



Use of Artificial Intelligence (AI) Policy

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1. Aims and Scope:

At Alternative Learning Trust (ALT), our commitment to love, community, social justice, and flourishing guides how we embrace the future. We see artificial intelligence (AI) not just as a tool, but as a catalyst to deepen our pedagogy practise, acknowledging the unique path of every learner by fostering a culture of inclusive practise.

To ensure our community continues to flourish in a dramatically changing time, we must balance our need for innovation with a deep sense of care. We recognise that the use of AI carries responsibilities, to protect our data, conserve the creative rights of others, and navigate the ethical, legal and safeguarding complexities that impact us all.

This policy serves as a framework for our entire community. Ensuring staff, trustees, local governors and students can engage with AI tools in a way that is ethical, secure, and rooted in our shared values.

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff across the trust to explore AI solutions to improve efficiency and reduce workload
- Prepare staff across the trust, trustees, local governor and students for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff across the trust, trustees, local governors and students, including in compliance with intellectual property law
- Protect the privacy and personal data of staff, governors and students in compliance with the UK GDPR

2. Legislation and guidance:

This policy reflects good practice guidelines / recommendations in the following publications:

- [Generative artificial intelligence \(AI\) in education](#), published by the Department for Education (DfE)
- [Generative AI: product safety standards](#), published by the DfE
- [How Ofsted looks at AI during inspection and regulation](#), published by Ofsted
- [AI use in assessments](#), published by The Joint Council for Qualifications

This policy meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2020](#)
- [Data Protection Act 2018 \(DPA 2018\)](#)

3. Roles and responsibilities:

3.1 Trust-level AI lead

Our generative AI trust lead is the trust Deputy CEO and Director of School Improvement, supported by the Chief Operations Officer, Trust ICT Manager and selected member of the School Improvement Team. They are responsible for the strategic oversight of AI use across the trust. As well as for monitoring and advising on our compliance with data protection law, including in relation to the use of AI by:

- Lead the technical deployment of AI systems, ensuring robust data encryption, cybersecurity compliance, and proactive system maintenance.
- Continually evaluate the AI curriculum integration to ensure it remains pedagogically effective and aligned with current technological advancements.
- Liaising with IT leads and DSL, seeking technical advice when necessary, and monitoring/updating your AI policy and list of approved AI tools
- Consulting with the DSL and IT provider to determine whether an AI tool is suitable
- Working with DSL and IT provider to gather information about AI tools, including whether they store/process data, whether they're closed or open models, and what safety mechanisms exist

3.2 Board of Trustees

The board of trustees will:

- Take overall responsibility for monitoring this policy and holding school leaders to account for its implementation in line with the trust's AI strategy
- Review and update the AI policy as appropriate, and at least annually
- Ensure school leaders are appropriately supported to make informed decisions regarding effective and ethical use of AI across the trust
- Sign off on approved uses of AI, or new AI tools, considering advice from, AI lead and data protection impact assessments (DPIA).
- Ensure DPIAs are completed before processing personal data using AI

Trustees will adhere to the guidelines below when using generative AI tools themselves:

- Use only approved AI tools (see section 5 and Appendix 1)
- Ensure there is no identifiable information included in what they put into generative AI tools (unless strictly necessary and they have been approved to do so by AI lead where appropriate.
- Seek advice from IT / AI lead / designated safeguarding leads (DSLs).
- Acknowledge or reference any use of generative AI in their work
- Fact-check results to make sure the information is accurate

3.3 School Leaders

School leaders will:

- Liaise with the AI Lead to ensure that the use of AI is in accordance with data protection legislation
- Liaise with the designated safeguarding lead (DSL) to ensure that the use of AI in the school is in accordance with Keeping Children Safe in Education (KCSIE), and the school's child protection and safeguarding policy and conducting reviews to improve future responses
- Ensuring filtering and monitoring practices prevent users from accessing harmful content when using AI, in line with paragraph 140 of KCSIE 2025
- Ensure that the guidance set out in this policy is followed by all staff
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Ensure the curriculum across all Key Stages equips students with digital literacy to use AI ethically and effectively, both during and after their time at school.

- Continually evaluate the AI curriculum integration to ensure it remains pedagogically effective and aligned with current technological advancements.

3.4 *Designated Safeguarding Leads (DSL's)*

DSLs are responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with KCSIE and the school's child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices
- Working with the AI lead to review filtering and monitoring effectiveness
- Ensuring child protection policies reference AI-related risks

3.5 *Teachers*

Teachers should be driven by improving the educational experience of our students. Bridging the attainment gaps, differentiating and adapting resources by approved AI tools and the guideline set out by this policy.

- Set clear expectations with students about acceptable AI use for assignments
- Be able to identify when students may have used AI inappropriately
- Teach students how to acknowledge AI use in their work
- Design assessments that appropriately account for AI availability
- Plan lessons that address the appropriate ways of using AI to improve critical thinking, metacognition and assessment.
- Model critical thinking about AI outputs for students to address misinformation, bias and privacy concerns
- Understand the limitations of AI tools they're using
- Embed AI technologies into classroom practice to create more engaging and personalised learning experiences.
- Conduct regular evaluations to measure the impact of AI tools on pupil attainment and progress. Ensuring the effectiveness of an AI curriculum.

3.6 *All Staff*

As part of our aim to reduce staff workload while improving outcomes for our students, we encourage staff to explore opportunities to meet these objectives using approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- All staff should receive appropriate safeguarding and child protection training (including online safety and AI-related risks) at induction, with updates at least annually
- Engage with ongoing AI training provided by the trust
- Share effective AI practices with colleagues
- Contribute to the evaluation of AI tools and their impact on learning
- Stay informed about emerging AI risks and opportunities
- Use only approved AI tools (see section 5 and appendix 1)
- Seek advice from the IT lead, AI lead and DSL, as appropriate
- Ensure they understand the process for, and report concerns about AI misuse by students or staff
- Report safeguarding concerns to the DSL in line with the trust's child protection and safeguarding policy
- Ensure there is no identifiable information included in what they put into generative AI tools (unless it is strictly necessary and they are approved to do so, they should check with the AI lead where appropriate)
- Acknowledge or reference the use of generative AI in their work

- Fact-check results to make sure the information is accurate

All staff play a role in ensuring that students understand the potential benefits and risks of using AI in their learning. All our staff have a responsibility to guide students in critically evaluating AI-generated information and understanding its limitations.

3.7 *Students*

Students must:

- Follow the guidelines set out in section 7 of this policy (Use of AI by students)
- Only use AI tools approved by the trust for educational purposes
- Never share personal information about themselves or others in AI tools
- Report any concerning content generated by or encountered through AI
- Understand that AI outputs may contain errors or bias
- Acknowledge when they've used AI in their work
- Use AI as a learning support tool, not a replacement for their own thinking
- Should know the difference between appropriate and inappropriate AI use
- Should learn to critically evaluate AI-generated information
- Understand the potential risks of AI (misinformation, bias, privacy concerns)
- Should know AI cannot replace human relationships or support

4. **Process of approving AI tools**

The Trust ICT Manager is responsible for signing off on approved uses of AI, or new AI tools, considering advice from the AI lead.

Any use of generative AI by staff and students will be risk assessed, which will include plans for mitigating against unauthorised use cases. The intended use case will be specified and have clear benefits that outweigh the risks.

As part of this process, we will seek assurances from suppliers of AI tools about how their products meet the DfE's [AI product safety standards](#).

If it is strictly necessary to use an AI tool to process personal data, we will carry out a data protection impact assessment (DPIA) in addition to the risk assessment. The AI Lead will advise on this. If the use case is approved, we will also update our privacy notices accordingly.

In the case of AI tools intended for use by students, the risk assessment process must consider:

- Age restrictions set by AI tools
- Statutory requirements of [KCSIE](#) and our child protection and safeguarding policy
- [Filtering and monitoring standards](#) to make sure we have the appropriate systems in place to protect students from harm.

4.1 *Approval process*

4.11 *Request and Initial Screening*

Any staff member wishing to use a new AI tool or use an existing approved tool in a new way, must complete an AI Tool Request Form and submit it to the AI Lead/Trust IT Lead.

The request form must include:

- Tool name and description
- Specific proposed use case(s)

- Who will use it (role/department)
- Whether it will process personal data
- Whether students will use it directly
- Cost implications
- Link to privacy policy/terms of service

The Trust ICT Manager will conduct an initial screening within 5 working days to determine whether:

- The tool is already approved for this use
- An existing approved tool could meet the need
- The request should proceed to full assessment
- The request should be rejected (with reasons provided)

4.12 *Technical and Risk Assessment*

For requests proceeding to full assessment, the Trust ICT Manager must:

- Gather technical information about the tool (data storage, processing, security features, compliance with UK GDPR)
- Review the tool using the DfE's AI product safety standards
- Complete a risk assessment covering:
 - Data protection and privacy
 - Safeguarding and online safety
 - Cyber security
 - Academic integrity and misinformation
 - Equality and bias
 - Intellectual property

4.13 The Trust ICT Manager must consult with:

- AI Lead - if the tool will process any personal data
- Designated Safeguarding Lead (DSL) - if the tool will be used by or with students
- Provider - for cyber security considerations
- SENCO - if the tool will be used with SEND students

The benefits of using AI should always be greater than the risks involved.

4.14 *Data Protection Impact Assessment (DPIA)*

If the school decides it is necessary to process personal data using AI tools, a data protection impact assessment (DPIA) must be completed before approval.

The DPIA must be completed by a school/trust leader with support from the AI Lead. The AI Lead will advise throughout the process but cannot complete it on behalf of the school.

Personal data should not be used in generative AI tools unless strictly necessary.

4.15 *Approval Decision*

Approval authority is determined by risk level:

Risk Level	Approval Required From
Low risk (no personal data, staff use only)	Trust ICT Manager+ DSL (joint approval)
Medium risk (some personal data, or supervised pupil use)	AI Lead, Trust ICT Manager+ DSL (joint approval)

High risk (significant personal data, direct pupil use, trust-wide deployment)	CEO/Deputy CEO/COO in collaboration with appropriate link trustee for IT, AI Lead, Trust IT Lead, DSL, and completed DPIA
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The decision must be made within:

- Low risk: 2 weeks from initial request
- Medium risk: 4 weeks from initial request
- High risk: 8 weeks from initial request

All decisions must be documented with clear rationale.

4.16 *Implementation*

Before an approved tool goes live, the following must be completed:

Documentation updates:

- Update privacy notices if processing identifiable personal information.
- Update relevant policies (AI policy, data protection policy, acceptable use policy, child protection policy)
- Add tool to Approved AI Tools List (Appendix 1) including:
 - Tool name and version
 - Specific approved use cases
 - Who can use it
 - Any conditions or restrictions
 - Review date
 - Date approved

4.161 Training:

- Train staff on safe use of AI, particularly on how to spot and correct errors or bias in AI outputs
- Ensure users understand approved use cases and restrictions
- Cover data protection and safeguarding requirements

4.162 Technical setup:

- Configure privacy and security settings
- Set up monitoring (if required)
- Establish user accounts with appropriate permissions
- Ensure appropriate filtering and monitoring is in place if students will use the tool

4.17 *Ongoing Monitoring and Review*

The Trust ICT Manager must monitor all approved tools for:

- Updates or new features that may change risk levels
- Data breaches or security incidents
- Changes to supplier policies
- User feedback and concerns

4.18 All approved tools must be formally reviewed at least annually.

An immediate review must be triggered by:

- Significant tool updates or new features
- Public data incidents involving the tool
- Changes in how the tool is being used

- Safeguarding incidents involving the tool
- Changes in supplier ownership or policies
- User concerns or complaints

4.19 Following review, the AI Lead/Trust ICT Manager (or Board of Trustees for high-risk tools) may:

- Continue approval if unchanged
- Modify approval for updated conditions, restrict use cases, requiring additional training
- Suspend approval pending investigation
- Revoke approval and remove from approved list

4.20 All staff must report any concerns about AI tools to the AI Lead immediately.

5. Appropriate use of AI across the Trust

We are committed to helping staff, trustees and local governors reduce their workload so they can focus on what matters most: nurturing relationships and enabling every member of our community to flourish. Generative AI tools can make certain tasks quicker and easier to complete, freeing up time for the meaningful human connections that are at the heart of our work.

However, technology must serve our values, not replace them. AI cannot replace the critical judgement, knowledge and expertise of our staff, nor can it replicate the valuable relationships between teachers and students that enable learning, growth and flourishing. We will only use AI where it genuinely supports us to build a loving, just and thriving community.

Any member of staff, trustee or local governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff, trustees or local governors for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Staff should contact their senior leader to discuss any ideas they may have with regards to using AI, so they, in consultation with others, as appropriate can assess whether they deem it to be a satisfactory new method of working. Always consider whether AI is the right tool to use. Just because the trust has approved its use doesn't mean it will always be appropriate.

We approach AI with care and responsibility, ensuring it protects the dignity and wellbeing of every child, staff member and family in our community. We use AI to strengthen collaboration, share expertise across our trust, and reduce barriers that prevent our community from working together effectively. Critically evaluating AI tools for bias, discrimination and hallucinations (information produced by AI that is false, inaccurate but presented in a manner that has grammatic fluency and is convincing), ensuring they promote equity and fairness rather than perpetuating inequality.

AI will not be used in ways that disadvantage vulnerable students or families and will be harnessed to create a space for creativity and professional growth, enabling our staff and students to reach their full potential.

5.1 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into generative AI tools or chatbots that have not been approved as safe for this use case.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, the Alternative Learning Trust will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. [\[Data Protection Policy\]](#) Please also refer to section 11 of this policy.

5.2 *Intellectual property*

Most generative AI tools use inputs submitted by users to train and refine their models. Students own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions. In addition, materials created by teachers may be copyright material. Examples of what may be deemed original creative work include:

- Essays, homework or any other materials written or drawn by a pupil aside from multiple-choice questions responses
- Lesson plans created by a teacher
- Prompts that are entered into generative AI tools

The Alternative Learning Trust will not allow or cause intellectual property, including students' work, to be used to train generative AI models without appropriate consent or exemption to copyright.

The Alternative Learning Trust is aware that secondary infringement could happen if AI products are trained on unlicensed material and outputs and then used in schools or published more widely, such as on the trust's website. This may include:

- Publishing a policy that has been created by an AI tool that used input taken from another school's policy without that school's permission
- Using an image on a website that has been created by an AI tool using input taken from the copyright holder without their permission

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.3 *Bias and Hallucination*

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. AI tools can also produce hallucinations. For these reasons, critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output.

The Alternative Learning Trust will ensure we can identify and rectify any bias or error by training staff in this area.

We will also regularly review our use of AI to identify and correct any biases or inaccuracies that may arise.

If parents/carers or students have any concerns or complaints about potential unfair treatment or other negative outcomes because of AI use, these will be dealt with through our usual complaint's procedure. [\[Complaints Policy\]](#)

5.4 *Raising concerns*

We encourage staff to speak to their school leader in the first instance if they have any concerns about the potential use of AI, or the use of AI that may have resulted in errors that led to adverse consequences or unfair treatment.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with the trust's child protection and safeguarding policy.

5.5 *Ethical and responsible use*

The Alternative Learning Trust will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our trust's equality policy when using generative AI tools [\[Equality Duty Statement and Objective\]](#) [\[Equality Policy for Students Parents and Carers\]](#)
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output

- Fact and sensitivity-check the output before relying on it to any stakeholders.

Staff members, trustees and local governors must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

6. Educating students about AI

At the Alternative Learning Trust, we recognise that a knowledge-rich curriculum empowers students not only to understand the world around them, but to navigate it with confidence, curiosity, and care. We aim to enable all learners to flourish as thoughtful, responsible users of technology, developing a deep understanding of AI's role and impact on society. In doing so, we equip students with the skills, awareness, and critical insight needed to make meaningful and ethical use of generative AI, both within their communities and beyond.

The Alternative learning trust will ensure that all its' schools will:

- Equip students with the resilience to adapt to an ever changing and unpredictable workplace.
- Educate students on creating and using digital content including generative AI tools safely and responsibly.
- Raise awareness of the limitations, reliability and the potential bias of generative AI.
- Include online safety teaching to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights
- Encourage the safe and responsible use of digital content

7. Use of AI by students

The Alternative Learning Trust recognises that AI has many uses to help students learn.

Students may use AI tools:

- That have been approved for their use in school
- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in
- IT: identifying and evaluating bias and hallucinations in AI generated content
- English: evaluate AI-generated texts
- Humanities: examine societal impacts of technology
- Art: comparing human creativity with AI-generated images.
- All AI-generated content must be properly attributed and appropriate for the students' age and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, students may not use AI tools:

- During assessments, including internal and external assessments, and coursework
- To make any content, where AI generated material is presented as their own work
- To complete their work, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

This list of AI misuse is not exhaustive.

Where AI tools have been used as a source of information, students should reference their use of AI. The reference must show the name of the AI source, the date the content was generated as well as prompt used to generate said content.

We consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in each school's homework policy, exam policy or other relevant document.

Students must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of students
- Input offensive, discriminatory or inappropriate content as a prompt

8. Assessments

The Alternative Learning Trust will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

Students are expected to submit work that is wholly their own and will continue to adhere to established procedures to ensure this standard is maintained. Final submissions must reflect the student's independent effort, understanding, and ability, and must not be copied or paraphrased from any external sources, including AI-generated material.

Teachers are expected to maintain appropriate evidence of students' learning over time to demonstrate authentic student progress. This may include drafts, classwork, assessments, and other formative activities that collectively establish student's development clearly. Where a final submission is not consistent with the established pattern of a student's work or demonstrated ability, teachers may investigate further to ensure the work reflects the student's independent effort and complies with this policy and schools' assessment and examination policies.

In circumstances where the use of AI tools is permitted, such as when access to the internet is deemed appropriate, students must be able to demonstrate that their final submission represents their own work. This includes clearly identifying any AI-generated content and providing evidence of the prompts used to generate such material, in line with the expectations set out in this policy.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on [AI use in assessments](#).

9. Implementation and staff training

The Alternative Learning Trust will ensure that all staff receive relevant training on technologies including the use of generative AI in education. These CPD opportunities will focus on the ethical use of AI, ensuring all staff have a comprehensive understanding of AI tools. Staff will be expected to have the proficiency to use AI ethically and appropriately. Being able to identify Bias and inaccuracies.

The Alternative Learning Trust will ensure that all staff receive relevant and ongoing training in emerging technologies, including the use of generative AI in education. These continuing professional development (CPD) opportunities will focus on the ethical use of AI, ensuring that all staff develop a secure and comprehensive understanding of AI tools and how to use them safely in line with online safeguarding and data protection requirements.

Staff will be expected to demonstrate proficiency in using AI ethically and appropriately, including the ability to identify bias and inaccuracies, and to operate in accordance with the principles set out in this policy.

We are committed to remaining informed about emerging developments in AI and its application within education. This will be achieved through:

- Engagement with national guidance (e.g. Department for Education, safeguarding bodies, and recognised professional organisations)
- Participation in professional networks, partnerships, and conferences
- Regular review of research, case studies, and sector updates relating to AI in education
- Collaboration with other trusts and educational institutions to share insights and practice

The Trust Board, supported by the Executive Leadership Team, will hold strategic responsibility for ensuring that high-quality CPD on generative AI will be available to all staff. Operational oversight will sit with designated senior leaders (AI Lead / Trust ICT Manager/ Safeguarding Lead) who will be responsible for planning, coordinating, and evaluating AI-related training.

School leaders will ensure that staff are given access to these opportunities and that training is embedded as part of ongoing professional development cycles.

The Trust will establish clear mechanisms to ensure that effective and ethical practice is shared consistently across all settings. These will include:

- Trust-wide CPD sessions and briefings
- Professional learning communities and subject networks
- Sharing of resources, guidance, and case studies through central platforms

Regular updates to policy, guidance, and training materials in response to emerging developments

10. Referral to our child protection and safeguarding policy

The trust is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion
- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the trust's child protection and safeguarding policy and child protection referral process [\[safeguarding/child protection policy\]](#).

11. Breach of this policy

11.1 By Trustees or Governors

Breach of this policy by staff will be dealt with in line with the Trustees' Code of Conduct and the Governors' Code of Conduct.

11.2 By staff

Breach of this policy by staff will be dealt with in line with the school's Code of Conduct.

11.3 By students

Any breach of this policy by a pupil will be dealt with in line with the individual schools' Behaviour Policy and Malpractice Policy.

12. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by COO/AI Lead / Trust ICT Manager whenever there is a significant change to either AI use by the trust or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the board of trustees at least annually.

All staff are expected to read and follow this policy. AI Lead/Trust ICT Manager School Improvement Team/School Leaders/School IT Manager are responsible for ensuring that the policy is followed. AI Lead/Trust ICT Manager School/School Improvement Team will monitor the effectiveness of AI usage across the trust.

We will ensure we keep members of the trust community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from students, parents/carers and staff will be considered in the ongoing evaluation and development of AI use across the schools in our trust.

13. Links with other policies

This AI policy is linked to our:

- Data protection policy
- Child protection/safeguarding policy
- Assessment policy
- Exams policy
- Homework policy
- Behaviour policy
- Staff code of conduct
- Marking and feedback policy
- ICT acceptable use policy
- Online safety policy
- Equality policy

- Complaints policy

Appendix 1: Approved uses of AI tools (table)

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
KeyGPT	• Teachers • Senior Leadership Teams • Governors • Trustees	• Letter to parents/carers • Job descriptions and adverts • Interview questions • Planning
Gemini	• Teachers • Senior Leadership Teams • Governors • Trustees	• Administrative tasks • Planning • Resources
Copilot	• Teachers • Senior Leadership Teams • Governors • Trustees	• Administrative tasks • Planning • Resources
Teachmate AI	• Teachers • Senior Leadership Teams • Governors • Trustees	• Administrative tasks • Planning • Resources

RESRICTED AI TOOLS	RESTRICTED FOR	JUSTIFICATION FOR RESTRICTION
ChatGPT	• Students • Teachers • Senior Leadership Teams • Governors • Trustees	Chat GPT possess a medium to high risk due to: • Data storage • Data being used to train Language Models • Data breached due to human error

Appendix 2: Vocabulary and Definitions

What is AI?

Artificial Intelligence (AI) refers to computer systems that can perform tasks that typically require human intelligence, such as understanding language, recognising patterns, making decisions, and creating content.

In education, AI is most encountered through generative AI – tools that can create new text, images, or other outputs based on the information (or "prompts") you give them.

Key Vocabulary

Core AI Terms

Algorithm: A set of rules or instructions that a computer follows to solve a problem or complete a task. AI systems use complex algorithms to process information and generate outputs.

Artificial Intelligence (AI): An umbrella term for a range of technologies where computers perform tasks that typically require human intelligence.

Chatbot: An AI-powered conversational agent that can answer questions and provide support through text-based conversation.

Generative AI: AI that generates new content (text, images, code, etc.) based on patterns it has learned from existing data. Examples include ChatGPT, Google Gemini, and Microsoft Copilot.

Agentic AI: refers to autonomous artificial intelligence systems that set their own goals, break them down into steps, and independently execute and adapt plans to complete complex tasks. Unlike standard generative chatbots that only respond to prompts, agentic AI actively uses tools, accesses external data, and iterates on outcomes to deliver finished results

AI Agent: A software program that can perceive its environment, reason about how to achieve specific goals, and take autonomous actions using tools to accomplish tasks. Unlike traditional AI (like standard chatbots) which requires step-by-step instructions, AI agents operate with high autonomy, breaking down high-level goals into multi-step workflows with minimal human supervision.

Artificial General Intelligence (AGI): is a hypothetical AI that can learn, understand, and apply cognitive skills across any intellectual task just like a human.

Artificial Superintelligence (ASI): is a hypothetical future stage of AI that goes far beyond human intellect, creativity, and problem-solving skills across all domains.

Large Language Model (LLM): A type of AI trained on vast amounts of text data to understand and generate human-like text. ChatGPT and similar tools are built on LLMs.

Machine Learning: A subset of AI where systems learn and improve from experience without being explicitly programmed for every task.

Prompt: The instruction or question you give to an AI tool to get it to generate a response. The quality of your prompt significantly affects the quality of the output.

AI system learning: Supervised learning: Where the AI system learns from examples with clear labels (such as teaching an AI system to recognise apples by showing it labelled images of apples and other fruits). **Unsupervised learning:** Where the AI system finds patterns in data without being given labels, such as identifying emails as spam based on recognising suspicious patterns, without being explicitly shown labelled data.

AI Safety and Governance Terms

AI Lead: The person in your school or trust responsible for the day-to-day leadership and management of AI use.

Approved Tools List: A document listing which AI tools staff and pupils are permitted to use, and for what specific purposes.

Bias: When AI produces unfair or discriminatory outputs because of imbalances or prejudices in the data it was trained on. You need to make sure your school's use of AI doesn't result in bias or discrimination against people with protected characteristics.

Closed Model: An AI system where the company doesn't fully disclose how it works or what it does with your data.

Cognitive Deskilling: The risk of pupils losing or failing to develop skills due to overreliance on technology.

Data Protection Impact Assessment (DPIA): A formal assessment you must complete before processing personal data using AI.

Deepfake: AI-generated content (images, videos, or audio) that convincingly mimics real people or events. This poses significant safeguarding risks.

Hallucination: When AI generates information that sounds plausible but is incorrect or made up. AI outputs should always be checked for accuracy.

Intellectual Property: Original work created by a person, such as essays, homework, lesson plans, or prompts entered into generative AI tools. This is protected by copyright law.

Open Model: An AI system that is transparent about how it's updated and what it does with data.

Personal Data: Information that can identify a living individual (names, email addresses, photos, etc.). Special care must be taken when processing personal data through AI tools.

Risk Assessment: A process to help you take a safe and responsible approach to AI and help protect your data. You should do a risk assessment for every AI tool you're already using, any new AI tool you might want to use, and any tool that has had a significant update.

Training Data: The information used to teach an AI system. The quality and content of training data affect what the AI produces.

Educational Use Terms

Academic Integrity: Ensuring work is honest and original. AI raises questions about plagiarism and proper attribution when students use it for assignments.

Adaptive Learning: AI systems that adjust content and difficulty based on individual student performance and needs.

AI Literacy: The ability to understand, use, and critically evaluate AI tools and their outputs.

Assessment Analytics: AI tools that analyse student performance data to provide insights and personalised feedback.

Content Creation Tools: AI that helps generate educational materials like lesson plans, presentations, or worksheets.

Personalised Learning: Using AI to create customised learning pathways tailored to individual student needs and progress.