



## Newtown CofE Primary School

### AI Policy

|                    |               |         |                                                                       |
|--------------------|---------------|---------|-----------------------------------------------------------------------|
| Ratification Date: | February 2026 | Signed: | Mrs E Howlett (Headteacher)<br>Mrs Glynis Wright (Chair of Governors) |
| Reviewed           | July 2026     | Signed: | Mrs E Howlett (Headteacher)<br>Mrs Glynis Wright (Chair of Governors) |
| Next review        | February 2027 |         |                                                                       |

#### School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *"love one another as I have loved you"* (John 13:34), *"be strong and courageous... for the Lord your God is with you wherever you go"* (Joshua 1:9), and *"a friend loves at all times"* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other's gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *"Above all, love each other deeply"* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

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## 1. Vision Statements

At Newtown CofE Primary School, we use AI to

- Enhance learning opportunities
- Work smarter (spend more time on tasks that make the most difference to pupil outcomes)
- Prepare for the future.

This policy outlines our commitment to the responsible, secure, and fair implementation of AI throughout our school.

## 2. What is AI?

At Newtown CofE Primary School, all staff are supported in learning what AI is designed to do and where its limits lie.

- Currently, all AI are Narrow AI, specialised tools that perform one task (e.g., working with text, creating a photo, generating code).
- AI tools learn from training data, which can include both helpful patterns and hidden biases.
- Generative AI creates new content (text, images, etc.) based on patterns learned during training.
- AI can replicate human decision-making, including both strengths and flaws. Because of this, AI can unintentionally amplify bias, making human oversight and ethical use essential.
- AI is not sentient, it doesn't have feelings, intentions, or real understanding, and should not be treated as if it does.

## 3. AI principles list

**Our school's principles for using AI**

1. **AI should help, not harm:** we only use AI in ways that keep everyone safe, protect privacy, and support good learning.
2. **Humans make the final decisions:** AI might give us ideas or save time, but people, not machines, always make the essential choices.

3. **Learning comes first:** we only use AI if it makes lessons more interesting, helps people learn better, or makes school life run more smoothly.
4. **We'll keep it fair and honest:** everyone will know how AI is being used. We won't allow unfair treatment, and we'll check for mistakes or bias.
5. **You can speak up:** anyone in the school community can ask questions, raise concerns, or suggest new ideas about AI use. We'll listen and review regularly.

## 4. Task lists

**At Newtown CofE Primary School, we have thoughtfully agreed to use AI only for the purposes below. These uses reflect our commitment to responsible, pupil-centred innovation, including:**

- personalised learning: AI helps us provide the right support at the right time, helping each pupil thrive
- assessment and feedback: AI tools help teachers respond more quickly and personally to pupil progress
- curriculum support: lessons come to life with AI-enhanced resources that invite curiosity and exploration
- SEND support: we're using AI to make learning fairer and more flexible, for example, simplifying text for easier reading or enabling learners to listen instead of reading
- remote learning: AI adds value to homework and online learning, helping pupils stay connected and supported wherever they are
- administrative tasks: AI is used to ease workloads by helping with routine tasks such as transcribing meetings or scheduling communications.

The school encourages open dialogue about AI. any staff member can request a review or propose a new use by contacting the headteacher or digital/tech team. all suggestions will be considered carefully.

## 5. Avoiding bias

At Newtown CofE Primary School, we aim to ensure that AI is used in ways that promote fairness, respect, and inclusion. We know that generative AI systems learn from a vast mix of documents, some of which may include harmful views, such as sexism or racism. Our staff take care to check AI outputs and remove any biased content before it is shared. We are also aware that research has shown AI can treat pupils differently based on names that seem non-European. To avoid this, we remove names from AI prompts whenever possible so that all pupils are represented equally.

## 6. All stakeholders yearly reviews

At Newtown CofE Primary School we embrace the possibilities that technology brings, while thoughtfully considering its effects. We value a balanced approach to AI use and are dedicated to reviewing its impact each year. To ensure our decisions are well-informed and inclusive, we encourage everyone in our school community to share their perspectives on both the benefits and potential drawbacks they observe.

## 8. Staff responsibilities

Every member of staff has a responsibility to ensure that AI is used safely, ethically and effectively within the school. Staff must:

- use only the AI tools approved in this policy
- seek advice from the AI lead, data protection officer or Drift if they are unsure or require clarification
- use school data only with an approved AI tool, accessed via a school logon
- acknowledge the use of generative AI in any outward-facing material where relevant
- verify the accuracy and suitability of all AI-generated content before use.

## 9. Agreed AI tools

### Approved AI tools

The following AI tools have been reviewed and approved for data protection compliance. They are the only tools that staff are authorised to use at Newtown CofE Primary School.

- CoPilot
- ChatGPT
- The Key GPT
- Teachmate
- Canva
- Google AI

Staff are aware that only tool which is GDPR compliant is CoPilot. Information should not be uploaded to any other tool that could make the school or any children identifiable.

Use of any other AI tools, whether on school systems or involving school data stored or processed outside the school, is not permitted and may result in disciplinary action.

## 10. AI Usage Rules for Pupils (Aged 13+)

At Newtown CofE Primary School, children will be educated about the uses and dangers of AI but will not use tools themselves.

## 11. Guidance for writing an effective prompt

### Key elements for effective AI prompt creation in schools

- Persona – clearly state the position or perspective the AI should adopt.
- Goal definition – explain exactly what you want the AI to achieve.
- Target group – specify who the content or output is meant for.
- Clarity and precision – use unambiguous, direct language.
- Task description – outline in detail what you want the AI to do.
- Guidelines and limits – set clear parameters to shape the AI's response.
- Review and refine – adjust and improve the prompt to get more accurate results.

## 12 Glossary

| Term                         | Definition                                                                                                         |
|------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Artificial Intelligence (AI) | A field of computer science where systems are designed to perform tasks that typically require human intelligence, |

|                                           |                                                                                                                                                                      |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | such as understanding language, recognising images, making decisions, or generating content.                                                                         |
| Generative AI                             | AI tools that can create new content - text, images, audio, video, code - in response to a prompt or question. Examples include ChatGPT, DALL-E, Gemini and Copilot. |
| Prompt                                    | The instructions or questions given to an AI tool to guide its response. The quality and clarity of a prompt affect the output produced.                             |
| Machine learning                          | A type of AI where a system learns patterns from data to make predictions or decisions without being directly programmed for every task.                             |
| Training data                             | The information used to 'teach' an AI system. This data can include text, images, audio, or other types of information from many sources.                            |
| Bias                                      | When AI outputs show unfair preference or prejudice due to patterns in the training data. This can lead to discrimination or inaccurate results.                     |
| Data protection                           | Measures taken to ensure that personal information is collected, stored, and used lawfully and securely, in line with GDPR and school policies.                      |
| Personal data                             | Information that can identify an individual, such as their name, address, or date of birth.                                                                          |
| Sensitive data                            | A special category of personal data, such as medical information, racial or ethnic origin, or religious beliefs, which requires extra protection.                    |
| General data protection regulation (GDPR) | United Kingdom and European Union laws that sets rules for how personal data must be handled to protect people's privacy and rights.                                 |
| Open AI tool                              | An AI service available to the public through the internet. May store prompts and data entered into it.                                                              |
| Closed AI tool                            | An AI system restricted to authorised users, often running in a secure school environment, with stricter data controls.                                              |
| Human oversight                           | The process of checking and verifying AI outputs to ensure accuracy, fairness, and appropriateness before use.                                                       |
| Plagiarism                                | Presenting someone else's work, ideas, or words as your own without proper credit. AI-generated work can still be plagiarism if copied from other sources.           |
| Academic integrity                        | The principle of being honest and responsible in academic work, avoiding cheating, plagiarism, or unfair assistance.                                                 |
| Hallucination - AI                        | When an AI tool produces false, misleading, or made-up information as if it were fact.                                                                               |
| AI lead/leader                            | The designated member of staff responsible for overseeing safe, ethical, and effective AI use within the school.                                                     |
| AI tool approval                          | The process by which the school reviews and authorises AI systems for use, ensuring they meet safety, privacy, and educational standards.                            |

|                   |                                                                                                                               |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Ethical use of AI | Using AI in ways that are fair, transparent, and aligned with the school's values and safeguarding responsibilities.          |
| Safeguarding      | Protecting children from harm, including from risks posed by online tools and AI-generated content.                           |
| Digital footprint | The information about a person that exists online because of their activities which can be affected by how they use AI tools. |

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