

AI Policy

TEAM Education Trust



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Version History

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3	17.09.25	Updated contents page numbers due to changes 1 – Added KCSIE 2025 quote and complying with DfEs 2025 Generative AI Product Safety Expectation 2 – Added DSL role explicitly to safeguarding associated with AI use and updated Governor role 3 – Added reinforce by KCSIE 2025, and the judging of output 4 – Added more explicitly about teaching misinformation etc. and ensuring pupils absent from school do not miss out 5 – Added explicitly the misinformation etc. 6 – Expanded the definitions of bias and accuracy 7 – References the DfE Generative AI Product Safety Expectations 8 – Added KCSIE reference and linked explicitly to safeguarding and not just IT protection	EJK

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1. Introducing our Artificial Intelligence Policy

Artificial Intelligence (AI) technology is already widely used in both commercial and everyday applications, and its influence is anticipated to grow exponentially, impacting almost all industries and job sectors including education. Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of works and other sources. Generative AI is a rapidly evolving and increasingly freely available technology generating writing, audio, codes, images and video simulations.

AI is an integral part of the modern world and offers numerous opportunities for enhancing teaching, learning, and administrative processes. This policy establishes guidelines for the responsible and effective use of AI within our School. By embracing AI technology, we aim to:

- Enhance academic outcomes and educational experiences for pupils
- Support teachers in managing their workload more efficiently and effectively
- Educate staff and pupils about safe, responsible and ethical AI use
- Incorporate AI as a teaching and learning tool to develop staff and pupils' AI literacy and skills
- Prepare staff 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
- Improve and streamline school operations to minimise cost and maximise efficiency.

All users of AI will comply with applicable laws, regulations, policies and guidelines governing Keeping Children Safe in Education, intellectual property, copyright, data protection and other relevant areas. There will be no unauthorised use of copyrighted material or creation of content that infringes on the intellectual property of others. We will prioritise the safeguarding of our pupils and their online safety and will not knowingly use any AI technology that puts their safety or privacy at risk. Staff 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.

We recognise that technology is rapidly evolving and are committed to remaining at the forefront of developments, adapting our ways of working as necessary. We recognise the leadership in the education sector provided by the Department of Education and the guidance set out in their [Statement on Generative Artificial Intelligence in Education](#). This AI policy has been informed by that guidance. As guidance and technology changes the policy therefore will need to remain under regular review. This policy will therefore be reviewed annually.

In line with the KCSIE 2025, we recognise that AI can create safeguarding risks, including misinformation, disinformation, conspiracy theories, deepfakes and impersonation. These are treated as online safety harms.

We will be transparent and accountable about the use of AI technology so that stakeholders, including staff, pupils, parents and other partners understand where and how AI is used and who is responsible. Any stakeholder feedback or questions about the use of AI will be considered and responded to appropriately.

We will comply with DfE's 2025 Generative AI Product Safety Expectations when selecting and using AI tools.

By adhering to this policy, we aim to foster a responsible and inclusive environment for the use of AI in education, upholding privacy, fairness, and transparency for the benefit of all involved.

2. Scope and Responsibilities

This Policy applies to all staff, including temporary staff, consultants, governors, volunteers, and contractors, and anyone else working on our behalf. It is also applicable to pupils, but this group will require support and guidance from staff as part of their learning.

All staff are responsible for reading and understanding this policy before using any AI technology.

All leaders are responsible for ensuring their staff team read and understand this policy before using AI technology and that they follow this policy, including reporting any suspected breaches of it.

There are a number of staff in the Trust and school who are key contributors to AI policy and development:

- Trust Board: Sign off of policy and monitoring compliance
- Trust AI Lead: Lead for use of AI Technology across trust and to ensure AI is appropriately and effectively used within schools
- Trust Leadership Team: Will work in partnership with Trust AI Lead to oversee use of AI within schools, and will monitor compliance with this policy in relation to GDPR
- The DSL has oversight of safeguarding risks associated with AI use, including harmful generated or unsafe use of data
- Governors: Responsibility for oversight of AI tool safety and compliance with product safety expectations
- Our IT service BlueBox provides technical support and guidance on the operation of AI

Training will emphasise how AI can augment staff roles, providing them with more time and resources to focus on tasks such as personalised instruction, pupil engagement, and critical thinking.

By combining the benefits of AI technology with professionals' expertise, experience, and professional judgment, we can create a collaborative and effective educational environment that maximises the benefits of both human and AI capabilities.

3. Use of AI by Staff

Staff are permitted to explore and utilise AI-based tools and technologies from a Trust approved list of AI systems to assist in managing their work. Examples of such tasks may include marking and feedback, report writing, lesson planning, professional development and facilities management. AI can provide valuable support while still incorporating professional judgment and expertise. AI tools will be used responsibly, ensuring they complement staff professional judgment and expertise, without replacing them.

Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used. Staff must check AI output for accuracy, bias and safeguarding risks (especially misinformation)

Staff will receive appropriate training and support to effectively integrate AI into their work, including professional development opportunities focused on AI tools and their effective integration into school administrative and teaching practices. Training and support will be planned as part of staff personal development reviews and appraisals or on an as-needed basis. Staff have a responsibility to identify any training, and development needs to ensure they adhere to this policy and should discuss these with their line manager.

Staff must not enter personal, sensitive or confidential pupil data into AI tools (already noted but strengthened with 'as reinforced by KCSIE 2025')

AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI-based platforms can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure pupil learning objectives are met.

AI tools can be utilised to automate certain aspects of marking of pupil work, such as multiple-choice or fill-in-the-blank assessments. Teaching staff can use AI-powered marking software to speed up scoring fact-based responses to objective questions, providing more time to support pupils individually.

Teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff will review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgment, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.

Teaching staff can also support pupils to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow pupils to receive instant personalised and valuable feedback and improvement on their work, helping to identify misconceptions and gaps in knowledge, as well helping them develop more structured or creative writing. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.

Teaching staff can use AI to assist in writing pupil reports, ensuring accuracy and efficiency while maintaining their professional judgment. Where AI has been used to support report writing, the staff members will always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback.

Staff can use AI as a starting point to gather relevant information and identify patterns in pupil attainment, but they should rely on their expertise to provide a comprehensive and holistic evaluation of each pupil's progress. By using AI responsibly in pupil progress analysis, staff can streamline the process, save time, and ensure consistency. However, they remain the key decision-makers in evaluating and providing feedback on pupils' academic achievements and overall development.

Where staff use AI as part of their work, they will be clear where it has been used and what additional professional review or revision has been carried out.

4. Use of AI by Pupils

As part of child protection and safeguarding policies and processes, the school will ensure that its pupils will continue to be protected from harmful content online, including that which may be produced by AI technology and that any AI tools used are assessed for appropriateness for individual pupils' age and educational needs. We will ensure that staff are aware of the risks of AI which may be used to generate harmful content including deep-fake and impersonation materials.

Pupils will be encouraged 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 will be explicitly taught about the risks of misinformation, disinformation, conspiracy theories and deepfakes generated by AI

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.

Pupils will be taught not to enter personal, sensitive or confidential data into Generative AI tools, including their email addresses if they have one.

Staff will ensure pupils absent from education or in alternative provision are not disadvantaged in their access to safe AI learning opportunities.

AI education will be incorporated into the curriculum to provide pupils with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

AI tools and technologies may be integrated into teaching and learning activities across various subjects and year groups, providing pupils with hands-on experience and opportunities to develop AI literacy and skills.

5. Potential Misuse of AI

Pupils will receive education on responsible and ethical AI use, including the potential risks and consequences of relying solely on AI tools to complete assignments, coursework, or homework. Pupils will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.

Teaching staff will emphasise the importance of critical thinking, creativity, and originality in pupil work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to pupils regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.

Key messages are delivered as part of the computing, online education and PSHE lessons and re-emphasised in all subjects where pupils are completing work for external grading.

The school will follow and adhere to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications or individual Exam Board requirements. These are extremely strict and anyone working in subjects with non-exam assessments (NEA) at any level should read the whole policy and familiarise themselves with the contents (as may be amended from time to time): [JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf](#)

The document's executive summary outlines the salient points which staff must bear in mind: "While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds assessors of best practice in this area, applying it in the context of AI use". Misuse also includes using AI to generate harmful misinformation, disinformation or conspiracy content or impersonate others

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations>), all work submitted for qualification assessments must be the candidates' own

- Candidates who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions
- Candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice
- Candidates must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidate and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section of the full policy)
- Assessors must only accept work for assessment which they consider to be the candidates' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres) and
- Where doubts about the authenticity of candidates' work submitted for assessment (for example, they suspect that parts of it have been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action.
- The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating pupil malpractice, including the misuse of AI.

The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate. The Examinations Officer will alert staff to any updated guidance as and when necessary.

Teaching staff will employ various assessment methods to evaluate pupil understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilizing diverse assessment strategies, teaching staff can verify pupils' comprehension beyond what AI tools can assess, promoting deep learning and authentic pupil engagement.

6. Ethical Use of AI

The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Whether staff are using AI for teaching or school administrative purposes, or with pupils who will make use of this technology, they should be mindful of, and instruct pupils about, the following considerations:

Bias - Data and information generated by AI may reflect inherent biases in training datasets, which could include discriminatory or harmful narratives. Staff and pupils should also be aware that AI outputs may present conspiracy theories or extremist narratives in ways that appear credible.

Accuracy – Information produced by AI may include factual errors, misleading content, or deliberate misinformation and disinformation. This includes the potential creation of “deepfake” or impersonation material which may be used to deceive or manipulate. All AI outputs must be critically checked against trusted sources before use.

Currency – some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

7. Data Protection implications of using AI

Staff and pupils should be aware that any information entered into a Generative AI model is no longer private or secure. Staff and pupils must not enter any personal information (personal data, intellectual property or private information (including commercially sensitive information, such as contracts) into any Generative AI model. Staff should make themselves aware of and inform pupils about the data collection, storage, and usage practices associated with AI technologies, particularly Generative AI.

In line with KCSIE 2025 and DfE Generative AI Product Safety Expectations (2025), staff and pupils must also be aware that AI-generated content may include misinformation, disinformation, conspiracy theories, or manipulated media such as deepfakes. These outputs present safeguarding as well as data protection risks and must be critically checked against trusted sources before use.

Staff who wish to utilise AI tools must ensure that the potential new use is assessed to consider if a Data Protection Impact Assessment is required and follow the school Data Protection Policy and Data Protection Impact Assessment procedure

When signing up to use certain Generative AI models, names and email addresses may be required; this data sharing may require a Data Protection Impact Assessment to be carried out.

Any DPIA or assessment of the data protection aspects of the use of AI will include:

- The nature, scope, context and purposes of any processing of personal data and whether individuals are likely to expect such processing activities.
- What alternatives (both AI and non-AI) are there to the planned processing and what justification is there in choosing this method and how it is fair.
- A clear indication where AI processing and automated decisions may produce effects on individuals.
- Consideration of both individual and allocative harms (for example, where the harm results from a decision to not permit a pupil to take a certain subject at GCSE or A Level) and representational harms (for example, selecting groups of pupils for different interventions resulting in gender or racial bias).
- How the use of the AI tool is proportionate and fair by assessing the benefits against the risks to the rights and freedoms to individuals and/or whether it is possible to put safeguards in place.
- An analysis of any bias or inaccuracy of algorithms which may result in detriment to individuals.
- If the use of AI replaces human intervention, a comparison of the human and algorithmic accuracy in order to justify the use of the AI tool in the DPIA.
- If automated decisions are made, how individuals will be informed about this and how they can challenge those decisions.
- Relevant variation or margins of error in the performance of the system, which may affect the fairness of the processing (including statistical accuracy) and describe if/when there is human involvement in the decision-making process.
- The potential impact of any security threats.
- A summary of completed or planned consultations with stakeholders. These are recommended unless there is a good reason not to undertake them. It may be appropriate to consult with individuals whose data you process as they are important stakeholders.
- Whether processing is intentionally or inadvertently processing special category data- there are many contexts in which non-special category data is processed, but infers special category data (for example, where a postcode infers a particular race).
- A consideration of the rights and freedoms of individuals generally, not just in a data protection context, such as rights under the Equality Act 2010.

8. Cyber security

The trust is committed to maintaining strong cyber security measures to protect school systems, networks and data. AI tools will only be used where they do not compromise the security of school infrastructure or sensitive information.

All staff must follow the Trust's cyber security procedures and report any concerns about potential cyber incidents immediately.

In line with KCSIE 2025, the Trust recognises that cyber security now includes safeguarding against AI-enabled risks such as impersonation, phishing, fraud, and "deepfake" material. Technical staff are responsible for ensuring that filtering and monitoring systems are robust enough to detect and mitigate such risks, while avoiding unreasonable over-blocking of educational content.

The Trust will ensure clear accountability for staff managing the technical environment. Governing bodies will maintain oversight of cyber security arrangements, including filtering and monitoring, and will review these arrangements with the Designated Safeguarding Lead (DSL) and IT lead at least annually.

AI tools used by staff or pupils must comply with the DfE's Generative AI Product Safety Expectations (2025), including requirements for transparency, logging, and safeguarding risk management.

Regular training will be provided to staff and learners on cyber hygiene, password security, phishing awareness, and the emerging risks from AI-enabled attacks.