

PADNELL INFANT SCHOOL

BOARD OF GOVERNORS



AI POLICY

Name of Unit/Premises/Centre/School	Padnell Infant School
Date of Policy Review	March 2026
Date of Next Review	March 2027
Name of Headteacher	Mrs Mandy Grayson

Administration Record

Issue	Modification	Approved
1	For FGB Approval	March 2025
2	For FGB Approval	March 2026

Aims

At Padnell Infant School, we use AI to:

- Enhance learning opportunities
- Work smarter (spend more time on tasks that make the most difference to pupil outcomes)
- Prepare for the future.

This policy outlines our commitment to the responsible, secure, and fair implementation of AI throughout our school.

Introduction

This policy applies to all staff, students and stakeholders. It seeks to provide a holistic framework for the integration and management of AI encompassing ethical compliance, educational enhancement, workload reduction, data security and innovation whilst ensuring the safeguarding and protection of our students is at the heart of all that we do at Padnell Infants School

What is AI?

As part of our commitment to using AI effectively in everyday tasks, all staff are encouraged to develop a clear understanding of what AI can and cannot do. Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence. All current AIs are examples of Narrow AI, meaning they are trained to perform one specific function, such as generating text, analysing data, or recognising patterns. These systems learn by processing large amounts of training data, which influences how they respond. Generative AI creates new content, such as text, images, or code, by drawing on patterns learned during training. Because AI models are often trained on human-created data, they can reflect the biases, assumptions, and gaps found in the data they were trained on. AIs are prone to hallucination. Large language models (LLMs), such as ChatGPT, Copilot, or Gemini, can hallucinate, producing incorrect answers. Typically, they do this when they are unable to predict the next word with a high level of certainty. Current AI systems are not sentient. They do not have thoughts, feelings, self-awareness or understanding. Any appearance of intelligence or emotion is a reflection of the data and algorithms and is not genuine awareness or intent.

Statement of principles

Overarching principles for AI use in our school

1. Ethical and safe use: AI technologies will be used in ways that prioritise pupil safety, uphold data protection regulations including UK General Data Protection Regulation (UK GDPR), and respect individual rights and dignity.
2. Human oversight and accountability: all AI-assisted decisions will be subject to human judgment. Staff remain responsible for all educational and administrative outcomes.

3. Educational value first: AI will only be used where it enhances learning, improves inclusion, or supports high-quality teaching and administrative efficiency.

4. Transparency and fairness: the purpose, function, and limits of AI tools must be communicated clearly to all staff, pupils, and stakeholders. Bias and inequality will be actively monitored.

5. Review and adaptation: AI use will be reviewed annually, with mechanisms in place for staff, parents, and pupils to raise concerns, suggest improvements, or propose new uses

Staff use of AI systems

At Padnell Infant School, staff have agreed to use AI only in the following areas to support learning and school operations, such as:

- Personalised learning: AI helps tailor resources to each pupil's unique needs, making learning more meaningful and effective
- Assessment and feedback: AI tools support teachers by tracking progress and offering prompt feedback to help pupils grow
- Curriculum support: using AI to improve lesson planning and resource creation
- SEND support: using AI tools to adapt lesson resources for pupils with particular needs
- Administrative support: AI may assist with non-teaching tasks such as summarising meeting notes or organising school data, helping staff focus more on pupil needs.

Any member of the school community is welcome to ask the headteacher to review or suggest changes to these agreed uses. New proposals will be carefully considered through our regular review process.

Staff Responsibilities

All staff share responsibility for ensuring that AI is used safely, ethically and effectively in the school. Staff must:

- Seek advice from the data protection officer Nikki Thundercliffe or Computing Lead Tarryn Rowe when unsure or needing guidance
- Confirm that any AI tool is on the school's approved list before uploading school data
- Refrain from entering identifiable or sensitive information into unapproved AI tools
- Check all AI-generated outputs for accuracy and suitability before use.

Approved AI tools

The following AI tools have been reviewed and approved for data protection compliance.

- Tool 1: Co-Pilot
- Tool 2: Arbor
- Tool 3: Teachmate AI

Staff may use other AI tools for professional purposes, provided no school data is uploaded to these unverified systems.

Guidance for writing an effective prompt:

When creating prompts for AI tools, staff should follow these best practice steps:

- Persona: instruct the AI to adopt a particular role relevant to the task
- Objective: clearly state the intended outcome or task
- Audience: identify the target audience for the content
- Specificity: use precise and unambiguous language
- Activity: provide detailed instructions for the activity or output
- Boundaries: define any constraints, limitations, or required direction
- Iteration: review and adjust prompts as needed to improve results.

Responsible use

EVERY time

- Evaluate the outputs to check if they meet your intended purpose / needs
- Verify facts, data and quotes from reliable sources
- Edit your prompt / ask follow-up questions to improve AI output
- Revise results to reflect your specific needs, style and tone. AI is a starting point but should never be the final product
- You are responsible for everything you create with AI

Avoiding Bias

At Padnell Infant School, we recognise that generative AI systems are trained on a broad range of human-created materials. While these sources may contain valuable information, they can also reflect outdated and harmful biases, including sexism or racism, which we do not wish to reproduce in our school community. Our staff are committed to carefully reviewing AI-

generated content to identify and address any such bias. Evidence from research shows that AI can also display more subtle biases, for example, producing different responses for pupils whose names are perceived as non-European. To reduce this risk, staff remove names before using AI systems to ensure fairness and equality.

Transparency, Disclosure and Compliance

- The school will share this policy on its website so that all stakeholders are aware of when and how AI might be used for educational purposes
- Conduct periodic reviews seeking feedback from all stakeholders to ensure transparency, identify any issues of bias, ensure compliance with data protection laws and check data storage and handling procedures.

Levels of responsibility

- Curriculum Subject Leaders should define the tools used in their curriculum area
- SLT approval must give final approval for any AI initiatives
- The Governing Body must approve any major AI initiatives and review this policy annually.

Yearly Reviews

We believe that thoughtful technology use can enrich learning and support progress at Padnell Infant School. As part of our commitment to responsible innovation, we conduct an annual review of AI in our school to understand its impact. We warmly welcome input from all members of our community to help us build a balanced view of how AI is helping and where we can improve.