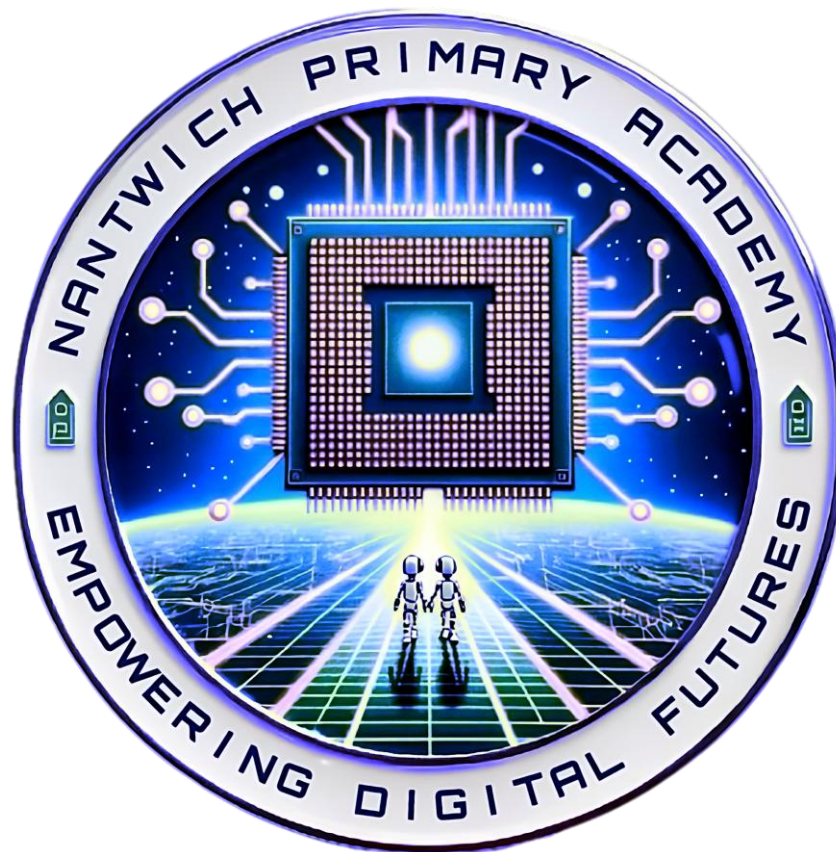


# NANTWICH PRIMARY ACADEMY and NURSERY

PRINCIPAL – SUE SPENCE

## Use of Artificial Intelligence (AI) in School Policy



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**Nantwich Primary Academy and Nursery**  
**Use of Artificial Intelligence (AI) in School Policy**

<b>DATE:</b>	January 2025
<b>REVIEW DATE:</b>	September 2026

DATE	DETAILS	SIGNATURE
1.07.2023	Policy created	L Bebbington
17.11.2023	Policy updated	L Bebbington
25.01.2025	Policy updated	L Bebbington

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## **Purpose**

This policy establishes a framework for the ethical, secure, and effective use of Artificial Intelligence (AI) technologies at Nantwich Primary Academy. It reflects the latest Department for Education (DfE) guidance and changes in UK law regarding data protection, safeguarding, and educational standards, while aligning with the academy's mission to provide an innovative, inclusive, and equitable learning environment.

## **Scope**

This policy applies to all staff, students, and other stakeholders interacting with AI technologies within Nantwich Primary Academy, including third-party vendors providing AI-based educational tools.

## **Key Principles**

### **1. Alignment with Educational Goals:**

- AI technologies must support the National Curriculum and improve teaching, learning, and operational efficiency.
- AI will not replace the need for foundational skills and professional judgement.

### **2. Inclusion and Accessibility:**

- AI tools must be accessible to all students, including those with SEND, ensuring equitable opportunities.

### **3. Transparency:**

- Stakeholders will be informed about the use of AI tools, their data processing methods, and their limitations.

## Use of AI in Education

- **Personalised Learning:** AI will adapt learning resources to individual student needs.
- **Assessment and Feedback:** Automated tools may assist in tracking progress, providing timely feedback.
- **Curriculum Support:** AI will be used to create interactive, engaging learning experiences (e.g., simulations).
- **SEND Support:** Tools such as speech-to-text and text-to-speech will enhance learning for pupils with additional needs.
- **Remote Learning:** AI capabilities will complement existing homework and remote learning policies.

## Ethical Considerations

### 1. Bias and Fairness:

- Staff will rely on tools already pre-approved for algorithmic fairness and inclusivity, as vetted by external guidelines or trusted organisations.
- Staff training will focus on recognising and reporting biased outputs, not on vetting algorithms themselves.

### 2. AI Education for Students:

- Lessons on AI ethics and bias will be incorporated into the curriculum.

### 3. Accountability:

- Human oversight will ensure AI recommendations are appropriate and accurate.

### 4. Broader Ethical Considerations:

- The policy will consider the environmental impact of AI technologies, including their energy consumption.
- Awareness of psychological implications, such as over-reliance on AI, will be promoted among staff and students.

## Data Protection and Cybersecurity

### 1. Data Usage:

- Personal data will not be entered into AI systems without explicit parental consent and compliance with GDPR.
- The latest *Data Protection and Digital Information Bill (No. 2)* guidance will be observed, ensuring lawful processing and safeguarding student and staff data.

### 2. Cybersecurity:

- Enhanced measures will be implemented to address sophisticated AI-related cyber threats, in line with the proposed *Cyber Security and Resilience Bill (2024)*.
- Regular audits and staff awareness campaigns will be conducted to ensure safe use of AI systems.

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### 3. **Monitoring and Auditing:**

- AI systems will be periodically reviewed for safe and appropriate usage by leadership or IT personnel, with staff feedback contributing to evaluations.

## **Safeguarding and Online Safety**

### 1. **Harmful Content:**

- Filters will block AI-generated harmful or inappropriate material.

### 2. **KCSIE 2024 Compliance:**

- AI use in schools will adhere to the safeguarding standards outlined in *Keeping Children Safe in Education (2024)*. This includes monitoring AI technologies to ensure they do not expose students to harmful or inappropriate content, whether intentionally or inadvertently generated.
- Staff will be trained to recognise potential safeguarding risks associated with AI, such as deepfake content, overly invasive AI monitoring tools, or AI tools that might compromise student safety.

### 3. **Student Training:**

- Pupils will learn how to safely and critically evaluate AI-generated content.
- Lessons will include understanding risks, such as AI's potential for misinformation or bias.

### 4. **Incident Response Plan:**

- A clear process will be in place for managing AI-related incidents:
  - **Reporting:** Staff will report incidents to the Computing Lead, Digital Lead, or Designated Safeguarding Lead (DSL) immediately.
  - **Investigation:** The assigned lead will investigate the issue within 5 working days, involving external experts if necessary.
  - **Resolution:** Actions will be implemented within 10 working days to address the issue and mitigate future risks. Parents and stakeholders will be informed where appropriate.

## **Practical Guidelines for AI Usage**

### 1. **Staff Awareness and Safe Use:**

- Staff will follow provided guidance on safe AI use, including:

- Avoiding entry of sensitive or identifiable data into AI systems.
- Focusing AI use on creative and administrative tasks, such as lesson planning or resource creation.
- Identifying and reporting issues like biased outputs or inappropriate content.

## 2. **Pre-approved Tools:**

- Leadership will maintain a list of approved AI tools, ensuring they meet safety and ethical standards. Staff should only use tools from this list.

## 3. **Guidelines for Unapproved Tools:**

- For individually accessed AI tools, such as those used outside pre-approved platforms:
  - Staff must adhere to the school's AI usage policy and avoid using such tools for critical or sensitive tasks.
  - Usage should prioritise creativity and efficiency, not decision-making or assessments.

## 4. **Feedback Mechanism:**

- A simple process will be established for staff to report concerns or successes with AI tools to leadership, enabling informed updates to the approved tools list.

## 5. **Student Use Restrictions:**

- AI tools must only be used by students under direct supervision. ○ Students will not create individual accounts with AI platforms unless explicitly approved by leadership.

## 6. **Parent Communication:**

- The school's approach to AI, including approved tools, will be communicated through this policy and published on the school website.

## **Training and Support**

### 1. **Staff Guidance:**

- Staff will be provided with simplified guides on how to safely and effectively use approved AI tools. These guides will include practical examples relevant to their roles.

### 2. **Student Education:**

- AI literacy will be embedded in computing lessons to prepare students for future workplaces.
  - Pupils will be educated about their rights concerning AI and its applications in their education.

### 3. **Technical and Pastoral Support:**

- The academy will provide ongoing support for both technical issues and ethical concerns related to AI use.

## **Evaluation and Innovation**

### **1. Continuous Improvement:**

- AI initiatives will be evaluated annually for impact on student outcomes and teacher workload.
- Feedback from staff, students, and parents will inform updates.

### **2. Adoption of New Technologies:**

- New AI tools will undergo basic assessments for safety, efficacy, and alignment with school goals. External advice may be sought where necessary.

### **3. Third-Party Vendor Accountability:**

- Third-party vendors will be encouraged to demonstrate compliance with UK data protection laws and provide transparency regarding their data handling practices.

## **Compliance with Legal and Ethical Standards** This

policy complies with:

- Data Protection Act 2018
- General Data Protection Regulation (GDPR)
- Data Protection and Digital Information Bill (No. 2)
- Data (Use and Access) Bill (2024)
- Cyber Security and Resilience Bill (2024)
- Safeguarding Children in Education 2024 (DfE)
- Equality Act 2010
- Latest DfE AI guidance (2024)

## **Review**

This policy will be reviewed in February 2026 or sooner if significant developments in AI or education legislation occur.

## **Contact Information**

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## **Appendix 1: Glossary of Terms**

**Artificial Intelligence (AI):** A branch of computer science that focuses on creating systems capable of performing tasks that would ordinarily require human intelligence. These tasks include problem-solving, speech recognition, planning, learning, perception, and language understanding.

**Generative AI:** A type of AI that can generate new content such as text, images, or audio based on patterns it has learned from data.

**Machine Learning:** A subset of AI that involves the development of algorithms that can learn from and perform tasks or make predictions based on data.

**Neural Networks:** Computational models used in machine learning that are inspired by the human brain's structure and function, allowing the machine to learn from data.

**Data Protection:** Measures and practices in place to ensure the security and privacy of personal and sensitive data.

**Cybersecurity:** The practice of protecting systems, networks, and programs from digital attacks, damage, or unauthorised access.

**Algorithm:** A set of step-by-step instructions or rules to be followed in calculations or problem-solving operations, usually by a computer.

**Bias:** In the context of AI and machine learning, bias refers to errors or unfairness that may arise from the data or algorithms used.

**Ethical Considerations:** Reflecting on and addressing moral issues and implications associated with the use and impact of AI technologies.

**Transparency:** Being open and clear about the processes, decisions, and technologies used, particularly in the context of AI and data usage.

**Representation:** In the context of AI, representation refers to the way data and knowledge are stored and manipulated within a system to enable reasoning and decision-making.

This glossary aims to provide a foundational understanding of the terminology used in this policy document, fostering a common language among the staff, students, and wider school community regarding the use of AI in education at Nantwich Primary Academy.

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## Appendix 2: References

- UK's National AI Roadmap
- UK's AI Strategy Survey Results
- National Centre for Computing Education (NCCE) extracts
- Envisioning AI for K-12: What should every child know about AI? - David Touretzky, Christina Gardner-McCune, Fred Martin, Deborah Seehorn
- Common Myths about AI and its use in Primary Schools
- Department for Education's guidance on the use of generative AI in the education sector.