



Name of School:	Hiltingbury Infant School
Name of Responsible Headteacher:	Mrs Phillippa Longman
Name of Governor Liaison	Mr Matt Bifield
Date Reviewed:	March 2026
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## Artificial Intelligence (AI) Policy

### Statement of Principles

At Hiltingbury Infant School, staff approach the use of artificial intelligence (AI) systems with care, responsibility, and professional integrity. AI is used to complement—not replace—the expertise, skills, and judgement of educators. Staff are committed to fairness, respect, and inclusion, actively working to ensure the security of information and to reduce potential bias in AI outputs.

Staff are encouraged to use AI creatively and constructively to enhance teaching, generate high-quality educational resources, support learners in developing awareness of how generative AI works, and streamline administrative tasks. All use must prioritise safety, accuracy, and ethical responsibility.

### Guiding Principles for AI Use

- Use only approved tools
- Strictly no identifying pupil or staff information/data to be used in any AI environment.
- AI systems must be used in a manner that treats all individuals fairly and avoids bias or discrimination.
- AI use should empower staff and learners, supporting inclusion and engagement.
- AI tools must be used transparently, with outputs that are understandable and appropriate.
- AI complies with ethical standards and legal obligations.
- AI-generated content should be reliable and safe for its intended use.
- Protect Privacy and data protection of pupils, staff, families, and governors at all times when using AI systems.
- Staff are fully accountable for the use of AI tools and any content generated with them.
- Staff are empowered to correct and overrule AI Suggestions and share when AI is used.
- Staff are aware of the environmental impact of AI use and only use when necessary or the best option (See footnote).
- While AI can support the creation of content, the staff member remains responsible for reviewing, verifying, and approving all final outputs to ensure accuracy, reliability, and fairness

### AI Definitions

- **Machine Learning (ML):** Algorithms that learn from data and improve over time.
- **Natural Language Processing (NLP):** AI systems that understand and generate human language (e.g. virtual assistants like Siri or Alexa).
- **Large Language Models (LLMs):** Advanced AI trained on extensive datasets (e.g. Microsoft Copilot and ChatGPT) that can generate original content.
- **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 learning capabilities beyond its programmed domain.
- **Generative AI:** AI tools that can create new content in response to a prompt or question. All generative AI systems are examples of artificial narrow intelligences

## **Pupil Use of Generative AI Systems**

Pupils are **not permitted** to use AI systems directly. However, learners are taught how AI systems function to support digital literacy and critical thinking.

## **Staff Use of Generative AI Systems**

Staff are encouraged to use **Microsoft Copilot** within the school's **Microsoft 365** environment, which offers enhanced security and privacy controls. Any use of data relating to individuals in the school community (pupils, staff, families) **must** be carried out exclusively via Microsoft Copilot, signed in using a **school-linked** Microsoft 365 account.

Staff may also use the AI features integrated into the school's **Arbor** MIS system.

Staff must request and receive permission from the **Senior Leadership Team** before using any tools other than Microsoft Copilot. Where a login is required, staff **must** use their school-issued Microsoft 365 credentials.

Other generative AI tools (e.g. ChatGPT, Suno, Gemini, Notebook LM) may be used with permission from the **Senior Leadership Team** for tasks that do not involve identifiable personal data.

## **Staff Approved Uses of Generative AI Systems**

**To enhance teaching and learning across the school and improve pupil outcomes.**

- 1) Simplify Texts for accessibility, especially to support learners with SEND or lower attainment, potentially in combination with Widget.
- 2) Draft lesson plans and support planning for individual lessons or full units of work.
- 3) Generate Learning Resources including
  - a) Dictated text for weekly spelling tests.
  - b) Creating custom and copyright-free images for lessons
  - c) Creating assessment and test questions.
  - d) Creating example sentences or grammar exercises.
  - e) Drafting planning overviews and learning objectives.
  - f) Creating songs to enhance curricular subjects.
  - g) Designing home learning activities or prompts.

**To support staff by reducing workload through efficient use of AI systems, allowing them to utilise time more effectively for human led tasks.**

- 1) Summarise documents and draft communications.
- 2) Drafting letters, emails, reports and announcements.
- 3) Creating question sets and summaries from extended texts.
- 4) Designing notepads linked to school documents (e.g. planning, policies, curriculum content).
- 5) Drafting objectives and criteria for school development plans or performance management.
- 6) Summarising online documents, school documents and policies.
- 7) Generating multimedia versions (audio/video) of policy documents.
- 8) Prompt Design: Staff Training

Staff must obtain approval from the **Senior Leadership Team** before using AI systems for any approved uses not listed above.

These approved uses will be reviewed and expanded in consultation with staff.

## **Responsible Use: Staff Expectations**

Each time staff use AI systems, they must:

- Evaluate outputs for accuracy, clarity, and suitability.
- Cross-check facts, data, and quotations with trusted sources.
- Edit prompts or follow-up questions to improve AI-generated content.
- Tailor AI outputs to meet the specific needs, tone, and context of the school.
- Remember that AI should serve as a support tool, not a substitute for professional expertise.
- Take full responsibility for any content produced with the aid of AI.

## **Crafting AI Responses**

Staff are trained to consider the following elements when crafting effective prompts:

- **Persona** – Define a role or perspective for the AI to take.
- **Objective** – State clearly what is being asked of the AI.
- **Audience** – Specify who the content is intended for.
- **Specificity** – Use clear, precise language.
- **Activity** – Describe the task and learning context in detail.
- **Boundary** – Set clear limits or structure for the AI's response.
- **Iteration** – Be prepared to refine and re-prompt to improve output.

## **Environmental and Ethical use of AI**

When using AI all staff must consider:

### **Energy and Carbon Footprint**

- A single AI text query consumes about 0.24 to 0.36 watt-hours (Wh) of electricity.
- A single query emits between 0.03 and 0.3 grams of carbon dioxide. Some older models emit up to 4–6 grams.
- This is equivalent to powering a low-energy lightbulb for 20 minutes or watching 9 seconds of television.
- Generating text via AI can cost about 30 times more energy than searching and extracting text.

### **Water Usage**

- A 100-word email or response generated by AI consumes about 0.5 litres of water for cooling servers.

### **Key Factors Influencing Cost**

- Simple text queries use less energy than complex queries.
- AI-assisted image generation is more energy-intensive than text generation.
- Datacentres powered by coal produce higher emissions than those using renewable energy.