



## AI Policy

Reviewed by	Nikki Riches	Authorised by	WGB Committee
Last Review	Spring 2026	Date	January 2026
Next Review	Spring 2029	Review Cycle	3 years

### 1. INTRODUCTION

Freegrounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 – Every child has the right to get information in lots of ways as long as it’s safe.

Article 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29 Education must develop every child’s personality, talents and abilities to the full.

Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### 2. SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES

Freegrounds Infant School will endeavour to offer equal opportunity of access of all children regardless of gender, race, religion, disability and ability. In line with the school’s Disability Equality Scheme, we will:

- Offer learning challenges appropriate to children’s needs and abilities and give opportunities to experience success in learning and achieve as high a standard as possible.
- Take account of individual children’s learning needs, which if not addressed, create barriers to learning and make provision to enable these children to participate effectively in the curriculum and assessment activities.
- Make technology available to staff and children and encourage the use of the school website to find links to websites to enhance the children’s learning at home.

### 3. RATIONALE

Using AI in school enables staff to complement their professional knowledge, skills and judgements. Staff respect all people, actively promote equity and do all they can to ensure the security of information and reduce any

inherent bias towards individuals or groups. They recognise their responsibility to use AI as a tool: but they remain the author of content created. Staff use AI creatively and responsibly with learners to enhance their teaching, create customised resources, teach learners to understand how Generative AI works, how to use AI carefully and safely, and seek to automate workload tasks. Whilst working with AI staff will always:

1. ensure their use of AI systems treat all people fairly, avoiding bias and discrimination
2. ensure their use of AI systems should have a clear and understandable rationale
3. ensure their use of AI systems is reliable and safe
4. ensure their use of AI systems is secure and respects privacy
5. be accountable for their use of AI systems
6. take responsibility for any content generated by AI: while AI may do 80% of the drafting the staff member must ensure they check the accuracy, reliability and fairness of the final content they are responsible for

#### 4. AIMS

- To enhance the teaching and learning in classes across the school and improve outcomes
- To support and reduce workload for staff across the school
- To protect the privacy and data of all members of the Freegrounds Infant Community (staff, pupils, families, governors)

#### 5. GENERATIVE AI SYSTEMS

Staff at Freegrounds Infant are encouraged to use Microsoft Copilot as there is an increased level of privacy and security when using it within the school's Microsoft 365 infrastructure. They should link this use to their school's Microsoft 365 account / email. If staff are using any information / data about people within the Freegrounds Infant community, they must use Microsoft Copilot.

Staff can also make use of the AI tools embedded within the school's Arbor system.

Staff must not use any identifiable information / data about people from within the Freegrounds community that is not stored securely within the schools' Microsoft 365 infrastructure or the school's Arbor system into any Generative AI systems.

Names are not to be used within Microsoft Copilot and/or Arbor.

There may be other Generative AI tools (e.g. ChatGPT, Suno, Magic School AI) that may be better suited for other tasks not involving specific information / data about people in the Freegrounds Community. Staff should check with a member of the Senior Leadership Team before using any other Generative AI tools not referenced in this policy, and if they require a login / account, staff should use their school's Microsoft 365 account / email. Currently we do not teach learners to use AI systems.

#### 6. ENHANCING TEACHING AND LEARNING

Staff at Freegrounds Infant may use AI systems for the following tasks:

- Simplify texts to support Lower Attainers or children with SEND, which may include combining it with using Widgit
- Using learners' sentences / writing to create images for them to evaluate their writing
- Creating specific WAGOLLS

- Creating images for lessons, as this avoids copyright issues supporting and reducing workload

### 7. SUPPORTING AND REDUCING WORKLOAD

Staff at Freegrounds Infant may use AI systems for the following tasks/purposes:

- Generating dictated paragraphs for weekly spelling tests
- Generating a set of assessment / test questions
- Creating Home Learning activities / questions
- Generating sentences / variety of word classes for a specific unit
- Creating overviews of lesson plans and Units of Learning as a starting point for planning
- Generating wording for objectives (e.g. for Performance Management)
- Drafting emails and letters
- Summarising online documents

\* Staff must check and gain permission from a member of the Digital Leadership Team before using AI systems for other tasks / purposes. The lists above will be added to through discussion between staff and the Digital Leadership Team.

### 8. DESIGNING PROMPTS

Staff have received training to consider the following aspects:

- Persona: ask AI to take on a role
- Objective: tell AI what you want it to do
- Audience: specify who the content is for
- Specific: be precise and specific with your language
- Activity: explain in detail
- Boundary: set limitations and direction
- Iterate: be prepared to make adaptations and re-prompt

### 9. RESPONSIBLE USE EVERY TIME

- Evaluate the outputs to check it 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
- Be mindful that the use of AI can have an impact on the environment.

Version control:	V.1 June 2025
	V.2 November 2025 Page 1 Section 3.2 – removal of the word transparent and sentence reworded to “ensure their use of AI systems should have a clear and understandable rationale.”

	<p>Page 2 Section 7 – end of year report statements has been removed from the list of ways AI could be used to reduce workload</p> <p>Page 3 Section 9 – statement added “Be mindful that the use of AI can have an impact on the environment.”</p> <p>Page 2 – Generative AI Systems - Need to check the statement about first names when using Microsoft Copilot within the School’s Office 360 system whilst signed in.</p>
	<p>V.3 January 2026</p> <p>Amendment to appendix 1 reference to meaning of transparency.</p> <p>Schools should understand and be able to explain how the AI works (at least at a basic level). Parents and staff should know what AI is being used, why, and what data it uses.</p>