AI in Education Policy

1. Purpose and Status of this Document

This policy sets whole-school expectations for the safe, ethical and educationally purposeful use of artificial intelligence (AI) by staff and students. It applies to all school-directed activities on and off-site, including homework, remote learning, educational visits, and the use of personal devices for school work. The policy applies to all employees (teaching and support), peripatetic staff, and all students.

It should be read alongside:

- Academic Honesty Policy (including Appendix 2: AI Use)
- BGS AI Traffic Light System (department posters and student guidance)
- Safeguarding and Child Protection Policy
- Online Safety / E-Safety Policy
- E-Safety, Filtering and Monitoring Procedure
- Technology for Learning - Acceptable Use Policy (AUP)
- Data Protection Policy

2. What We Mean by AI

At BGS, AI refers to tools or systems that generate or transform content (text, images, audio, video or code), summarise information, provide feedback, or automate decisions using machine learning or similar techniques. This includes AI features inside platforms we already use (for example, Google Workspace and Microsoft 365) as well as standalone AI tools.

3. Link to Our Wider Ethos

This policy supports the Innovators Strand of the School Development Plan (Digital, Enterprise, Sustainability) and should be referenced as part of that whole school plan.

BGS leverages AI to strengthen learning, build digital fluency and create system efficiencies.

We will teach about ethical awareness, safety and intellectual independence in relation to digital technologies.

4. The BGS AI Traffic Light System

The Traffic Light System is the primary classroom framework for guiding students and teachers at the subject level for classroom activity and completion of work by students. It supports and strengthens our Academic Honesty Policy.

Red: No AI use

AI must not be used:

- In any formal assessment submitted to an awarding body
- Where independent thought is the core assessment objective
- Where exam-board rules prohibit AI
- Where a teacher has explicitly set Red for an assignment

Any AI use here without explicit permission constitutes malpractice.

Amber: Limited AI use with student citation

AI may be used in tightly defined ways **only** where the teacher has explicitly permitted it. Students must:

- Keep artefacts (prompts, screenshots, outputs)
- Show evidence of learning and decision making
- Follow any task-specific boundaries set by the teacher

Green: AI use permitted with student citation

AI may be used openly to support learning activities such as idea generation, drafting structures, or practice tasks, **provided** students:

- Acknowledge use
- Critically evaluate output
- Remain accountable for the final work

5. Core Do's and Don'ts

Do

- Use AI tools that have been approved for use
- Use AI to support learning (examples, revision prompts, planning, evaluation)
- Treat AI output as a starting point, not an answer key
- Verify accuracy, bias, and suitability before using anything
- Keep evidence of prompts and outputs when required (Amber and some Green tasks)

Don't

- Ask AI to complete assessed work on your behalf
- Submit AI-generated content as your own
- Use AI to replace original thinking or critical analysis
- Share any personal or sensitive information (including names, images, contact details, location, health or biometric data) into AI tools
- Use unapproved AI tools in school contexts
- Use AI to generate images or audio of real people without permission
- Use unapproved AI tools in school contexts

6. Approved Tools and Introducing New Tools

What approval means

Approval of an AI tool reduces risk but does not remove the need for professional judgement. Staff and students must continue to apply critical thinking, verification, and appropriate task design when using any approved AI tool.

6.1 Approved tools (BGS Whitelist)

Students and staff must only use AI tools that have been approved for school use. Approved tools will be listed on the **BGS AI Whitelist.** (maintained by IT Services and the Director for Digital Learning, Enterprise and Sustainability).

Any tool not explicitly on the whitelist is considered *not approved* and must not be used. The whitelist maintained by IT Services and the Director for Digital Learning, Enterprise and Sustainability and published on The Eyrie

6.2 Requesting a new AI tool

If a member of staff wishes to use a tool not on the whitelist, they must request approval before use.

The approval process will include (as a minimum):

- Safeguarding and online safety considerations (including potential misuse, deepfakes, impersonation, or harmful content)
- UK GDPR and data processing checks (including, where required, a DPIA and clarity over data controller/processor roles, data retention, and model training on user data)
- Alignment with filtering and monitoring requirements
- Age-appropriateness and accessibility (including Terms of Service for under 18's)
- Pedagogical value and workload impact

7. Acknowledging AI Use Within Student Work

When AI is used in student work (within permitted contexts), the following must be included:

- Tool name and version (or product name) and access date
- The prompt(s) used and the AI output (screenshot or copy/paste)
- A brief explanation of how the AI was used and how the student verified or edited the output
- Acknowledgement of built-in AI features (eg drafting features)

Example (student statement):

"Microsoft Copilot (web), accessed 01/09/2026. Used to generate three alternative thesis statements. I selected one and rewrote it in my own words, checking claims against BBC Bitesize and the textbook."

There is a **Student Citation Guide** which supports students with in-text and bibliographical referencing of AI use available.

8. Risks and How we Mitigate Them

AI approval and access controls reduce risk but do not remove it. Human oversight, verification, and good curriculum and task design remain essential.

BGS recognises that AI creates clear educational opportunities, but also specific risks. The key risks and expectations are:

- **Academic integrity and plagiarism:** AI must not replace student work or thinking. Boundaries are set through the Traffic Light System and academic honesty procedures.
- **Hallucinations and accuracy:** AI can be wrong and may produce fabricated. Students and staff must verify content and sources.
- **Bias and discrimination:** AI may reflect or amplify bias. Staff must teach students to recognise bias and report harmful outputs.
- **Deepfakes, impersonation and harmful content:** AI can generate manipulative images, audio, video and misinformation. Suspected deepfakes, impersonation, or AI-enabled harassment are treated as online safety concerns and managed through safeguarding and behaviour procedures, including evidence capture and escalation.
- **IP and copyright:** Staff and students must respect copyright and intellectual property. AI output must be checked for appropriate reuse.
- **Data protection (UK GDPR):** Personal data must not be entered into AI tools. Only approved tools may be used.
- **Dependency and reduced independent thinking:** AI should support learning, not replace it. Tasks must be designed to preserve independent thought.
- **SEND considerations:** ensure AI support access without masking learning needs or creating dependency.
- **Sustainability considerations:** Where choices exist, where feasible, BGS will favour tools and practices that minimise unnecessary energy use. Use concise prompts and avoid unnecessary regenerations.

9. Data Protection, Privacy and Online Safety

This section should be read in conjunction with the Acceptable Use Policy (AUP), Filtering and Monitoring Policy, and Online Safety / E-Safety Policy, all of which apply equally to AI-enabled tools.

To protect all members of the school community:

- **Personal data:** No personal or identifiable information (names, addresses, photos, audio/video of individuals, contact details) should be entered into any AI tool.

- **Age restrictions and supervision:** Students below Year 9 must not use generative AI tools. Staff may demonstrate and facilitate AI in a teacher-led way. Students in Year 9 and above may use approved tools and school accounts in supervised classroom contexts and for independent study under the Traffic Light System.
- **UK GDPR compliance:** Only approved platforms and tools aligned with UK GDPR requirements may be used. Where tools process personal data, store prompts, or use data to train models, formal risk assessment (including DPIA where required) and documentation is mandatory. Where data is processed outside the UK, additional safeguards and approval are required. Staff must not sign up to AI tools using personal accounts.
- **Filtering and monitoring:** All AI usage must occur within environments governed by school filtering and monitoring systems and where available, via school managed accounts.
- **Transparency:** Any use of AI in teaching, assessment or student work must be communicated clearly and acknowledged appropriately.

10. Reporting Concerns Regarding AI

Clear reporting routes ensure that issues are addressed quickly and proportionately.

If staff or students believe any AI output is inappropriate, biased, discriminatory, unsafe, or potentially harmful, it must be reported promptly through our AI Reporting Form.

Parents should report any concerns via the Director for Digital Learning, Enterprise and Sustainability and appropriate actions will be taken.

- **Safeguarding-related concerns:** Report immediately to the DSL and follow the Safeguarding and Child Protection Policy.
- **Tool concerns (safety, privacy, compliance):** Report to IT Services and the Director for Digital Learning, Enterprise and Sustainability.

Where appropriate, the tool will be withdrawn from use and the incident recorded on the BGS AI Risk Register. AI-related safeguarding incidents will also be included in safeguarding reporting cycles, with trends summarised for Governors.

11. Misuse of AI

Misuse includes (but is not limited to):

- Submitting AI-generated content as one's own

- Using AI to structure or write responses without acknowledgement
- Failing to verify or edit AI output
- Breaching the AI Traffic Light boundaries

Misuse is treated as academic malpractice under the Academic Honesty Policy and relevant exam-board rules. Sanctions may include:

- Redoing the work
- Internal disciplinary measures under the Positive Behaviour Policy
- Disqualification from assessments (including external examinations) where regulations apply

12. Staff Guidance and Training

Consistent staff understanding is essential to safe and effective AI use.

BGS will provide staff with:

- Training on AI safety and best practice
- Clear guidance on approved AI tools
- Support to embed the Traffic Light System in teaching practice
- Guidance in reviewing student work for originality
- New staff receive AI induction as part of onboarding

13. Parent Guidance and Training

We will work in partnership with parents to ensure they understand the educational benefits of safe AI use. We will offer in-personal training sessions and guidance to parents. The AI guidance document which will focus on safe use, recognising risks, and reporting concerns.

We recognise within our community there will be a range of views related to the use of AI. We encourage open dialogue and would always recommend a parent talk to the Director for Digital Learning, Enterprise and Sustainability about any concerns or ideas. Where a parent does not wish their daughter to directly use AI the school will discuss the implications of this on the learning experience and how we would manage this in a classroom context.

14. Staff Use of AI in Professional Tasks

Staff may use school-approved AI tools for professional tasks where no personal data (including identifiable student, parent or staff information) is entered and outputs are verified. AI may be used for tasks such as lesson planning, drafting teaching resources, meeting outlines. AI must not be used to process safeguarding information or special category data or confidential personnel/student records. Where AI is used to draft reports or comments or other communications, staff must review, edit where necessary and take full responsibility for final content and accuracy and its professional tone.

15. Curriculum Integration

AI will be integrated into digital and subject curricula through:

- Critical thinking exercises on misinformation, ethics and bias and media literacy
- AI and ethics workshops and assemblies
- PSHE
- Support for SEND learners where appropriate to the learner

16. Governance, Monitoring and Review

AI governance focuses on proportional oversight, transparency, and the ability to adapt as guidance and technology evolve.

- This policy is reviewed annually by SLT, or sooner where national guidance changes.
- Governors will be briefed at least annually on AI-related risks and mitigations via the BGS AI Risk Register, and where relevant through safeguarding reporting.
- Student, staff and parent feedback will inform best practice development.