

AI Policy

AI Values

The overriding principle of the use of Artificial Intelligence (AI) at BMS is that students and staff should use it safely, meeting all policy and legal requirements.

We will harness the power of AI to enhance education, support students and teachers, and create inclusive and personalised learning environments. We recognise that AI is a fast-moving technology and that we should look to update our AI, and associated policies, when guidance changes as it often does in this fast-moving field (for example: Safeguarding, AUP and Online Safety).

Transparency: We will be transparent and accountable in our AI decision-making processes.

Understanding AI: AI will soon be a part of most productivity and creativity tools, and we acknowledge the need to augment both human and AI based output. We aim to guide users to use AI effectively and make good decisions and not put themselves or others at risk.

AI accuracy and bias: We will be mindful about identifying biases that derive from the data AI has been trained on or the ethical overlay that humans have added.

AI limitations: While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations.

Equity and inclusivity: We will be mindful of making sure our use of AI supports our goals of equity and inclusivity, for example checking services for bias as part of adhering to DfE guidelines. We will consider using AI to broaden our school community in both teaching and learning and helping to bridge the digital divide.

Mental Health: We will be mindful of the potential of AI to impact both positively and negatively on mental health, influencing behaviour, and we will teach pupils the skills to use it responsibly and safely. Particular attention should be paid to the fact that AI is not a human, despite it emulating human traits.

Student Empowerment: AI should encourage active engagement, independent thinking, and the development of skills and dispositions for life. The capacity of AI to 'steal the struggle' from students is acknowledged and should be avoided. AI should be used as a tool for a job, much like a student would use a calculator, and students will need to be taught when it is appropriate to use it, and they should learn to verify and validate output from an AI.

Creative Collaboration: We should embrace AI's opportunities to work together to be creators, not just content generators. This aligns with the BMS Strategic Plan 2025-2030 (EC3 and EG1).

Policy Review and Amendment Tracking

This policy will be reviewed at least annually, with amendments tracked and indicated for transparency. Interim updates may be made in response to significant changes in guidance or technology.

Key Personnel and Responsibilities

The Digital Lead (yet to be appointed) will have oversight of managing AI-related risks. They will work with the Headteacher, Network Manager, DSL, Data Protection Officer, staff and students to highlight and mitigate risk.

All staff are responsible for being the 'human in the loop' of AI use and should report any concerns arising from the use of AI to the Digital Lead, who will log and investigate. Concerns could include staff noticing students using AI services during a lesson or IT Services monitoring input and output from an AI service via software (eg Classroom Cloud). Any student safeguarding concerns arising from the use of AI should be reported using the existing school safeguarding policy to ensure the safety of students and staff first and foremost.

We have created staff/parental and student-based steering groups which will have representation from the BMS school community. The AI Project Lead chairs the staff group, whilst the Assistant Head Innovation chairs the student group.

All staff must read and understand this policy before using AI technology. Leaders are responsible for ensuring their teams comply with this policy, and report any suspected policy breaches, which will be dealt with in line with the school's IT Security and Acceptable Use Policy.

We recognise that sometimes AI will be so embedded in services (eg Seneca or Duolingo) that staff or students may unwittingly use it. If there are any doubts or queries, staff should contact the Digital Lead for advice.

Staff Training and Development

Staff will receive ongoing training and support to integrate authorised AI tools effectively. Training needs may be identified during personal development reviews and addressed as required. Training will emphasise how authorised AI can augment staff roles, providing more time and resources for personalised instruction, student engagement, and critical thinking.

Training should also include how to recognise student use of AI in lessons, and for homework.

Appropriate Uses of AI in School for students

This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace, browsers or other software. This policy relates to all content creation, AI searches and AI based decision making, including but not limited to: text, code, artwork, graphics, video and audio.

We cannot be sure of the safety and provenance of other AI products and therefore we will block them as we notice students using them. To give an example, if a student puts personal data into an AI service, we cannot be sure where that data goes, or what will happen to that data.

In addition, currently we do not have the screen grabbing software which can monitor what the students are entering into an AI chatbox. For example, if the student types a query involving the word 'firearms', we cannot monitor and/or block this currently, whereas if they use a search engine, we can.

It is important to note that due to the nature of how firewalls work, we cannot catch all AI services, and some will be available. Teachers should report these if they notice them being used on the school network so they can be blocked.

It is possible age limits and software monitoring technology will change in the future on AI services, and we will monitor and act where necessary.

We are also aware that AI services change and appear frequently, and as we see them being used, or become aware of them, we will block them on the firewall. Any future changes to blocking will be made in line with DfE guidance.

We are currently looking at AI agents (Agentic AI) for student use where we can restrict where AI gets its data from, and what it does with data entered (currently in research phase). Agentic AI could be used to safely teach students how to use the technology appropriately, by minimising risks to users and other members of the community. We will ensure that Agentic AI will comply with this policy and DfE guidance.

When using Agentic AI, we will also take into account student needs and vulnerabilities. This is currently in the research phase.

Staff should be the 'human in the loop' of any future AI use in the classroom.

Appropriate Uses of AI in School for Academic and Administrative Staff

Staff should use Copilot (signed in with a BMS ID) when they are using generative AI to help them prepare lesson resources or other admin tasks. BMS does not recommend using other AI services as we cannot be sure of the security of data on anything other than Copilot.

Staff should take care to make sure that what is being produced by Copilot has not been affected by hallucination (an AI making content up) or bias (for example, AI trained on Western centric data). All content which has been generated by AI should be checked. This is the responsibility of the user.

Copilot should always be used signed in with the @bedmod.co.uk ID to ensure that all data stays within our domain, and care should be taken to never put the personal information of staff or students into an AI. Staff should comply with GDPR legislation when inputting data into AI services.

Staff should not use AI to make **significant** decisions about individuals, one where algorithms are solely responsible (for example, grading an important piece of work for a qualification, or a grade that will be used in reporting data).

If staff are using AI to help grade or mark work, no personal information should be used, for example, race, ethnicity, gender or religion. Students must be informed that AI was used, for example, to grade a piece of work. This should always be verified by a human, and students or parents have the right to challenge that their work be reviewed by a human.

Staff should also consult the DfE document for further appropriate staff use:
<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

AI Notetakers and Meeting Protocols

AI notetakers should not be used as Microsoft do not supply software to do this. Therefore, the only tools that could be used would process data outside of our domain, meaning we have no control over what happens to the data. Meetings often have sensitive personal information in them and we should not risk this being outside our domain. Staff will let external attendees know upfront that AI notetakers should not be used, and if the other party insists, then staff have the right to exit the meeting.

Parental Communication and Transparency with AI Use

This policy will be communicated to parents, so they are aware of transparency in our use of AI and how we are approaching it as an organisation.

We will update parents with AI developments at BMS on the Parent Hub as required.

AI Misuse for Examinations

Our school abides by the JCQ AI Misuse Policy for examinations summarised below.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

AI Misconduct Policy

Any plagiarism or other forms of cheating will be dealt with under school policies.

Access to AI systems may be curtailed, even when allowed in your coursework.

BMS' policy on plagiarism and/or academic honesty still applies to any improperly cited use of human or AI generated work or submission of work by another human or AI as the student's own.

When it relates to NEA, students will be required to sign authentication statements, and any suspected misuse of AI will need to be reported to the relevant awarding body.

As of May 2025, JCQ are viewing the use of:

- Unreferenced AI as malpractice
- Referenced AI as non-malpractice, but preventing the student gaining any credit for its use in coursework.

CAIE's guidance on malpractice includes:

- Submitting AI-generated work without acknowledgement is considered malpractice and may be penalised.
- AI should not be used to enhance or create final work unless the syllabus explicitly allows it.
- Teachers must be able to authenticate the work as the student's own, unaided effort.

All cases of academic misconduct will in the first instance be referred to the Heads of Faculty.

A link to the up-to-date JCQ policy is provided <https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/> , and a link to the CAIE policy is <https://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-3-coursework-and-moderation/generative-ai-in-coursework/>.

Cyber Security

Robust cybersecurity protocols are in place for all authorised AI technologies, including encryption, access controls, and incident response procedures. All suspected or confirmed security incidents must be reported to the Data Protection Officer.

Before authorising any AI tool, the school will evaluate its security features, terms of service, and data protection policies as part of the DPIA process. Staff and students will be trained to recognise the importance of cyber security and the potential involvement of AI in cyber-crime.

Data Protection Impact Assessment (DPIA)

Before deploying new AI tools, a Data Protection Impact Assessment will be conducted (via a form available from SharePoint) to evaluate risks, benefits, and compliance with data protection legislation.

Any DPIA or assessment of the data protection aspects of the use of AI will include:

- The nature, scope, context and purposes of any processing of personal data and whether individuals are likely to expect such processing activities.
- Alternatives to the planned processing and justification for the chosen method.
- Indication where AI processing and automated decisions may affect individuals.
- Consideration of individual and group harms, including bias.
- Assessment of proportionality and fairness, with safeguards where possible.
- Analysis of algorithmic bias or inaccuracy.
- Comparison of human and algorithmic accuracy if AI replaces human intervention.
- Security threats and incident response.
- Stakeholder consultation.
- Consideration of special category data and rights under the Equality Act 2010.

Authorised AI Tools and Approval Process

A list of authorised AI tools is maintained and reviewed regularly. Staff wishing to use new AI tools must seek approval from the school, ensuring a DPIA is completed prior to use.

Authorised AI tools must only be used by staff for purposes such as:

- Drafting internal guidance, training and presentations
- Lesson planning
- Conducting research
- Developing code

- Providing summaries
- Idea generation
- Resource generation
- Marking work (in line with the above guidance)

All other purposes must be authorised in advance by the Senior Deputy Head.

Ethical Use and Environmental Considerations

AI systems will be used ethically, with attention to bias, accuracy, and human oversight. Environmental impact will be considered, using AI only when relevant and proportionate.

Definitions

- **Algorithm:** A rule given to an AI machine to perform a task.
- **Artificial Intelligence (AI):** An umbrella term for a range of algorithm-based technologies and approaches that often attempt to mimic human thought to solve complex tasks.
- **Agentic AI:** Bespoke AI which has specific guardrails which limit access to data / output
- **Generative AI:** AI that produces new content, such as images, text or computer code, based on large datasets.
- **Hallucination:** When AI presents information as fact when it is not.
- **Guardrails:** Restrictions and rules placed on AI systems to ensure they handle data properly and ethically.
- **Large Language Model (LLM):** A huge database of language knowledge that can write articles, answer questions or create realistic dialogue and is pre-trained on large amounts of data.
- **Natural Language Processing (NLP):** Technology that understands written and spoken language.

Links

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations>
- <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- <https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/> - JCQ
- <https://www.9ine.com/newsblog/the-unfiltered-impact-of-ai-kcsie-compliance-on-schools-in-2025>
- <https://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-3-coursework-and-moderation/generative-ai-in-coursework/> - CAIE

Appendix 1: 15 Age-Appropriate Design Principles

<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/childrens-information/childrens-code-guidance-and-resources/age-appropriate-design-a-code-of-practice-for-online-services/>

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