



FOXHILLS FEDERATION ARTITIFICAL INTELLIGENCE POLICY

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What is AI?

At Foxhills Federation, we use artificial intelligence (AI) in practical and meaningful ways. To do this safely and effectively, it is important that all staff understand the uses of AI and its limitations.

Artificial intelligence refers to computer systems designed to carry out tasks that would normally require human intelligence, such as:

- generating text
- answering questions
- analysing information
- recognising patterns.

The AI currently used in schools is known as *Narrow AI*, meaning it is designed to perform specific tasks rather than think or understand in a human way.

AI systems learn by processing large amounts of training data. When this data is balanced and high quality, AI can be helpful and efficient. However, if the data reflects human bias, such as sexism or racism, AI outputs may reflect these biases too. For this reason, careful checking and professional judgement are always required.

Some AI tools, particularly large language models such as ChatGPT, Copilot, or Gemini, can also produce incorrect or misleading information, sometimes referred to as “hallucinations”. This usually happens when the system is unsure of the correct response but still generates an answer that appears confident.

AI is not sentient. It does not have thoughts, feelings, intentions, or understanding. Although it can appear intelligent or human-like, it is simply predicting outcomes based on patterns in data. Staff at Foxhills Federation remain responsible for checking the accuracy, appropriateness, and ethical use of any AI-generated content.

AI Principles List

At **Foxhills Federation**, the use of artificial intelligence is guided by the following principles:

1. **Ethical and safe use**
AI technologies will be used in ways that prioritise pupil safeguarding, uphold data protection requirements in line with UK General Data Protection Regulation (UK GDPR), and respect the rights, dignity, and wellbeing of all members of the school community.
2. **Human oversight and accountability**
All AI-assisted outputs and decisions will be subject to professional judgement. Staff remain fully responsible for all educational, safeguarding, and administrative outcomes, and AI will not replace human decision-making.
3. **Educational value first**
AI will only be used where it demonstrably enhances learning, supports inclusion, improves teaching quality, or increases administrative efficiency, enabling staff to focus more effectively on pupil outcomes.
4. **Transparency and fairness**
The purpose, use, and limitations of AI tools will be communicated clearly to staff, pupils, and other stakeholders. Potential bias, inaccuracy, or unintended impact will be actively monitored and addressed.
5. **Review and adaptation**
The use of AI within Foxhills Federation will be reviewed regularly. Clear routes will be in place for staff, parents, and pupils to raise concerns, suggest improvements, or propose new uses of AI as technology and practice evolve.

Approved Uses of AI at Foxhills

At Foxhills Federation, teachers and staff begin with their own professional judgement and the Federation's agreed curriculum, inclusion, and school mapping. Artificial intelligence is used only to support this work, helping to refine ideas, improve accessibility, and reduce workload. AI does not replace planning, teaching, assessment, or decision-making.

AI may be used to support teachers and administrative staff with the following tasks:

- supporting lesson planning, where teachers already have the initial idea from curriculum maps and long-term plans, by helping to refine structure, activities, or sequencing
- supporting the creation of draft assessment or test questions, aligned to planned learning outcomes
- generating sentence models, vocabulary suggestions, or examples to support literacy teaching
- supporting teachers to create starting drafts of lesson overviews, units of work, or sequences, based on existing school planning
- assisting with draft wording for learning objectives and success criteria
- supporting all learners, including those with special educational needs and disabilities (SEND), by helping staff adapt or simplify learning materials, provide alternative formats (such as speech-to-text or text simplification), and improve accessibility, always under adult direction

- supporting the drafting of end-of-year report statements, which are always checked, personalised, and finalised by teachers
- assisting with administrative tasks, such as drafting emails and letters for staff adaptation
- summarising documents, guidance, or meeting notes to support understanding and workload reduction
- supporting the creation of draft policies or documents as a starting point for professional review
- producing summaries, outlines, or action points to support planning, reporting, and administration
- supporting the drafting of initial objectives or actions for plans and reports, based on school priorities

All AI-supported work is reviewed, adapted, and approved by staff. Responsibility for accuracy, safeguarding, inclusion, and professional judgement always remains with the adult user.

Staff are encouraged to suggest additional uses of AI that align with the Federation's vision and principles. Requests should be submitted to the Headteacher or AI Lead and will be considered as part of the policy review process.

Avoiding Bias

At Foxhills Federation, we recognise that generative AI systems are trained on large amounts of human-created content. While this can provide useful information and support, it may also reflect outdated or harmful biases, including sexism, racism, or other forms of discrimination, which we do not wish to reproduce within our school community.

Staff are committed to carefully reviewing all AI-generated outputs to identify, challenge, and address any potential bias before use. Research has shown that AI systems can sometimes generate different responses based on factors such as assumed gender, ethnicity, or cultural background. To reduce this risk and promote fairness, staff remove identifying information, such as pupils' names, when using AI where appropriate.

AI is used only as a support tool, and professional judgement always remains with the adult user. Staff consider the context, accuracy, inclusivity, and suitability of AI-assisted content, ensuring it reflects the Federation's values, supports safeguarding, and promotes equality for all pupils, including those with special educational needs and disabilities (SEND).

Through this approach, Foxhills Federation aims to ensure that AI supports fair, respectful, and inclusive practice, without reinforcing bias or inequality.

All Stakeholders Yearly Reviews

At Foxhills Federation, we see technology as a powerful tool that brings both opportunities and challenges. We are committed to regularly reflecting on how AI supports our educational goals, ensuring we make informed decisions that benefit our whole school community.

Each year, we invite all staff, pupils, parents, carers, and governors to contribute their insights and experiences to help us assess both the advantages and potential concerns of AI use.

Staff Responsibilities

All staff at Foxhills Federation have a responsibility to ensure that artificial intelligence is used safely, ethically, and effectively within the Federation.

Staff must:

- use only the AI tools approved and listed in this policy when working with school data
- seek advice from the AI Lead, Data Protection Officer, or IT support if they are unsure or require clarification
- ensure that school data is used only with approved AI tools, accessed via a school logon
- acknowledge the use of generative AI in outward-facing or public-facing materials where relevant
- carefully check, verify, and adapt all AI-supported content to confirm accuracy, suitability, and appropriateness before use

All staff remain professionally responsible for the outcomes of their work. AI is used only to support tasks and decision-making and does not replace professional judgement, safeguarding responsibilities, or accountability.

Agreed AI Tools

When working with **school data**, only the AI tools listed below may be used at **Foxhills Federation**:

- Microsoft Copilot- Designed for staff productivity (planning, admin, communication) and integrates with Microsoft 365: Key strength: data stays within your school's environment → stronger GDPR compliance and governance
- Google Gemini (Education licences), designed for education settings as it can be used with pupils (with controls): Key strength: data not used for training + built-in safeguards

Staff may use other AI tools for professional purposes **only where no school data is uploaded, shared, or processed**, and where no information is entered that could identify pupils, staff, or the Federation.

The use of an AI tool not listed above to process, store, or share school data or personal information may result in a breach of UK General Data Protection Regulation (UK GDPR) and school data protection policies. Any such breach will be treated seriously and managed in line with data protection procedures and, where necessary, disciplinary processes.

Use of Artificial Intelligence with Pupils (Primary Context)

At Foxhills Federation, pupils do not currently access generative artificial intelligence tools independently. This reflects the age of our pupils, safeguarding considerations, and the age restrictions and data protection requirements associated with many AI tools.

The Federation recognises that children may already encounter forms of artificial intelligence in everyday life, including within educational software, online services, and games. As such, pupils are supported to learn about AI in an age-appropriate way, including understanding what AI is, where it may be encountered, and the importance of safe and responsible use of digital technologies.

Any exposure to AI within teaching and learning at Foxhills Federation is:

- planned and led by adults
- closely supervised
- appropriate to pupils' age and stage of development
- delivered through school-approved, safeguarding-compliant platforms, where applicable

Teachers may use AI to support learning, for example by generating or adapting materials, which pupils then use, review, or discuss. In these instances, pupils interact with the learning content rather than directly with the AI tool itself.

The Federation continues to explore how AI might be introduced safely and responsibly in the future, should suitable, child-appropriate tools become available.

Any future pupil use of AI would require:

- appropriate safeguarding measures
- compliance with data protection law
- clear adult supervision
- alignment with the Federation's values and educational aims
- consultation with parents and carers

This section of the policy will be reviewed regularly in line with technological developments, national guidance, and the needs of the school community.

Appendix One: Guidance for Writing an Effective Prompt

When creating prompts for AI tools at **Foxhills Federation**, staff should follow these best-practice principles to ensure outputs are accurate, appropriate, and useful:

- **Persona** – instruct the AI to adopt a role relevant to the task, for example a teacher, administrator, or curriculum planner
- **Objective** – clearly state the purpose of the task and what the AI is being asked to support
- **Audience** – identify who the output is for, such as pupils, staff, or parents and carers
- **Specificity** – use clear, precise language so the AI understands exactly what is required
- **Activity** – provide detailed instructions about the task or type of output needed
- **Boundaries** – define any limits, constraints, or requirements, including safeguarding and age-appropriateness
- **Iteration** – review the output carefully and refine the prompt if needed to improve quality and relevance

All AI-generated outputs must be reviewed and adapted by staff before use. Responsibility for accuracy, safeguarding, and professional judgement remains with the adult user at all times.

Appendix Two: Acknowledging the Use of AI

There is currently no legal requirement in the UK for schools to declare the use of artificial intelligence in documents. However, Foxhills Federation values transparency and openness in its communication with parents, carers, governors, and the wider community.

At present, no document produced by Foxhills Federation is entirely generated by AI. Where AI has been used to support drafting or improve clarity, staff remain responsible for reviewing, editing, and approving the final content.

Where appropriate, outward-facing documents may include an acknowledgement statement such as:

“AI- assisted draft, amended, updated and approved by staff”

The purpose of these acknowledgements is to promote transparency and trust, while reinforcing that all published materials remain subject to professional judgement and accountability by staff.

Appendix Three: 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 — such as text, images, audio, video, or code — in response to a prompt or question. Examples include ChatGPT, DALL·E, Gemini, and Copilot. All generative AI systems are examples of artificial narrow intelligence.
Artificial General Intelligence (AGI)	A theoretical type of AI that can understand, learn, and apply knowledge across a wide range of tasks at a level equal to or exceeding that of a human. Currently, no Artificial General Intelligence exists.
Artificial Narrow Intelligence (ANI)	AI systems designed to perform a specific task or a limited range of tasks with high efficiency and accuracy. ANI does not possess general reasoning or understanding beyond its programmed purpose. All current AI systems are ANI.
Prompt	The instructions, questions, or information given to an AI tool to guide its response. The quality and clarity of a prompt affects the output produced.
Machine Learning	A type of AI where a system learns patterns from data to make predictions or decisions without being explicitly programmed for every task.
Training Data	The information used to ‘teach’ an AI system. This may include text, images, audio, or other data from a wide variety of 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 a name, address, date of birth, or online identifier.
Sensitive Data	A special category of personal data, such as medical information, racial or ethnic origin, or religious beliefs, which requires additional protection under law.
General Data Protection Regulation (GDPR)	United Kingdom and European Union legislation that sets rules for how personal data must be handled to protect people’s rights and privacy.

Open AI Tool	An AI service available to the public via the internet. These tools may store prompts and user inputs and, in some cases, use them for model training.
Closed AI Tool	An AI system restricted to authorised users, usually operating within a secure environment such as a school or organisation, with stricter data controls.
Human Oversight	The process of checking, reviewing, 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 content may still constitute plagiarism if copied or misrepresented.
Academic Integrity	The principle of completing work honestly and responsibly, without cheating, plagiarism, or inappropriate assistance.
Hallucination (AI)	When an AI system produces information that is false, misleading, or fabricated, but presented as if it were accurate.
AI Lead / AI Leader	The designated member of staff responsible for overseeing safe, ethical, and effective use of AI within the school or Federation.
AI Tool Approval	The process by which a school reviews and authorises AI systems for use, ensuring they meet safeguarding, privacy, and educational requirements.
Ethical Use of AI	Using AI in ways that are fair, transparent, inclusive, and aligned with the school's values and safeguarding responsibilities.
Safeguarding	Measures taken to protect children from harm, including risks posed by online tools, digital content, and AI-generated material.
Digital Footprint	The information about a person that exists online as a result of their digital activity, which can be affected by how AI tools are used.
