Artificial Intelligence Policy

This policy is effective in all Academies within the Learning without Limits Academy Trust and the Trust Central Team. Where the term 'Trust' is used in this policy, it covers all Academies and the Trust Offices. Where the term 'Principal' is used in the policy, it includes Executive Leaders in the Central Team.

Associated Policies:	
Child Protection and Safeguarding Policy	Recruitment Policy
Data Protection Policy	Staff Behaviour (Code of Conduct) Policy
Diversity, Equity and Inclusion (DEI) Policy	Staff Expectations Policy
Staff Behaviour Code of Conduct Policy	Complaints Policy
Online Safety Policy	Whistleblowing Policy
Academy Behaviour Policy	

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Version	Date	Author	Changes – Current version
V1.0	June 2026	MH/JoHe	New Trust-wide version created.

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed on an annual basis. The review date indicates when the policy is scheduled for evaluation and updating, not when it expires. The policy continues to apply until it is formally revised or replaced

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1. Aims of this policy

1.1. The Trust recognises the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. The Trust understands the potential benefits of using AI whilst also recognising the risks posed by AI, including data protection breaches, copyright issues, safeguarding and compliance with wider legal obligations. Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across the Trust and its academies.

2. Scope of this policy

2.1. This policy applies to all members of our Trust community, including all teaching, support and supply staff, trustees, governors, volunteers, learners and other stakeholders who may use AI technologies in the school environment.

3. Purpose of this policy

3.1. The purpose of this policy is to establish guidelines for the ethical, secure, and responsible use of AI technologies in our school community. It is designed to provide a framework for the appropriate use of AI technologies while ensuring that students' privacy, security, and ethical considerations are taken into account.

3.2. This policy covers the use of AI tools by school staff, trustees, governors and pupils. This includes generative chatbots such as Copilot, ChatGPT and Google Gemini (please note, this list is not exhaustive).

3.3. This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, trustees, governors and pupils 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, including in compliance with intellectual property law
- Protect the privacy and personal data in compliance with the UK GDPR

4. Who is responsible for carrying out this policy?

4.1. The implementation of this policy will be monitored by the Principal of each academy.

4.2. Line Managers have a specific responsibility for operating within the boundaries of this policy, ensuring that all staff understand the standards of behaviour expected of them and taking action when behaviour falls below its requirements.

4.3. All staff are responsible for the success of this policy and should ensure that they take the time to read and understand it.

4.4. Learners are responsible for using AI technologies in an ethical and responsible manner, as outlined in this policy.

5. Legislation and statutory guidance

5.1. 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

5.2. This policy also 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)

6. Overview

6.1. Artificial Intelligence ('AI') tools are becoming increasingly commonplace and since the launch of the OpenAI tool ChatGTP in Autumn 2022, familiarity with how to use generative AI tools is now becoming a key skill in the workplace and in Higher Education.

6.2. The Trust recognises the potential benefits of using AI tools where they can be effective in supporting planning and Assessment for Learning, reduce staff workload, generate a range of digital media and act as an intelligent research assistant. Where AI can be useful and relevant, we will cover aspects within the curriculum for students and also highlight best practice in staff CPD.

6.3. However, it is also clear that using AI tools to generate work and assert it as your own is a violation of academic integrity and similar to plagiarism, so our AI policy and guidelines will clarify what is and what is not acceptable. It will set out clear expectations for staff and

students and outline ethics and the importance of being aware of possible bias and factual inaccuracies in generated content.

6.4. This is a rapidly growing and changing area and our policy and guidelines will also adapt and change accordingly to reflect this.

7. Approved AI Software

7.1. The appendix to this policy includes a list of AI tools which recognises the benefits to staff regarding the use of AI in their roles and encourages the pursuit of the creative opportunities it presents. Any use of AI must follow the guidelines set out in this policy.

7.2. Any use of generative AI by staff and pupils 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. The acceptable use cases are

- Content creation and delivery
- Personalised learning and accessibility
- Assessment and analytics
- Digital assistant
- Research and writing aid
- Learner engagement and interaction
- Administrative and management

7.3. 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.

7.4. 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 DPO will advise on this. If the use case is approved, we will also update our privacy notices accordingly.

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

- That users are effectively and reliably prevented from generating or accessing harmdul or inapporpoare content
- That fildering standards are maintaine effectively
- That filtering will be adjusted based on different levels of risk, age, appropriateness and user needs
- multimodal content is effectively moderated, including detecting and filtering prohibited content across multiple languages, images, common misspellings and abbreviations
- That full content moderation capabilities are maintained when accessing products via an educational institutional account regardless of the device used, including bring your own device (BYOD) and smartphones

- That content is moderated based on an appropriate contextual understanding of the conversation, ensuring that generated content is sensitive to the context
- That filtering should be updated in response to new or emerging types of harmful content.

7.6. The appendix will be kept as a live document, updated as and when additional AI tools are approved for use.

8. Use of AI by Staff

8.1. The Trust recognises the benefits to staff regarding the use of AI in their roles and encourages the pursuit of the creative opportunities it presents. Any use of AI must follow the guidelines set out in this policy

- Use only approved AI tools (see appendix)
- 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 – the member of staff should check with the Trust's DPO)
- Staff must indicate where content has been created with the support of AI, and documentation produced must be tagged appropriately to ensure transparency.
- Fact-check results to make sure the information is accurate and be mindful of any biases that derive from the data AI has generated.
- AI may not be used in ways that would contravene the Trusts IT acceptable use policy or related E-Safety legislation.
- Any use of generative AI by staff and learners should be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. The intended use should be specified and have clear benefits that outweigh the risks.
- Staff should ensure that the use of AI tools and resources promotes inclusivity, and they will be accessible to all learners.

9. Staff Training

9.1. As part of the annual training update at the start of the academic year, all staff will undertake AI awareness and usage training. This training will ensure staff are kept up to date and aligned with best practice, policy and guidance

9.2. At a minimum, this training will cover:

- Safe and compliant use of AI in the education setting
- List of approved AI software providers
- Data protection implications of AI
- Staff responsibility and accountability with the use of AI

10. Educating Pupils about AI

10.1. We acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

10.2. The Primary Computing Curriculum includes a dedicated Year 6 unit titled Computing Systems and Networks: Exploring AI, which is designed to introduce pupils to the basics of AI and how it impacts the modern digital world.

The unit covers four main lessons:

- What is AI?: Exploring the fundamental basics of Artificial Intelligence and how it works.
- AI and Text: Exploring AI text generators and how to create and refine prompts.
- AI through Images: Understanding how artificial intelligence is used to generate visuals.
- Coding AI: Investigating how AI is coded and functions.

Alongside the technical side of coding and generation, the unit also touches on the ethical implications of using AI, ensuring our pupils understand its responsible use.The Trust will be mindful of the potential of AI to impact both positively and negatively on mental health and will teach pupils to use it supportively and responsibly.

10.3. At secondary phase, the use of AI is covered in a variety of lessons including IT, PSHE, Philosophy and Ethics and Tutor Time. The curriculum covers a variety of topics linked to AI including:

- AI in Computing and STEM: Computing lessons in Key Stage 3 to introduce basic AI concepts – e.g. how machine learning works at a conceptual level, coding simple AI models, and discussing ethical issues.
- In subjects like Mathematics or Physics, students use AI-based simulations or data analysis tools to enrich learning.
- Cross-curricular AI applications example: AI is used to simulate historical scenarios in History classes with the goal to support differentiated learning and creativity across disciplines.
- General AI use. Cross curricular lessons will supervise students on AI tools, verifying AI-generated content for accuracy, and ensuring teachers remain in control of the learning process

11. Use of AI by Students

11.1. We recognise that AI has many uses to help pupils learn.

- Students should seek clarification from teaching staff before using AI for any assignment, coursework or homework.
- Staff can instruct students not to use AI for any elements of their study as appropriate.

- With permission, students may use approved AI programs (see appendix) to help generate ideas and content. The material generated by these programs may be inaccurate or incomplete and should therefore be checked and verified against reputable source materials.
- Students must indicate which content was created by AI and may not submit any work generated by an AI program as their own work.
- The submission of AI-generated answers may constitute plagiarism. Teachers' judgements on whether AI has been misused are the main source of AI detection.
- AI may not be used in ways that would contravene the Trust's IT acceptable use policy or related E-Safety legislation.

12. Examinations and AI

12.1. The Trust will abide by the guidelines set out by the examination boards on the use of AI.

13. Referral to our Child Protection and Safeguarding Policy

13.1. 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

13.2. Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the academy's DSL immediately, following the Academy's safeguarding procedures. Any such incident will be dealt with according to the procedures and child protection referral process.

13.3. The use of AI must not conflict with guidelines set out in the Trusts safeguarding policies and procedures.

14. Data Protection and Privacy

14.1. All AI tools must comply with the UK's data protection laws. Personal data should not be used without explicit consent from the individuals involved. The Trust has a data protection policy which sets out its approach to handling data.

14.2. In the event of a security breach that compromises confidential information, the Trust/Academy will promptly notify the Trust's DPO and affected individuals and take appropriate measures to minimize the impact of any such breach in line with its data protection policy.

14.3. The use of AI tools will be regularly evaluated to ensure they are benefiting the educational process and not posing a threat to the Trust's cyber security measures.

15. Intellectual Property

15.1. Most generative AI tools use inputs submitted by users to train and refine their models.

15.2. Pupils 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.

15.3. 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 entered into generative AI tools

15.4. We will not allow or cause intellectual property, including pupils' work, to be used to train generative AI models without appropriate consent or exemption to copyright.

15.5. We are 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 school'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

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

16. Bias

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

16.2. We will ensure we can identify and rectify bias or error by training staff in this area and we will regularly review our use of AI to identify and correct any biases that may arise.

16.3. If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through the Trust's complaints procedure.

17. Breach of this policy

By Staff

17.1. Breach of this policy by staff will be dealt with in line with the Trust's staff behaviour code of conduct policy.

By learners

17.2. Any breach of this policy by a learner will be dealt with in line with the relevant behavior policy

18. LwLAT Wellbeing Statement

18.1. The Trust will always put the effective education of our learners at the heart of any decision that we make. In doing so, we recognise that the requirement to adhere to policies and procedures may be time consuming and can impact on workload. For this reason the Trust and its Academies will always endeavour to support staff when policies and procedures are being actioned.

19. Review of this Policy

19.1. The LwLAT Trust Board has overall responsibility for the adoption, review and amendments of this policy. The Trust Board will review this policy annually, or earlier if necessary, to comply with statutory DfE updates and amendments.

Appendix 1: Approved uses of AI tools

Approved AI Tools	Approved for

Co-Pilot	All Staff
Claude	IT Service Staff
SLTAI	School Leaders
Robin	Trust compliance Leads
Chat GPT	All Staff – **No personal or sensitive data to be uploaded**
Canva AI	All Staff