking training and development on the safe use of AI technologies as appropriate;

• Having an awareness of the risks that using AI tools in school poses;

• Taking responsibility for the secure use 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.;

• 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 AI tools used by the school and the risks they pose.

Pupils are responsible for:

• Adhering to the Acceptable Use Agreement and other relevant policies;

• Adhering to the Joint Council for Qualifications (JCQ) rules on AI, in particular non-exam assessment (NEA) work;

• 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.

Key staff available for support with the use of AI tools in school:

I. Thurbon (Headteacher and Senior Designated Safeguarding Lead / Online Safeguarding Lead)

A. Cook (Head of Year, Online Safeguarding Lead and Computer Science teacher)

E. Waller (Trust Director of ICT)

C. Donaldson (ICT Technician/ Support)

A. Knights (Primary Designated Safeguarding Lead)

A. Stanley (Trust Legal, Compliance and Data Protection Lead)

A. Montgomery (Head of Social Sciences)

4. Data Protection and Cyber Security

School staff and others involved in processing personal data, will not include any identifiable information in the data they enter into open AI tools, including chatbots. This is because these tools store and learn from all the data entered into them, including any personal information.

If personal and/or sensitive data is entered into an open AI tool, the school will treat this as a data breach and will follow the personal data breach procedure outlined in its data protection policy.

All staff will apply their best judgement and common sense to manage cyber security risks effectively. Staff are 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.

Staff undertake training on data protection and cyber security on a regular basis.

5. Intellectual property

Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions. Pupils' work will not be used by staff to train generative AI models. There will be no unauthorised use of copyrighted material or creation of content that infringes on the intellectual property of others.

6. Using AI tools

Staff

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 and procedures specific to the school's setting;

• 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.

To protect data when using generative AI tools, staff must:

 • Take a risk-based approach to the tools they wish to use (see Appendix B)

• Check whether they are using an open or closed generative AI tool;

• Ensure there is no identifiable information included in what they put into open AI tools. This includes names and photographs/ video recordings of pupils or other school stakeholders. This also includes pupils' work;

• Acknowledge or reference the use of generative AI in their work;

 • Fact-check results to make sure the information is accurate;

• Seek advice from ICT Support, DSL, Online Safety Lead or Data Protection Lead, as appropriate

 • Report safeguarding concerns in line with our school's child protection and safeguarding policy

• Report data protection concerns in line with our school's data protection policy and privacy notice

Staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations. AI-generated content may be inaccurate, outdated, taken out of context or biased. Staff and pupils should critically evaluate its reliability by fact checking against trusted sources, examining biases, and ensuring alignment with curriculum standards.

Generative AI tools can make certain written tasks quicker and easier to complete, but cannot replace the judgement and knowledge of a human expert. Whatever tools or resources are used to produce plans, procedures or documents, the quality and content of the final document remains the professional responsibility of the person 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.

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Staff should contact the headteacher to discuss any ideas they may have with regards to using AI, so the headteacher can take the suggestions forward if they deem it to be a satisfactory new method of working, in conjunction with compliance and implementation advice from key staff members.

Pupils

We recognise that AI has many uses to help pupils learn.

Pupils may use AI tools:

 • As a research tool to help them find out about new topics and ideas;

• When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images;

All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

• During assessments, including internal and external assessments, and coursework;

• To write their homework or class assignments, where AI-generated text is presented as their own work;

 •To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to support research, especially if the research is for an assignment, in order to allow teachers 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. Pupils/ supporting staff must keep a non-editable record, such as a screenshot, of the questions they asked and the AI-generated responses received. This ensures they can reference the content later and verify that their work accurately reflects their independent understanding.

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.

7. Misusing AI Tools

Preventing Misuse

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;

• 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;

• Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation;

 • 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.

Identifying Misuse

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 misuse of AI tools.

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

Staff members will be aware of and look out for potential indicators of AI use, which include:

• 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 toll'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

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. Where necessary, the school will make use of the following

programmes and services that are able to analyse content and determine the likelihood that it was produced by AI:

• OpenAI Classifier

• GPTZero

• The Giant Language Model Test Room (GLTR)

8. Exams and Assessments

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 does not currently run exams and assessments where AI can be used by pupils**, but should this change, the school will ensure to implement the following guidance:

Pupils will be made aware of the appropriate and inappropriate uses of AI tools, and the consequences of their misuse. Pupils will be made aware that it is not acceptable to submit work that has been produced with an AI tool, and of the school's approach to plagiarism and malpractice.

 Pupils will also be made aware of the risks of using AI tools to complete exams and assessments, which include:

• Submitting work that is incorrect or biased

• Submitting work that contains fake references

The school will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on AI use in assessments. Teachers, assessors 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. Pupils will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the pupil is able to demonstrate that the final submission is the product of their own independent work and thinking. Pupils will be required to sign a declaration to confirm that they understand what AI misuse is, and that it is unacceptable.

Pupils will be made aware of the consequences of submitting a false declaration, and any AI misuse that is detected after a declaration has been signed will be reported to the relevant awarding organisation. The misuse of AI constitutes malpractice, as defined in the JCQ 'Suspected Malpractice: Policies and Procedures'. Pupils will be made aware that possible sanctions for committing malpractice through the misuse of AI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. Misuse of AI tools includes, but is not limited to, the following:

• Copying or paraphrasing sections, or whole responses, of AI generated content;

• Using AI to complete parts of the assessment so that the work does not reflect pupil's own work, analysis, evaluation or calculations;

 • Failing to acknowledge the use of AI tools when they have been used as a source of information;

 • Incomplete or poor acknowledgement of AI tools;

• Submitting work with intentionally incomplete or misleading references and/ or bibliographies.

The school will not, under any circumstances, accept work which is not the pupil's own.

9. Safeguarding

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 its Child Protection and Online Safety policies to ensure that pupils are not able to access or be exposed to harmful content.

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

• Sexual grooming

• Sexual harassment

• Sexual extortion

• Child sexual abuse/exploitation material

• Harmful content

• Harmful advertisements and promotions

• Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

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. The school sends bulletins to parents via Bromcom, advising on online safety issues and AI generated content will periodically be included in this.

The school will ensure that appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's filtering and monitoring standards.

10. Teaching Pupils about the Safe Use of AI

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 better 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.

The school will:

• Prepare pupils for changing workplaces

• Teach pupils how to use 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

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. All teaching will be personalised and appropriate to the pupils being taught.

11. Reporting concerns

Where there are safeguarding concerns arising from the use of generative AI, these must be reported to a DSL without delay. A DSL can be reached through emailing the school office on office@benjaminbritten.school , or telephoning the school on 01502 582312. Alternatively parents/ carers and pupils can contact their year team directly via Bromcom. Heads of Year and Pastoral Leads at the school are designated safeguarding leads.

Where there are data protection or privacy concerns from the use of generative AI, this must be reported to the Data Protection Lead without delay, by emailing data@hartismere.family or telephoning the school on 01502 582312.

Breach of this policy by staff will be dealt with in line with our staff code of conduct.

Breach of this policy by a pupil will be dealt with in line with our behaviour policy.

12. Monitoring and Review

This policy will be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.The Senior Leadership Team, Online Safety Lead and ICT Support will regularly review the use of AI across the school.

This policy will be reviewed by governors annually and published on the school's website.

13. Links with other policies

Please read this policy in conjunction with the following school policies:

- Acceptable Use of Technologies Policy
- Child Protection and Safeguarding Policy
- Data Protection Privacy Notice
- Data Protection Policy
- Online Safety Policy

Policy led by: ACo   Reviewed: February 2026   Next review: February 2027

These policies can be found under the policies section of the school website.

14. Appendices

Appendix A

The Department for Education's technology standards can be found here:

https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges

Appendix B

There is no set list of 'approved' tools for use in schools, instead users should take a risk-based approach to the software they want to use, keeping in mind:

- Data protection and privacy - Does the tool store, process or train on your data?
- Safeguarding and online safety - Are appropriate filters and monitoring in place?
- Cyber security - Is the tool password-protected with different permission levels?
- Academic integrity - Could it lead to plagiarism or misinformation?
- Equality and bias - Could outputs perpetuate discrimination?
- Intellectual property - Do you have consent to use pupils' or staff's work?

The below tools are often used in schools, however please be mindful that this does not mean inputting of personal data is permitted. Note that open-source AI tools / open AI tools, meaning tools that anyone can access and modify, should only be used for tasks that don't require personal information to be inputted.

This list is not exhaustive:

Software/ platform	Feature	
Bromcom	BromcomAI	Uses OpenAI's 'ChatGPT' and Microsoft's Azure. Internal school data stays within the Bromcom Cloud and is not shared with the AI, and no information sent externally to the AI is retained or used to train the model https://bromcom.com/bromcom-ai
Canva	Canva AI	Has customisable privacy settings, generally used by staff not pupils https://www.canva.com/safe-ai-canva-shield/

Google	Notebook LM Gemini	NotebookLM does not train models on uploaded user data. Safer to use Gemini through school-provided accounts/ Google Workspace with the enhanced security settings and filters this provides. https://edu.google.com/intl/ALL_uk/ai/gemini-for-education/
Microsoft	Copilot	Copilot Windows App Copilot for 365 (Office Apps) https://m365.cloud.microsoft/ Safer to use through your work/school account rather than a personal account with the enhanced security settings and filters this provides.
Oak Academy	Aila	Users must not input personally identifiable information into Aila, as this is in breach of the terms and conditions of use. https://labs.thenational.academy/faqs
Photopea	Magic Replace	Uses third party AI software. Users must not upload photographs of pupils, staff or other members of the school community
Seneca Learning	Amelia	AI 'tutor' where students can upload homework for guided support, or ask questions. Teachers can upload their resources which their AI uses to enhance its own resources. Offers other automated services. Uses to be mindful of referencing software where used to produce work https://senecalearning.com/en-GB/teachers
The Key	KeyGPT	Limited to registered users Shares data externally with

		sub-processors Anthropic, Mistral and OpenAI to deliver the AI-generated content and perform document intelligence and with database sub-processor MongoDB, where AI-generated data is stored. Users advised not to input personal data.

Appendix C

Relevant statutory guidance

AI Opportunities Action Plan - https://www.gov.uk/government/publications/ai-opportunities-action-plan/ai-opportunities-action-plan

DfE's cyber standards - https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges

DFE's Filtering and Monitoring for Schools and Colleges - https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

Generative AI: product safety expectations - https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations

Keeping Children Safe in Education - https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

JCQ 'Suspected Malpractice: Policies and Procedures' - https://www.jcq.org.uk/exams-office/malpractice/

the JCQ Information for Candidates - https://www.jcq.org.uk/exams-office/information-for-candidates-documents