BRITISH SCHOOL
MUSCAT

Generative AI Policy

Date

September 2026

Document Control

Document Title	Generative AI Policy
Document Author	Dan Comber
Document Owner & Role	Dan Comber - Deputy Head teacher Senior School
Publication Date	November 2024
Review Date	September 2026
Authorised By	
Version	1.2
Related documents	Safeguarding Children and Child protection policy and procedures Promoting Positive Relationships & Behaviour Policy (Primary & Senior)

Change History

Version	Date	Author	Rationale / Changes
1.2	September 2026	D Comber	Annual policy review to reflect KCSIE 2026, current DfE guidance and developments in AI. Updated safeguarding, assessment, pupil use, data/privacy and age-appropriate use sections. AI responsible-use expectations have been aligned with the existing BSM ICT Acceptable Usage Policy. The ICT Acceptable Usage Policy will be reviewed separately to reflect developments in AI and digital technology. Removed references to standalone AI Responsible User Agreements and associated appendix, as these are not currently operated as separate BSM documents. Streamlined appendices by removing duplicated, outdated and operational guidance; retained or linked to current standalone BSM documents where appropriate. Updated external references and terminology.
1.1	07 January 2026	D Comber	Minor document administrative updates to wording/dates Updated 2.2 UK guidance following release of DfE guidance Dec '25 Updated 3.1 to reflect Google workspace usage across BSM

			Updated 3.2 updates to responsible user agreements

Distribution

This policy will be linked within the **BSM Staff Handbook** and **Senior School Shared Drive**. Printed copies are *uncontrolled* and for reference only.

Review Cycle

This policy will be reviewed **annually** or earlier if significant changes occur in regards to AI development, curriculum, inspection standards, or strategic direction.

Generative Artificial Intelligence Policy: British School Muscat

Contents

Change History **2**
Distribution 3
Review Cycle 3
Section 1: Policy statement **6**
1.1 Defining Generative AI 6
1.2 British School Muscat Commitment 6
1.3 Policy design 6
1.4 Responsible Use of AI within British School Muscat 7
1.5 Collective responsibility 8
Core Principle: AI and safeguarding **9**
2.1 Safeguarding and Generative AI 9
2.2 UK AI regulatory principles & Department for Education Guidance 9
2.3 Oman and Artificial Intelligence 10
Core Principle: Responsible use **11**
3.1 Use of Generative AI and Artificial intelligence at British School Muscat 11
3.2 Limitations of Generative AI & Artificial intelligence 11
3.3 ICT Acceptable Usage Policy 11
3.4 Responsibilities 12
3.5 Using Generative AI content in academic work, citation & referencing 12
3.6 AI Misconduct by students 13
3.7 Handling Incidents of AI misuse in assessments 13
3.8 How breaches of AI and misuse of AI will be managed 13
Students 13
Staff 14
3.9 Consequences of misuse of Generative AI by students 14
3.10 Consequences of misuse of Generative AI by staff 14
3.11 Examples of AI misuse 14
Core Principle: Educational Enhancement **15**
4.1 AI to enhance Education 15
4.2 Using Generative AI/Artificial Intelligence at British School Muscat 15
4.3 Use of Generative AI to support teaching, administrative and core work 15
4.4 Usage of AI by students of British School Muscat 16
Core Principle: Data Privacy and Ethical considerations **18**
5.1 Data Privacy and security at British School Muscat 18
5.2 Generative AI software and age guidance 19
5.3 Age Appropriateness 19
5.4 Safety and Ethical considerations 20
5.5 Bias 20
5.6 Misinformation and Impersonation 20
5.7 Marketing 20

5.8 Security and personal data 21
Section 6: Framework for Generative AI at BSM **22**
6.1 Training and CPD for staff of British School Muscat 22
6.2 Development of AI and Opportunities at BSM 22
6.3 Update/review to this policy 23
Section 7: Associated information and Appendices **24**
Appendix 1: Acceptable usage of ICT 24
Appendix 2: Use of pupil images, video and media 24
Appendix 3: Safeguarding 24
Appendix 4: Guiding sources & policy links 24

Section 1: Policy statement

The British School Muscat ("BSM"/"the school") Generative AI Policy establishes the school's approach to integrating Generative Artificial Intelligence (GenAI) within an educational setting.

As a school, our responsibility is to protect our students and colleagues first and innovate second. Safeguarding of students, colleagues and all within our BSM community is paramount and is woven into this policy.

With guidance from governmental, educational and technological entities including The Department For Education, UNESCO, BSM believes Generative AI can complement, rather than replace, critical and creative thinking. Ensuring adherence to ethical parameters like intellectual property rights, data protection, and filtering inappropriate content is paramount.

This policy will be reviewed to ensure alignment with BSM's mission, vision and values alongside supporting guidance from external organisations such as the DFE (The Department for Education, UK) and JCQ (Joint Council for Qualifications).

1.1 Defining Generative AI

Generative AI refers to artificial intelligence systems that create content, such as text, images, music, and videos, based on learned data patterns.Notable examples include OpenAI's GPT for text, DALL-E for images, SORA for text-to-video, Claude by Anthropic and Google's Gemini for multimodal outputs.

1.2 British School Muscat Commitment

BSM is committed to leveraging Artificial Intelligence where appropriate in order to improve educational outcomes while upholding our safeguarding and ethical responsibilities.

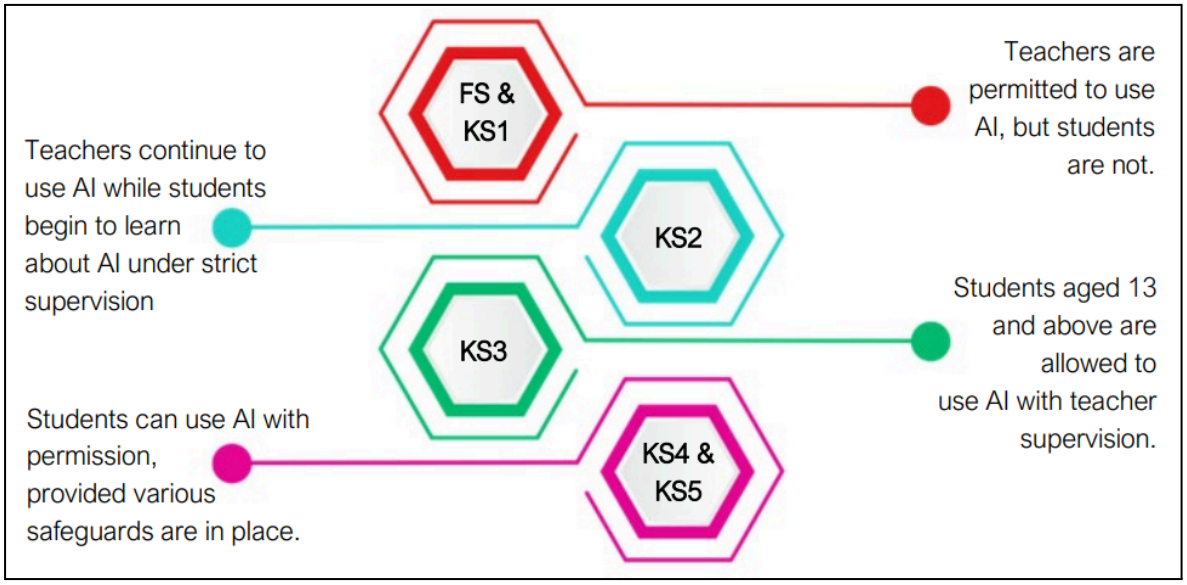
1.3 Policy design

This policy is developed in accordance with known legislative frameworks at time of writing, including UK/EU AI regulatory principles, the UK GDPR, and relevant known regulations of Oman. These frameworks enable the development of **four core principles**

1. Safeguarding**:** The welfare of our students and staff is our top priority. This policy emphasises the ethical use of AI, with strict adherence to safeguarding protocols.
2. Responsible Use: All stakeholders must engage with AI responsibly, acknowledging its potential biases and limitations.
3. Educational Enhancement: AI is a tool to support lifelong learning, self-agency, and critical thinking, aligning with our commitment to nurturing students who are best for the world.
4. Data Privacy & Ethical Considerations: Data privacy is paramount. The use of AI must comply with all relevant data protection laws and our internal data governance policies. Ethical considerations, including transparency, accountability, and

responsible usage, will guide in ensuring that all AI tools and applications are applied with integrity and respect for individual rights.

1.4 Responsible Use of AI within British School Muscat



Key stage	Use of AI	Information/Curriculum
FS/ Key Stage 1: students	Teacher may use and is in the driving seat Students should not be accessing AI	• Students may learn around AI and discussions may be had
Key Stage 2: students	Teacher may use and is in the driving seat Students should not be accessing AI	• Year 6 curriculum time based on internet safety and digital intelligence
Key stage 3: students	Below age 13 advised not to access AI services From age 13+ with supervision/permission from teachers in curriculum time	• Comply with BSM AI Policy, HSA and ICT acceptable usage Policy • PSHE sessions delivered • Information sessions provided • Recognise students under age of 13 may have AI services available on home laptops
Key stage 4 & 5: students	Yes with permission from teachers as per Key Stage 3	• Comply with JCQ regulations, BSM AI Policy, HSA and ICT acceptable usage Policy • PSHE/information sessions delivered
Staff of BSM	Yes	• Comply with BSM Code of Conduct, BSM AI Policy, ICT acceptable usage Policy • Information sessions and CPD • Awareness of BSM policies on safeguarding and behaviour

1.5 Collective responsibility

Generative artificial intelligence (GenAI) tools are now widespread and easy to access, their power and scope will only continue to evolve. AI has many uses to help pupils learn and for colleagues to enhance the learning environment. However, Generative AI also has the potential to cause harm to others. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.

- British School Muscat will consider any instances where the use of AI to harm or misuse AI against our pupils, staff or school as a breach of our behaviour policy and associated agreements. We will consider each instance inline with our behaviour policies and code of conduct.

- Staff are to be aware of the benefits and risks associated with the use of AI tools. It is our collective responsibility to ensure where AI tools may be used, they are done so in a responsible and safe manner, where risk is mitigated as much as is reasonable.

- All parents, staff, students and the wider community to be provided with clear guidance about the responsible use of AI through appropriate communication channels

- Throughout the academic year there will be opportunity for students of BSM to participate in assemblies, activities and tutor lessons which explicitly cover responsible use of AI in and out of school.

- All staff are responsible for reading and understanding this BSM Generative AI policy

- All leaders are responsible for ensuring their staff team read, understand and follow this policy before implementing the use of AI technology with students

Core Principle: AI and safeguarding

2.1 Safeguarding and Generative AI

Artificial intelligence, including Generative AI, presents both opportunities and safeguarding risks. AI systems may generate inaccurate, inappropriate or harmful content and may be used to create or manipulate images, audio, video and other media in ways which may cause harm.

In line with the online safety principles outlined in Keeping Children Safe in Education (KCSIE) 2026, British School Muscat recognises that AI related safeguarding risks may arise through

- **Content**: exposure to harmful, inappropriate, misleading or false AI generated content, including misinformation, disinformation and sexually explicit material
- **Contact**: harmful interaction with other users or with AI applications that simulate conversation, relationships or human interaction
- **Conduct**: inappropriate or harmful use of AI by individuals, including impersonation, harassment, bullying, creation or sharing of deepfakes and AI generated or manipulated sexual imagery.
- **Commerce**: Ai enabled scams, fraud, phishing or other activity intended to exploit or financially harm individuals.

AI generated or AI manipulated content can appear highly realistic. Students and staff should therefore consider the authenticity and source of digital content and report concerns to the DSL (Designated Safeguarding Lead) where AI may have been used to cause harm, deceive, impersonate or exploit another person.

British School Muscat will support awareness of these risks through:

- The BSM Generative AI Policy and associated safeguarding and behaviour policies as available via BSM school website, staff intranet and staff handbooks.
- Safeguarding training and relevant professional development
- Age appropriate student education through curriculum, PSHE, assemblies and other appropriate avenues
- Information and guidance for parents/the community throughout the academic year as appropriate

All staff at British School Muscat remain responsible for safeguarding and following BSMs procedures. Any concern involving AI which may place a child at risk must be treated as a safeguarding concern and reported through BSMs safeguarding procedures.
Safeguarding Children and Child Protection Policy and Procedures

2.2 UK AI regulatory principles & Department for Education Guidance

The Department for Education (DfE) and Keeping Children Safe in Education 2026 provide the key safeguarding and operational framework for schools using Artificial intelligence. The

use of AI should sit within existing responsibilities for safeguarding, online safety, data protection, curriculum quality and professional accountability

The DfE's formal policy paper, Generative artificial intelligence (AI) in education, establishes a "pro-innovation, safety-first" approach. The key principles required for compliance are:

- **Professional Judgement:** AI tools must strictly support, not replace, the professional judgement of qualified teachers.
- **Human in the Loop:** Educators must verify the accuracy and appropriateness of all AI-generated content before it is used with students.
- **Age Appropriateness:** Schools must comply with age restrictions and terms of use of individual AI products.
- **Data Privacy:** Personal or special category data should not be entered into AI systems unless the specific tool and purpose have been approved by the school, appropriate safeguards are in place, and use complies with applicable Omani data protection requirements and relevant BSM procedures.
- **Teacher/Pupil:** Technology, including AI, should not replace the important relationship between teachers and pupils

This policy uses the following UK statutory guidance and advice for key principles:

- Keeping Children Safe in Education (KCSIE) 2026
- Generative artificial intelligence (AI) in education
- How Ofsted looks at AI during inspection and regulation (2025).
- The Data Protection Act 2018
- Meeting digital and technological standards in schools and colleges.
- AI Use in Assessments: your role in protecting the integrity of qualifications

2.3 Oman and Artificial Intelligence

British School Muscat operates within the legal and regulatory framework of the Sultanate of Oman. The school will continue to monitor developments in national Artificial Intelligence policy, data protection and digital regulation, including guidance issued by the Ministry of Transport, Communications and Information Technology (MTCIT). The establishment of an AI law that aligns with Oman vision 2040 is a key objective of the Ministry.

Where appropriate, BSM also draws on UK Department for Education, KCSIE and JCQ guidance as benchmarks for educational practice.

Core Principle: Responsible use

3.1 Use of Generative AI and Artificial intelligence at British School Muscat

Generative AI and Artificial intelligence should be considered as tools which support, rather than replace lifelong learning, self-agency, knowledge and interaction with diverse resources and individuals. BSM is focused on nurturing students to be ***Best For the World*** and ensuring students, colleagues and the community are empowered and enabled to achieve that goal.

Users may want to consider Generative AI as the copilot toward this goal.

British School Muscat is a Google workspace environment. BSM accounts (ending with @britishschoolmuscat.com) have access to the use of Gemini AI from Google however not all accounts are enabled with access to AI tools - for example Primary school students.

Google workspace and its associated tools - including Google Gemini - are the recommended platforms for use throughout British School Muscat in relation to AI content, data handling and school based information.

3.2 Limitations of Generative AI & Artificial intelligence

Generative AI, while innovative, is noted as having limitations including potential biases in generated content, inaccuracies, and a lack of nuanced understanding. It should be used responsibly, with human oversight, to complement educational objectives, ensuring ethical use and alignment with British School Muscat values.

3.3 ICT Acceptable Usage Policy

British School Muscat has an ICT Acceptable Usage Policy which establishes expectations for the safe, responsible and appropriate use of school technology, systems, networks, online services and data by students and staff.

The use of Generative AI and Artificial Intelligence at BSM sits within these wider expectations. This AI Policy provides additional requirements specific to Artificial Intelligence, including safeguarding, data privacy, academic integrity, age-appropriate use and human oversight.

All members of the BSM community using AI through school systems, accounts or for school-related purposes are expected to comply with this policy alongside the ICT Acceptable Usage Policy and other relevant BSM policies. The ICT Acceptable Usage Policy will be reviewed separately to ensure that its provisions continue to reflect developments in Artificial Intelligence and digital technology.

3.4 Responsibilities

All members of the British School Muscat community are responsible for safeguarding and ensuring responsible usage of Artificial Intelligence and Technology.

- **Governance:** Ensure balance between innovation and risk, overseeing AI policy implementation and monitoring.
- **School Leadership:** Provide resources and support for AI policy adherence.
- **Teachers:** Integrate AI responsibly in classrooms, emphasising ethical use.
- **Administrative Staff:** Ensure AI compliance with data privacy and security policies.
- **Students:** Use AI in line with this policy and the ICT acceptable usage Policy.
- **Parents/Guardians:** Support ethical AI use, in accordance with school policies.

3.5 Using Generative AI content in academic work, citation & referencing

Students may cite AI and Generative AI in their academic work where advised it is acceptable to use Generative AI. However, students should ensure a diversified array of sources, not solely relying on Generative AI output.

JCQ guidance and regulations will provide clarity on referencing AI usage in assessments. This is updated yearly and shared to all students, colleagues and parents. This information will be found on the JCQ website as linked: AI Use in Assessments

- It is essential for students to reference sources they have used when producing assessed work.
- Where students have used Generative AI for assessed work, students must acknowledge its use and show clearly how it was used.
- Students and staff should be clear that AI-generated content is not subject to the same academic scrutiny as other published sources and therefore they must exercise caution.
- Where Artificial intelligence tools have been used as a source of information, students must acknowledge its use and show the sources, name of the AI and the date this content was generated.
- Further guidance regarding citation and referencing can be found in the JCQ guidelines highlighted above.

Access to Generative AI during web-based learning sessions is understood, with the overarching aim to foster creativity, ethical and critical thinking, instead of merely generating answers or products through AI, which could overshadow students' analytical capacities.

For assessments carried out in non-examination settings, AI generated content may be used if correct sourcing and referencing is made clear from the student. It is at the teacher's discretion to indicate if AI may be used for a particular task.

Awareness regarding sourcing and referencing should be disseminated by teachers, Heads of Department or Senior Leadership teams as appropriate.

3.6 AI Misconduct by students

Students of British School Muscat are prohibited from using AI to create and/or distribute content that is discriminatory, harmful, offensive or intentionally biassed.

Students of British School Muscat who fail to use Artificial Intelligence tools responsibly may be subject to sanctions as per the school behaviour policy. Sanctions may be further applied by an external body dependent on the nature of what has occurred.

With regard to NEA (non examined assessment), pupils will be required to sign authentication statements as provided by the exam awarding body. Any suspected misuse of AI will need to be reported to the relevant awarding body.

Where misuse of AI has occurred:

- The School will take all reasonable precautions to ensure digital safety.
- Students are aware of consequences and how breaches of AI policy will be handled as indicated in *3.7 Handling incidents of AI misuse and 3.8 How breaches of AI and misuse of AI will be handled*

3.7 Handling Incidents of AI misuse in assessments

British School Muscat abides by the JCQ AI Use in Assessments: protecting the integrity of qualifications

Artificial Intelligence tools including Generative AI may only be used when the conditions of the assessment allow for the use of the Internet and when students can show independent thought and demonstrate their process of using AI if asked.

British School Muscat may use a range of evidence when considering the authenticity of student work, including teacher professional judgement, comparison with previous work,drafts or version history, discussion with the student and where appropriate JCQ supported AI detection tools. In line with JCQ guidance, AI detection tools must not be treated as conclusive evidence of AI misuse in isolation and should form part of a holistic consideration of the available evidence.

Misuse of AI to generate examination coursework/NEA or any piece of work which may contribute to a student's final examination grade will be addressed according to JCQ Guidelines

3.8 How breaches of AI and misuse of AI will be managed

Students

Where a student is suspected to have breached the terms of responsible usage and Generative AI policy we will follow the steps and guidance as directed by *BSM Promoting Positive relationships & behaviour policy* as appropriate to the age of the students

Sanctions for inappropriate usage will be in line with the school's behaviour policy. Crucial to our system of sanctions is the principle of proportionality. A record of any reported breach or incident will be recorded in CPOMS.

Staff

Where a staff member of British School Muscat is suspected to have breached the terms of ICT acceptable usage and/or Generative AI policy, BSM will refer back to the guidance as found in our BSM staff handbook and where necessary the BSM disciplinary policy.

- Incidents and breaches will be reported on the same day they are discovered to the relevant line manager .
- Concerns about staff misuse will be referred to the Head of School or Principal, as appropriate. A concern about the Head of School will be referred to the Principal. A concern about the Principal will be referred to the Chairperson of the Board of Governors

3.9 Consequences of misuse of Generative AI by students

For students, unacknowledged and unauthorised use of AI to complete work will be addressed according to British School Muscat positive relationships behaviour policy:

- Senior: Positive relationships & behaviour policy
- Primary: Positive relationships & behaviour policy

3.10 Consequences of misuse of Generative AI by staff

Where a staff member of British School Muscat is suspected to have breached BSM code of conduct, ICT acceptable usage or BSM Generative AI policy, BSM will refer back to the guidance as found in: BSM staff handbook/ where necessary the BSM disciplinary policy.

3.11 Examples of AI misuse

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

- Copying or paraphrasing sections of AI-generated content to the point the work submitted can no longer be considered that of the students' own
- Copying or paraphrasing whole responses of AI-generated content with no reference to the source (AI content) and submitting this as your own work
- Using GenAI to complete elements of the set assessment to the extent the work submitted does not reflect a student's own work, independent thought or analysis.
- Failure to acknowledge using AI tools when they have been used as a source of information within the assessment submitted
- Incomplete or poor acknowledgement of AI sources in references
- Submitting work with intentionally incomplete or misleading references or bibliographies
- Failure to adhere to the ICT acceptable usage policy for BSM

Core Principle: Educational Enhancement

4.1 AI to enhance Education

This policy applies to all AI technologies used within BSM, whether for teaching, learning, or administrative purposes. It is the collective responsibility of the BSM community to ensure these tools are used responsibly, ethically and effectively. To some extent and due to the new and rapidly changing nature of AI, staff and professionals in the education sector will be learning lessons at the same time as our students.

The Department for Education UK's Position Statement states:

"Having access to generative AI is not a substitute for having knowledge in our long-term memory. To make the most of generative AI, we need to have the knowledge to draw on. We can only:

- *learn how to write good prompts if we can write clearly and understand the domain we are asking about*
- *sense-check the results if we have a schema against which to compare them Generative AI tools can make certain written tasks quicker and easier but cannot replace the judgement and deep subject knowledge of a human expert.*

It is more important than ever that our education system ensures pupils acquire knowledge, expertise and intellectual capability."

4.2 Using Generative AI/Artificial Intelligence at British School Muscat

Generative AI, featuring Large Language Models (LLMs) like ChatGPT, Google Gemini, Microsoft Co-Pilot among others, is an AI technology that autonomously creates content in response to human prompts. These technologies transcend mere curation of existing web pages, producing novel content across various mediums like text, images, videos, music, and software code.

It is acknowledged that learners and colleagues of British School Muscat will have access to Generative AI outside of the school environment and will therefore require support to enable the positives of AI and also safeguard and mitigate against the concerns linked to it.

- *One measure BSM will ensure for students, colleagues and parents are regularly (yearly or as appropriate) informed of relevant external policies such as those shared by JCQ on AI and its use in assessments (JCQ AI use in Assessments: protecting the integrity of Qualifications)*

4.3 Use of Generative AI to support teaching, administrative and core work

There will be many opportunities for colleagues of British School Muscat to integrate Generative AI within their daily workflows. This *'copilot'* support will develop and evolve over time due to the rapid nature of AI technologies and evolution.

Generative AI may support with several areas including:

- Support in writing and review of reports/documents
- Creation and review of letters/communications to parents
- Support for students in understanding topics and learning of new content
- Assessment and feedback on student work
- Converting written work/letters/communication into alternative languages
- Data analysis and action/strategy from this data

4.4 Usage of AI by students of British School Muscat

A culture of responsible AI use will be fostered through engaging pupils in conversations about data privacy, bias, safeguarding and the social impact of AI applications.

All students are to use their Google British School Muscat accounts onsite and to use the Google suite of tools available to them including Google Gemini.

- Pupils may be permitted to explore and experiment with age-appropriate AI-based projects, allowing them to learn how to use AI for knowledge building, problem solving, data analysis, and creative expression.
- Pupils may be permitted to use generative AI as one of a range of tools for classwork as instructed and guided by their teachers.
- A culture of responsible AI use will be fostered through engaging pupils in conversations about data privacy, bias, safeguarding, and the social impact of AI.
- Pupils must not enter personal, sensitive or confidential information about themselves or others into AI tools unless the specific tool and use have been approved by BSM for that purpose.
- Pupils may use approved AI tools to support their learning where this is appropriate to the task and consistent with teacher guidance. Where expectations are unclear, pupils should check with their teacher before using AI to generate or substantially modify work that will be submitted for assessment of review.
- There are contexts within the curriculum where students may be asked to use AI tools to enhance learning and understand how AI tools can be used.
- Students may use AI to help generate ideas. However this material generated by these AI may be inaccurate, incomplete, or otherwise problematic.
- Students may use AI to research ideas and information. This should be checked and verified where possible against reputable sources.
- Large language models (LLMs) can generate incorrect facts and citations, they may also contain bias. Students will be responsible for any content submitted.

Where there are situations in which the use of AI is forbidden, the tasks will be framed in a way that avoids using AI tools, such as working offline or under supervised conditions.

Students should ask their teacher if further clarification is needed or they have questions before using AI for any assignment/classwork.

Use of generative AI tools must be acknowledged; failure to do so, and attempts to submit AI-generated work as a pupil's own, is a form of plagiarism and, as such, would constitute academic misconduct. Please refer to **JCQ** guidance and this policy for further information.

Core Principle: Data Privacy and Ethical considerations

5.1 Data Privacy and security at British School Muscat

The Department for Education (UK) provides guidance on the use of Generative AI and data protection in schools. British School Muscat will use this guidance, alongside applicable Omani legislation and requirements to inform the responsible use of AI systems.

The use of AI must be carefully planned for. Staff should use school approved tools (primarily Google suite), understand how those tools process information and seek advice from the Director of IT where personal data may be involved. Personal and special category data should not be entered into AI systems unless the specific tool and purpose have been approved and safeguards are in place.

The UK has provided the following guidance on data privacy and security linked to school settings.

Generative AI:

- *stores and learns from the data it is given – any data entered should not be identifiable*
- *can create believable content, including more credible scam emails requesting payment – people interact with generative AI differently and the content may seem more authoritative and believable*

Schools and colleges should:

- *protect personal and special category data in accordance with data protection legislation (UK)*
- *not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright*
- *review and strengthen their cyber security by referring to the cyber standards – generative AI could increase the sophistication and credibility of attacks*
- *ensure that children and young people are not accessing or creating harmful or inappropriate content online, including through generative AI - keeping children safe in education provides schools and colleges with information on:*
    - *what they need to do to protect pupils and students online*
    - *how they can limit children's exposure to risks from the school's or college's IT system*
- *refer to the filtering and monitoring standard to make sure they have the appropriate systems in place*

It is important to be aware of data privacy implications when using generative AI tools, as is the case with any new technology. Personal and special category data must be protected in accordance with data protection legislation (UK)

If it is strictly necessary to use personal and special category data in generative AI tools within their setting, the education institution must ensure the products and procedures

comply with data protection legislation and their existing data privacy policies to protect the data.

Education institutions should also be open and transparent, ensuring the data subjects (pupils) understand their personal or special category data is being processed using AI tools.

- *personal data*
- *special category data*

British School Muscat will continue to operate within the legal framework of Oman and use DfE guidance where appropriate in order to further develop our policies and practice linked to Generative AI and Data privacy/security.

5.2 Generative AI software and age guidance

Artificial Intelligence software is used frequently and increasingly is integrated within applications, software and hardware.

The explicit usage and sign up to Large Language Models such as ChatGTP, Google Gemini and Microsoft Co-pilot Chat may have age restrictions applied via terms & conditions. British School Muscat is a Google Workspace environment and as such supports the use of Google suite of tools.

With consideration to the provided information and in recognition of the role AI will play in our future, the intent of British School Muscat is to leverage the power of AI safely and responsibly whilst maintaining our role of safeguarding. Please refer to Page 6 for guidance on how BSM uses Generative AI within each key stage.

5.3 Age Appropriateness

At time of writing, BSM has not identified an Oman-wide statutory minimum age specifically governing access to Artificial Intelligence or Generative AI services. However, AI use remains subject to applicable Omani legislation, including requirements relating to personal data, privacy and the protection of children.

In line with Department for Education guidance, BSM will comply with the age restrictions and terms of use set by individual AI providers and will only enable pupil-facing AI where appropriate safeguards are in place. These include consideration of pupil age and maturity, supervision, filtering and monitoring, data protection, and the safety features of the specific AI service. GOV.UK

As provider requirements and AI functionality may change over time, current age requirements will be checked when tools are approved for use rather than being fixed within this policy. The emphasis is on the need for professional judgement to ensure the appropriateness and accuracy of AI-generated content and on the importance of a knowledge-rich curriculum to help students become well-informed users of technology. Please refer to Page 6 for guidance on how BSM uses GenerativeAI within each key stage.

5.4 Safety and Ethical considerations

The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Pupils and staff should be mindful of the following considerations: *Bias, misinformation, security and personal data*

5.5 Bias

British School Muscat (BSM) is committed to fostering a deep understanding of bias, particularly as it relates to digital tools and AI, across curriculum and pastoral initiatives. This will be integrated primarily within PSHE (Personal, Social, Health, and Economic) lessons, equipping students with the skills to recognise and critically engage with bias in all forms.

AI bias can lead to unfair and inaccurate results and representation. This is to be considered and acknowledged by pupils and staff when using AI systems. Biases are likely to exist particularly with regards to marginalised groups and those with protected characteristics.

Future developments in this area will focus on ensuring students understand how AI systems may perpetuate biases present in data and algorithms. These efforts will align with BSM digital strategies and Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB) policies.

By embedding awareness of AI bias into both the curriculum and broader school policies, BSM aims to empower students to be informed, responsible users and creators in an increasingly AI-driven world

5.6 Misinformation and Impersonation

One of the primary ethical concerns surrounding generative AI tools is the risk of their being used to spread misinformation and their readily available practical use and plagiarism. Generative AI tools can be used to impersonate individuals. They can be trained on a particular person's writing style and language patterns, making it possible for someone to create a chatbot which sounds like a specific individual.

The impersonation possibilities of AI tools could be used to defraud people or manipulate them in other ways. All users will need to be vigilant with how they are communicating online and the potential authenticity of online posts.

5.7 Marketing

The integration of AI-driven tools into the school's marketing efforts will enhance the development of dynamic, high-quality campaigns, allowing for more personalised and efficient communication with stakeholders. However, the deployment of AI technologies also presents risks, particularly regarding data privacy, accuracy, and potential bias.

At British School Muscat (BSM), safeguarding remains paramount, and this extends to our digital marketing efforts. AI-assisted marketing strategies will strictly adhere to our safeguarding policies, ensuring that any digital content produced or disseminated upholds the highest standards of student safety, data protection, and ethical responsibility.

As AI continues to evolve, BSM is committed to regularly reviewing and refining its approach to AI in marketing. This includes monitoring AI-generated content for bias, ensuring transparency in data usage, and maintaining the integrity of our school.

5.8 Security and personal data

The use of any search engine, including AI-based software, involves the user inputting data. Users must be aware of how inputted data may be used beyond their initial search and that certain types of personal data sharing may break contractual and privacy rules.

In general, users should not enter any sensitive, private, confidential or personally identifiable information into any chat box or search engine – either about themselves or others. Individuals using BSM data should be aware of the personal risk that falls on them.

- *For example, pupils and teachers providing questions/prompts to AI tools can easily create privacy risks. Third parties can access and use texts provided to the tools and can also save prompts provided by users.*
- *The use of AI tools to automate sending emails to individuals, for instance, quickly results in privacy issues if a user shares personal information and data such as names, e-mail addresses.*
- *Privacy concerns could also occur where a teacher inserts work from a pupil along with criteria to generate automated feedback: this adds text to the database of the AI program and some pupils' work may contain personal content.*

Staff and pupils must consider the data handling arrangements of the AI tool being used. Personal, sensitive, confidential, safeguarding-related or commercially sensitive BSM information must not be entered into an AI system unless that specific tool and purpose have been approved by the school and appropriate data protection and security safeguards are in place.

UK GDPR offers specific guidance on special category data as detailed here: Appropriate policy document: special category personal data and criminal offence data - GOV.UK

Users must check privacy settings of AI tools to ensure data is not shared with third parties.

Section 6: Framework for Generative AI at BSM

'To harness the potential of generative AI, students will benefit from a knowledge-rich curriculum which allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge ensures students are developing the right skills to make best use of generative AI.
The education sector needs to:

- *prepare students for changing workplaces*
- *teach students how to use emerging technologies, such as generative AI, safely and appropriately*

The Office for AI is currently conducting research into the skills that will be needed for future workforce training.'

Source: Generative artificial intelligence (AI) in education - GOV.UK

6.1 Training and CPD for staff of British School Muscat

Training sessions will be made available on the understanding, application and responsible usage of Generative AI.

This should include but is not limited to the following themes:

- Safeguarding & AI
- Practical application of AI in the workplace
- Ethical usage of AI
- Awareness of bias within AI
- Data

British School Muscat will aim to establish a continuous professional development program for teachers and administrative staff focusing on the ethical and effective use of Generative AI in the classroom. Where appropriate training offered will focus on the use of internal and external trainers to hold workshops and conferences targeted at British School Muscat stakeholders.

6.2 Development of AI and Opportunities at BSM

British School Muscat is at the heart of the community, it is well placed to support and build understanding of the role of AI in society. To that extent British School Muscat aims to:

- Involve parents and the community through events and information sharing on the use and development of AI education.

- Encourage student-led initiatives and projects that explore the application of AI and GenAI in solving real-world problems. This hands-on approach can foster a deeper understanding and appreciation of the technology, its potential, and its limitations.

- Ensure accessibility and inclusivity, ensuring that all students, regardless of their abilities or disabilities, have equal access to GenAI resources and learning

opportunities. This may also encompass multilingual support to cater to the diverse linguistic background of students at BSM.

- Forge partnerships to stay abreast of the latest developments in AI and GenAI. These partnerships can provide valuable resources, expertise, and opportunities for collaborative learning experiences.

- Establish feedback mechanisms to gather insights from students, teachers, and parents on their experiences with GenAI..

- Maintain transparency and open communication regarding the objectives, usage, and impact of GenAI within the school environment.

- Encourage and support research and development initiatives that explore innovative ways to utilise GenAI in education.

- Through local and global partnerships be at the forefront of educational technology and integration of this within an educational setting

- Ensure this policy is in strict compliance with legal and data protection regulations, providing clear guidelines on data privacy, consent, and the handling of personal information within the GenAI context.

6.3 Update/review to this policy

This Generative AI policy is drawn from guidance provided by the Joint Council for Qualifications (JCQ), the Department for Education (DfE) and best practice for schools in the UK, UNESCO and regional guidance.

British School Muscat/ the school is committed to the regular review and updating of this Generative AI policy to ensure it remains aligned with emerging best practices, technologies and changes in legislation.

British School Muscat will regularly assess the ethical implications of Generative AI technologies and be prepared to make adjustments or discontinue the use of identified technologies if ethical concerns arise.

Section 7: Associated information and Appendices

Appendix 1: Acceptable usage of ICT
Appendix 2: Use of pupil images, video and media
Appendix 3: Safeguarding
Appendix 4: Guiding sources

Appendix 1: Acceptable usage of ICT

BSM Acceptable Use of ICT Policy.pdf

Appendix 2: Use of pupil images, video and media

British School Muscat will process and use pupil images and video in accordance with applicable national legislation including Personal Data Protection Law and its executive regulations.

Appendix 3: Safeguarding

Please refer to the most recent BSM Safeguarding Children and Child Protection Policy and Promoting Positive Relationships & Behaviour Policy available through BSM policy directory

Keeping children safe in education 2026 - GOV.UK

Appendix 4: Guiding sources & policy links

The following sources are used to help establish and update this policy. They are here for reference purposes

- National strategy for AI: United Kingdom
- Generative AI in education: DfE United Kingdom
- Generative artificial intelligence (AI) and data protection in schools - Guidance - GOV.UK
- AI Use in Assessments: Your role in protecting the integrity of qualifications
- Ofsted's approach to AI
- AI enabled education: UAE strategy
- UNESCO: AI and the future of learning

Associated policies from BSM

- Please refer to our published list of policies as found on our BSM website for the most up to date version of that policy: BSM policies and downloads