



# **Generative Artificial Intelligence Policy**

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## **Introduction**

### **Policy Objective**

This policy aims to provide a robust framework for the ethical and efficient use of generative AI technologies within Berry Hill Primary School. Its main intent is to empower both educators and learners by integrating AI into the teaching and learning processes whilst emphasising responsible and safe use, inclusivity, and the maintenance of high ethical standards. This policy is written at a time when generative AI has been broadly introduced to the sector and Berry Hill Primary School is actively researching its applications. We understand that generative AI holds incredible potential for enhancing pedagogical methods, customising learning experiences, aiding administrative efficiency and driving educational innovation. Harnessing this technology effectively necessitates a comprehensive set of guidelines to uphold our shared values and ensure the successful incorporation of AI into our school community.

### **Applicability and Scope**

This policy applies to all staff, pupils, governors, volunteers, and visitors who utilise generative AI resources both on and off the premises. It covers all forms of generative AI technology that support learning, teaching, assessment, pupil wellbeing and administrative processes.

Users should adhere to this policy whenever they engage with the generative AI tools provided by the school, ensuring the predictive text and content generated aligns with our educational objectives and ethical standards.

This policy will also extend to any party intending to introduce a new generative AI tool to our school system. The tool will be scrutinised in accordance with our evaluation processes to ensure compliance with academic standards, usability, privacy considerations, and accessibility needs before being deployed for use.

This policy will detail roles and responsibilities, ethical standards, data privacy and security, and steps ensuring accessibility and inclusivity aligned with our continuous learning and improvement ethos. Each of these essential elements will help reinforce our collective understanding of a technology that promises to nurture an innovative, engaging and inclusive learning environment.

## **Roles and Responsibilities**

### **Headteacher (assisted by school's Senior Leadership Team)**

The Headteacher, in conjunction with the Senior Leadership Team, holds the ultimate responsibility for the implementation and oversight of this policy. The body ensures that the school's use of generative AI aligns with its educational objectives, legal obligations, and

ethical standards.

The Senior Leadership Team is also responsible for promoting an organisational culture that values responsible AI usage, maintaining a balance between innovation and ethical considerations. They will work collaboratively with teachers, pupils, and where applicable experts, ensuring that all AI processes adhere to the laid down policy. The team will also be responsible for addressing any concerns related to the use of generative AI brought to their attention by any member of the school community.

### **Teaching Staff**

Teachers play a pivotal role in the investigation and successful implementation of generative AI technology. They are encouraged to use AI tools highlighted for enhancing pedagogical techniques and improving pupil engagement. Should we get to the stage where pupils are using these technologies in the classroom, it is the teachers' responsibility to guide pupils in using these tools responsibly, whilst encouraging a climate of academic integrity. Furthermore, they need to stay informed about advancements in the field of generative AI and adapt their teaching practices accordingly. Initially, generative AI will be used to investigate its capabilities to enhance curriculum planning, lesson planning, resourcing as well as administrative and data activities.

### **Pupils**

Pupils may eventually become the central stakeholders in this policy, with their intellectual curiosity, creativity, and learning experiences shaping the need for generative AI in our school. As the technologies progress, it is likely they will be using AI-generated resources. They will need to understand the responsibility that this entails and abide by the ethical use guidelines outlined in this policy. They will be encouraged to embrace the concept of originality while using generative AI and to report any misuse or concerns to their teacher. However, at present, the vast majority of applications available require the end user to be 13 years of age and consequently this means that Berry Hill's focus remains on how AI can enhance teaching and management tasks. What is emerging is the clear need to support children to have a very strong awareness of AI and to question the validity, bias and reliability of content they are exposed to, in order to develop into discerning critical thinkers.

It is essential for everyone involved to play their part to ensure the harmonious integration of generative AI technology into our school environment, maintaining its focus on enriching learning experiences and upholding ethical standards. As generative AI continues to evolve and mature, so should our understanding of its potential benefits and challenges. The aspiration is for Berry Hill Primary School to be at the forefront of these opportunities and to make our educational establishment an example of excellent, inspirational 'generative AI-

enhanced' learning.

## Ethical Use of Generative AI

### Responsible Use by Teachers

Teachers are expected to model responsible and ethical use of generative AI technologies. This includes the appropriate integration of these technologies into their lessons, in a manner that enhances teaching and learning, without compromising academic integrity. Moreover, teachers should strive to use these tools to inspire creativity and original thinking among pupils, rather than for direct content creation. Teacher's discretion is key in ensuring that the use of generative AI aligns with our school's educational objectives and ethical standards.

Use by Teacher	Considerations
Drafting ideas for lesson plans and other activities	The output may be factually incorrect or lack sound pedagogical foundations. Nonetheless, it may be a useful starting point
Help with design of quiz questions or other exercises.	Generative AI can quickly generate multiple choice quizzes and assessment ideas, but they should be reviewed carefully as above
Customising materials (simplifying language, adjusting to different reading levels, creating tailored activities for different interests)	Generally, when asked to customise material, generative AI won't introduce new concepts, and so is less likely to introduce factually incorrect information
Providing custom feedback to pupils.	Generative AI should not be used to mark pupils work but we are exploring
Writing reports.	Generative AI written reports are only as good as the information provided. Where the outcome is rich in detail and information, AI may be used to frame this information but the final document must be personal.
Detecting whether work is written by AI	ChatGPT might claim it can detect whether it wrote text, but it can't.
Anything involving personal information	Sensitive identifiable data must not be uploaded into any GAI. You should never put personal information into any system where we do not have a proper contract in place and have made a full assessment if it's data privacy policies etc. Generative AI services like ChatGPT are no exception. If AI is being used to analyse assessment, this cannot include surnames for example.

	Generative AI that does not train on user data should be used over GAI that do not make this statement. (There are options to turn this on or off within most).
Source: Generative AI – A Primer (JISC) V1.1 May 2023	

### **Responsible Use by Support Staff**

Support staff, including administration and ICT teams, should also adhere to responsible use of generative AI technologies. They play a vital role in managing and overseeing the correct application of these technologies within the school's operations. Any interaction with the generative AI tools should prioritise the protection of pupil data and respect for privacy. It is crucial for support staff to understand their responsibilities for ethical use and to ensure these tools are employed in a secure manner that benefits the school community.

### **Responsible Use by Pupils**

At present, children need to be 13 in order to be AI end users of the vast majority of applications and we will therefore be very mindful that children will need a strong theoretical understanding of AI. Generative AI technologies hold great potential for enhancing learning, but this also brings responsibilities. This includes acknowledging the sources of AI-generated content and using these tools to support, rather than replace, their original thinking and creativity. Whilst AI is likely to become an everyday element of our pupils' lives and schools play a vital role in identifying opportunities for pupils to harness AI, develop their competency whilst at the same time, instilling a responsible and ethical approach.

GAI progresses at an incredibly steep rate. At present, the following uses have been identified as being potential uses by pupils in the near future, within Berry Hill.

### **Integrity and Avoidance of Plagiarism**

Plagiarism is a serious offence in the academic community, and whilst this is not so much an issue at primary school level, we need to lay the foundations of understanding this concept and its implications. While generative AI technologies can provide beneficial insights, it is important that the work pupils produce is reflective of their understanding and knowledge. Although not of an age where they will be completing assignments, pupils must be taught the ethical basics and know that it is not acceptable to represent AI-generated content as their own original work. Instead, it should serve as a tool to stimulate their ideas and enrich any projects or tasks while upholding the values of honesty and integrity. Any breach of these rules will be dealt with in line with our behavioural policies.

### **Embracing Originality**

Generative AI is an incredibly powerful tool for aiding learning but should not overshadow

the importance of original thought. Pupils may use AI to help generate ideas and structure work. If using generative AI, pupils should aim to enhance their original contributions, not replace them.

These provisions ensure that all members of the school community, including teachers, support staff and pupils, use generative AI technologies ethically and responsibly. As we navigate the digital age, we reaffirm our commitment to uphold our core values and promote a culture that respects academic integrity and champions original thinking. Things to avoid:

## **Data Privacy, Security and Compliance**

### **Data Protection Measures**

The implementation of generative AI technologies necessitates the collection and processing of a variety of data. Our school is committed to protecting this data with robust security measures consistent with technological advancements. These measures include encryption, secure network infrastructures, controlled access permissions, and regular security audits. To ensure seamless GDPR compliance, regular training will be conducted for staff, particularly those who interact directly with generative AI technologies. This training will be designed to equip them with the skills required to handle data responsibly and to recognise potential data protection issues proactively.

### **Compliance with Privacy Regulations**

We recognise and respect our obligations under the General Data Protection Regulation (GDPR) and other UK data protection laws to safeguard pupil and staff data privacy when deploying generative AI technologies. Accordingly, the school ensures that all data is processed within the rights of data subjects, including the right to access, correct, or erase personal data.

In line with our commitment to ethical conduct and best practices, Berry Hill Primary School adhere rigorously to the General Data Protection Regulation (GDPR) for the safe and responsible handling of data within our generative AI technologies. Given the intrinsic data-driven nature of these technologies, safeguarding personal information becomes paramount.

Data is collected for legitimate purposes, such as enhancing learning experiences and improving administrative efficiency, and is retained only as long as necessary for these purposes. Generative AI tools often require access to a large dataset to function effectively. While we strive to enhance the educational experience through AI, we equally prioritise the privacy of our staff, pupils, and all stakeholders involved. Data collected for AI processes will be limited to what is necessary for the stated educational or administrative purpose. Explicit consent will be sought from all individuals whose data will be processed by any generative AI tool. This includes, but is not limited to, staff, pupils, and parents. Any data

processing undertaken will align with the consent provided, and individuals reserve the right to withdraw consent at any point.

Data used or generated by generative AI tools will be anonymised where possible and stored securely. Retention periods will be kept to an absolute minimum, with data deleted once it has served its purpose and is no longer required. Individuals have the right to access their personal data processed by these technologies, as well as the right to correct inaccurate or incomplete information.

## **Accessibility, Inclusivity and Personalised Learning**

### **Support for Pupils with Learning Differences**

Generative AI technologies present new opportunities for supporting pupils with different learning needs. Personalised content and interactive features can cater to varied learning styles and pace, thus facilitating our inclusive learning environment. Our school is committed to leveraging these technologies to support diverse learning needs and ensure equal access to educational resources. With generative AI, we can create personalised learning pathways that consider each pupil's unique attributes, abilities, and learning preferences. The technology allows us to provide individualised learning materials that can adjust to the pupil's progression, thereby boosting engagement levels and improving academic outcomes. All educators and pupils should strive to harness the potential of generative AI to enhance the school's learning environment.

Our goal is to ensure that generative AI technologies are used in a way that benefits all pupils, irrespective of their abilities or learning styles. We believe that all pupils should have the opportunity to achieve their full potential, and with generative AI, we are well-positioned to make this possible. The continuous endeavour to ensure accessibility and inclusivity is part of our commitment to equal opportunities and will remain a priority in our educational approach.

## **Evaluation and Quality Assurance**

### **Assessing Accuracy, Relevance and Appropriateness**

The adoption of any generative AI tool in our school setting requires careful evaluation. We must assess the accuracy, relevance, and appropriateness of both the tool itself and the content it generates. These evaluations are critical to ensure that these technologies align with our educational objectives and uphold our commitment to providing quality education to our pupils.

Data validity and accuracy are paramount; therefore, any discrepancies or inconsistencies found in AI-generated content should be diligently reported and rectified. The

appropriateness of AI-generated content must also be assessed against our school's curriculum standards, ethical guidelines, and the diverse cultural and personal backgrounds of our pupils.

### **Feedback Mechanism**

A feedback mechanism is vital for the iterative development of generative AI adoption within our school. Teachers, Pupils, and parents should be encouraged to provide feedback on their experiences, possible areas of improvement, and any concerns with the generative AI tools utilised. This feedback will guide the modification and improvement of the AI tools for enhanced learning outcomes.

The school's commitment to the continuous evaluation of generative AI tools ensures that the technology's capabilities align with the educational, ethical, and personal needs of our pupils, effectively benefiting teaching and learning processes. It further ensures the school's generative AI initiative remains dynamic, responding efficiently to changes and advancements in AI technology.

## **Continuous Learning and Policy Improvement**

### **Professional Development and Learning Resources**

As generative AI continues to evolve, it's crucial for the educational community to stay updated with the latest developments. To this end, the school will provide ongoing training and resources for teachers, ensuring they understand how to use generative AI technologies and incorporate them into their teaching methods effectively and ethically. At the same time, pupils will be educated on the ethical use and potential of generative AI in learning.

### **Regular Policy Review**

This policy will not remain static; it will evolve alongside advancements in generative AI technologies and changes in regulatory landscapes. The headteacher, in collaboration with the wider school leadership team, will regularly review and update this policy to reflect new knowledge, learnings, and best practices in the field of generative AI in education.

The school's commitment to continuous learning and improvement goes beyond the classroom. It integrates into our processes, our methodologies, and our policies. This approach will ensure that our school remains at the forefront of technological advancements in education, leveraging the significant benefits of generative AI to deliver enriched, engaging, and personalised learning experiences for all our pupils.

## **Authorised Generative AI Tools**

Our school acknowledges the need for specific, authorised tools that align with our educational goals and uphold our commitment to data privacy and ethical usage. The

following list details the generative AI tools currently approved for use within our school community. It's important to note that this list is subject to change as we regularly review and evaluate the suitability of these tools in light of advancements in generative AI technologies, amendments to data privacy regulations, and the evolving needs of our diverse pupil and staff body. We are committed to maintaining a dynamic list that best serves our educational objectives and technical requirements and supports our pupils' and staff's safe and responsible use of generative AI tools. With consent from SLT, we may trial additional platforms which may then get added to the list as this policy is reviewed.

Before any engagement with third-party vendors for generative AI tools, thorough due diligence will be performed to ensure their compliance with GDPR and other relevant legislation. However, sensitive, identifiable information will never be uploaded as a blanket policy and so this should never be an issue.

Text Generation	Image Generation
ChatGPT ( <a href="https://chat.openai.com/">https://chat.openai.com/</a> ) Google Microsoft Co-pilot Bard ( <a href="https://bard.google.com/">https://bard.google.com/</a> ) Anthropic Claude ( <a href="https://claude.ai/chat/">https://claude.ai/chat/</a> ) Microsoft Bing Chat ( <a href="https://www.bing.com/">https://www.bing.com/</a> ) Perplexity ( <a href="https://www.perplexity.ai/">https://www.perplexity.ai/</a> ) Deepseek Magic Classroom Otter.ai (transcription tools) Notebook.LM	Midjourney ( <a href="https://www.midjourney.com">https://www.midjourney.com</a> ) Dall-E ( <a href="https://labs.openai.com/">https://labs.openai.com/</a> ) Stable Diffusion ( <a href="https://stability.ai/stable-diffusion">https://stability.ai/stable-diffusion</a> ) Gamma ( <a href="https://gamma.app/">https://gamma.app/</a> ) Ideogram ( <a href="https://ideogram.ai/">https://ideogram.ai/</a> ) Notebook.LM Magic Classroom
Music Generation	General Educational Purpose AI
Magic Classroom Suno.ai	Teachmate.ai

\*Updated January 2026

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## Glossary of Generative AI Terms

**Artificial Intelligence (AI):** A field of computer science that focuses on creating systems capable of performing tasks that usually require human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding.

**Generative AI:** A subset of AI that involves creating something new from existing data. This could range from creating a piece of text to generating an image or music. It uses a form of machine learning called generative modelling, which allows the AI to make decisions, not just predictions.

**Machine Learning (ML):** An application of AI that provides systems with the ability to automatically learn and improve from experience without being explicitly programmed. It focuses on the development of computer programs that can access data and use it to learn for themselves.

**Deep Learning:** A type of machine learning that mimics the workings of the human brain in processing data for use in decision-making. Deep learning is a key technology behind driverless cars, enabling them to recognise a stop sign or distinguish a pedestrian from a lamppost.

**Neural Networks:** A set of algorithms, modelled loosely after the human brain, designed to recognise patterns. They interpret sensory data through a kind of machine perception, labelling or clustering of raw input.

**Natural Language Processing (NLP):** A field of AI that gives machines the ability to read, understand and derive meaning from human languages.

**Chatbot:** A software application used to conduct an online chat conversation via text, instead

of providing direct contact with a live human agent.

**Text Generation:** A process in which AI systems generate text that simulates human language.