

AI Policy and Acceptable Use Agreement

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Unless there are legislative or regulatory changes in the interim, the policy will be reviewed as per the review cycle. Should no substantive change be required at this point, the policy will move to the next review cycle.

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1.0 Purpose

This Acceptable Use Agreement for Artificial Intelligence (AI) in our Trust aims to ensure the ethical, safe, and effective use of AI and data tools in our educational environment. It aims to provide clear guidelines for all users—students, teachers, leaders, governors, and administrators—on the appropriate use of AI and data technologies in our trust.

2.0 Scope

This Agreement applies to all AI and data technologies used in our trust, whether for teaching, learning, administration, or other trust-related activities. This includes but is not limited to, AI systems used for assessing work, personalised learning platforms, data analysis tools, and any other AI or data technologies implemented in our trust. It also applies to **detecting and preventing misuse of AI-generated content**, particularly regarding identity fraud, misinformation, and impersonation risks.

3.0 Agreement statement

Our trust is committed to leveraging the benefits of AI and data technologies to enhance teaching and learning while upholding our ethical responsibilities. We believe in the potential of these technologies to support personalised learning, improve educational outcomes, and streamline administrative processes. However, we also recognise the importance of using these technologies in a manner that respects privacy, promotes fairness, and prevents discrimination. This Agreement provides the framework for achieving these goals.

All users of generative AI will comply with relevant laws, regulations, policies, and guidelines, including but not limited to Keeping Children Safe in Education (KCSIE), UK GDPR, Equality Act 2010, intellectual property and copyright laws, JCQ guidelines, and data protection standards. We will prioritise safeguarding our students (as outlined in our Trust Safeguarding Policy) and their online safety, and we will not knowingly use any AI technology that puts them at greater risk. Staff will not provide intellectual property, including pupils' work, to train generative AI models without appropriate written consent or lawful exemptions in place.

4.0 Definitions

We define key terms related to AI and data use in education to ensure a clear understanding of this Agreement. These definitions are based on the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document published by the European Commission in September 2022.

AI refers to systems that display intelligent behaviour by analysing their environment and taking action to achieve specific goals. In education, AI can assess progress, personalise learning, and analyse educational data. **It's essential to ensure that AI systems are used transparently, with clear explanations provided to users about how decisions are made, and to maintain human oversight to uphold ethical standards.**

4.1 Data

In this Agreement, 'data' refers to information collected about students' learning and behaviour in the educational environment. This includes grades, attendance, online activity, and other relevant information.

4.2 Ethical Use

Ethical use involves utilising AI and data in ways that respect individual rights, promote fairness, and prevent discrimination. This includes transparent practices, accountability, and respect for privacy.

4.3 Privacy and Data Governance

This refers to the practices and procedures in place to protect individuals' privacy and ensure the secure and ethical handling of data.

4.4 Technical Robustness and Safety

This pertains to the reliability and safety of AI systems. It involves ensuring that these systems function correctly, are secure from cyber threats, and do not cause harm to users or the educational environment.

4.5 Human Agency and Oversight

This highlights the necessity for human involvement in the use of AI systems. It ensures that decisions made by AI can be understood and overseen by humans, with mechanisms in place for human intervention when necessary.

4.6 Societal and Environmental Wellbeing

This considers the impact of AI and data use on society and the environment. It involves assessing the broader implications of these technologies, including their potential effects on social interactions, well-being, and the environment. **We are committed to using AI to contribute positively to society and minimise environmental harm.**



By incorporating these definitions and commitments, we aim to ensure that our use of AI and data technologies aligns with ethical standards and legal requirements, fostering a safe and respectful educational environment.

5.0 Core Principles

We are committed to responsibly using AI in our academies, ensuring it enhances education while upholding ethical standards. Our key principles are:

- **Equity and Inclusion**—AI must support fairness, address biases, and ensure that all students have equal access to learning opportunities.
- **Transparency** – Students, staff, and families should clearly understand how AI is used and its impact on education.
- **Privacy and Data Protection** - AI applications must comply with strict data security policies, safeguarding student and staff information in accordance with our full data protection policy.
- **Accountability** – We regularly review AI systems to ensure ethical design, practical implementation, and continuous improvement.
- **Educational Value** – AI should align with the curriculum, enhance learning experiences, and support student outcomes without replacing human engagement.
- **AI Literacy & Critical Thinking**—Students and staff should develop skills to use AI responsibly, critically evaluate its outputs, and understand its limitations.
- **Efficiency & Workload Management** – AI should streamline administrative tasks, reduce teacher workload, and improve school operations while maintaining human oversight.

6.0 Ethical Use of AI and Data

6.1 Commitment to Ethical Use

Our trust is committed to the ethical use of AI and data in all aspects of our educational environment. These technologies can greatly enhance teaching and learning, but they must be used in a manner that respects individual rights, promotes fairness, and prevents discrimination.

6.2 Ethical Considerations

When using AI and data technologies, we consider the following ethical principles:

- We respect the rights of all individuals in our trust community. This includes the right to privacy (ensured through GDPR compliance as detailed in Section 7.1, including practices such as data anonymisation and strict access controls), the right to non-discrimination, and the right to an education that respects their individual needs and abilities.
- Fairness: We strive to use AI and data technologies in a fair manner that does not lead to discrimination or unfair outcomes. This includes ensuring that these technologies do not reinforce or create new biases.
- Transparency: We believe in the importance of transparency in using AI and data technologies. This includes being open about how these technologies are used, how decisions are made, and how data is collected and used.

6.3 Key Requirements for Trustworthy AI

In line with the "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" document, we adhere to the following key requirements for trustworthy AI:

- Human agency and oversight: We ensure that a human is always in the loop when using AI systems and that these systems support, not replace human decision-making.
- Technical robustness and safety: We use AI systems that are reliable, secure, and safe to use.
- Privacy and data governance: We have strong data governance practices in place to protect the privacy of our students and staff.
- Transparency: We are transparent about our use of AI and data technologies, providing clear explanations about how these technologies work and how decisions are made—for example, we will be by publishing AI use cases and sharing plain-language guides with stakeholders.
- Diversity, non-discrimination, and fairness: We use AI and data technologies to respect diversity, prevent discrimination, and promote fairness.
- Societal and environmental wellbeing: We consider the broader societal and environmental implications of using AI and data technologies.



7.0 AI and Data Use in Education

7.1 Explanation of AI and Data Use in our Trust Setting

AI and data technologies are used in various ways in our trust to support teaching, learning, and administrative processes. For instance, our trust typically processes substantial amounts of educational data, including personal information about students, parents, staff, management, and suppliers.

This data is used for various purposes such as resource and course planning, predicting dropout, and guidance.

Students who interact with digital devices generate digital traces such as mouse clicks, data on opened pages, the timing of interaction events, or key presses. This type of trace data is often used for learning analytics.

7.2 Examples of AI and Data Use in Education

Here are some examples of how AI and data technologies can be used in our trust:

- **Intelligent Tutoring Systems:** These systems provide individualised instruction or feedback to students without requiring teacher intervention. They follow a step-by-step sequence of tasks.
- **Dialogue-based Tutoring Systems:** These systems also follow a step-by-step sequence of tasks but through conversation in natural language. More advanced systems can automatically adapt to the level of engagement to keep the learner motivated and on task.
- **Language Learning Applications:** AI-based learning apps are used in formal and nonformal education contexts. They support learning by providing access to language courses and dictionaries and providing real-time automated feedback on pronunciation, comprehension, and fluency.
- **Managing Student Enrolment and Resource Planning:** AI systems are used to predict and better organise the number of students who will attend in the coming year and assist with forward planning, resource allocation, class allocations, and budgeting.
- **Using Chatbots for Administrative Tasks:** A chatbot virtual assistant on our trust's website guides students and parents through administrative tasks such as admissions, paying for activities and food or logging technical support issues.

8.0 User Responsibilities

8.1 Ethical and Responsible Use of AI and Data Technologies

All users of AI and data technologies in our trust, including students, teachers and associate staff, are expected to use these technologies responsibly and ethically.

This includes respecting the rights of others, including their privacy and intellectual property rights, avoiding any actions that could lead to discrimination or unfair outcomes, and adhering to all relevant laws, regulations and trust policies. Users must ensure that using AI and data technologies does not lead to discrimination or unfair outcomes.

This includes being aware of potential biases in these technologies and taking steps to mitigate them.

8.2 Monitoring and Data Use Responsibilities

Users are responsible for monitoring the results produced by AI systems. This includes regularly reviewing these results to ensure they are accurate and fair, and reporting any concerns or issues to the appropriate person or department. When using data technologies, users are expected to adhere to our trust's data use policies and guidelines, ensuring the privacy and security of data at all times.

9.0 Privacy and Data Governance

9.1 Commitment to Privacy and Data Governance

Our trust is committed to protecting the privacy of our students, staff, and community. We understand the importance of data governance in ensuring the ethical use of AI and data technologies. We adhere to all relevant laws and regulations regarding data protection and privacy, including the General Data Protection Regulation (GDPR).

9.2 Data Collection, Storage, and Use

We collect, store, and use data in a manner that respects individual privacy and is necessary for our educational purposes. This includes:

- Ensuring that sensitive data is kept anonymous and access to the data is limited only to those who need it.
- Protecting and storing learner data in a secure location and using it only for the purposes for which the data was collected.
- Having mechanisms in place to allow teachers and trust leaders to flag privacy or data protection issues.



- Informing learners and teachers about what happens with their data, how it is used, and for what purposes.
- Providing the possibility to customise privacy and data settings.

9.3 Data Protection

We have implemented measures to protect data from unauthorised access, use, disclosure, alteration, or destruction. This includes technical measures such as encryption and access controls and organisational measures such as staff training and policies.

9.4 Data Access and Control

We respect individuals' rights to access and control their data. This includes the right to access their data, the right to correct inaccurate data, the right to object to the processing of their data, and the right to have their data deleted in certain circumstances.

9.5 Data Sharing

We only share data with third parties when necessary for our educational purposes and in compliance with all relevant laws and regulations. We ensure that any third parties with whom we share data respect the privacy of our students, staff, and community and have appropriate measures to protect the data.

10.0 Technical Robustness and Safety

10.1 Commitment to Technical Robustness and Safety

Our trust is committed to using technically robust and safe AI and data technologies. We understand that the reliability and safety of these technologies are crucial for their effective and ethical use in our educational environment.

10.2 Ensuring Technical Robustness and Safety

We have put in place several measures to ensure the technical robustness and safety of the AI systems we use:

- **Security Measures:** We have sufficient security to protect against data breaches. This includes physical and digital security measures to protect data from unauthorised access, use, disclosure, alteration, or destruction.
- **Monitoring and Testing:** We have a strategy to monitor and test whether the AI system is meeting the goals, purposes, and intended applications. This includes regular reviews of AI systems' performance and outcomes and audits of data collection, use, and protection practices.
- **Oversight Mechanisms:** We have appropriate oversight mechanisms for data collection, storage, processing, minimisation, and use. This includes procedures for responding to any technical issues or incidents in a timely and effective manner.
- **Information Availability:** We make information available to assure students and parents of the system's technical robustness and safety. This includes being transparent about how these technologies are used, how decisions are made, and how data is collected and used.

11.0 Human Agency and Oversight

11.1 Importance of Human Agency and Oversight in AI Use

Our trust recognises the importance of human agency and oversight in using AI. AI should be used to support, not replace, human decision-making. Individuals should also be able to understand and control how AI and data technologies affect them.

11.2 Maintaining Human Agency and Oversight in AI Use

We maintain human agency and oversight in the use of AI through the following guidelines:

- **Human-in-the-loop:** We ensure that humans are always in the loop when using AI systems. This means that decisions made by AI systems are always subject to human review and intervention.
- **Transparency:** We are transparent about how AI and data technologies are used in our trust. We explain clearly how these technologies work, how decisions are made, and how data is collected and used.
- **Training and Support:** We provide training and support to all users of AI and data technologies in our trust. This includes training on how to use these technologies ethically and responsibly, understand their outcomes, and respond to any issues or concerns.
- **Monitoring and Oversight:** We have procedures in place for the ongoing monitoring of AI and data use in our trust. This includes regular reviews of AI systems' performance and outcomes and audits of data collection, use, and protection practices.



12.0 Societal and Environmental Wellbeing

12.1 Commitment to Promoting Societal and Environmental Wellbeing

Our trust is committed to using AI and data technologies to promote societal and environmental well-being. We understand that these technologies can potentially impact our trust community, the broader society, and the environment.

12.2 Promoting Societal Wellbeing

We strive to use AI and data technologies to benefit society. This includes:

- Ensuring that these technologies do not harm individuals or society.
- Considering learners' and teachers' social and emotional well-being in using these technologies.
- Involving students and their parents in decisions about the use of these technologies.
- Using data to support teachers and trust leaders in evaluating student wellbeing and monitoring this use.

12.3 Promoting Environmental Wellbeing

We are mindful of the environmental impact of AI and data technologies. We strive to use these technologies in a way that is sustainable and environmentally friendly. This includes considering the energy use of these technologies and seeking ways to minimise their environmental footprint.

13.0 Student use of AI

13.1 General Student Usage

Unless specifically told not to, students can use AI tools to generate data/content (text, video, audio, images) subject to the principles below. There are situations and contexts within our trust where they will be asked to use AI tools to enhance their learning and to explore and understand how these tools can be used.

Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed to prohibit/avoid using AI tools, such as working offline or under supervised conditions.

In general, students must understand the following principles:

- AI tools used in academic work must not be used for cheating, plagiarism, or unethical behaviour.
- AI tools must not be used to impersonate individuals or organisations in a misleading or malicious manner or to generate unlawful, harmful, or offensive content.
- The use of AI tools and data/content created using such tools must comply with the following policies: Prevention of Bullying and Unkindness Policy, Behaviour Policy, and Acceptable Use Agreement.
- AI-generated content should not be considered a substitute for student effort or original work. Students must put in their effort to understand the material and produce unique content.
- Students must not submit or otherwise publicise school materials using AI tools. Such materials include (but are not limited to): past papers, textbooks, worksheets, curriculum materials, pastoral information, and other school materials.
- It is the responsibility of students to verify the accuracy of information received from any AI sources (including search engines) used.
- Students must always clearly credit/acknowledge the use of known AI technology in their work when they have actively engaged with it, the use of the particular AI model, and the prompts used.
- Students should be aware that some AI tools run in the background of certain software and programs, and pupils may not even know they are there. Students must also be mindful of the rights of any third parties and avoid infringing those rights, for example, by using trademarks or other content. It is also preferable that students trace the sources used by the AI tool to generate the response where possible (and students should be encouraged to do so accordingly).
- Aside from internal schoolwork and assessments, students must also be made aware that non-attribution of AI help/content in their work submitted that may count towards an external qualification (e.g. coursework) is malpractice and may have to be reported to the exam board, leading potentially to disqualification from that unit, that qualification or all qualifications with that exam board (see JCQ regulations in Section 5).
- Students must maintain confidentiality in their interactions with AI tools and must not disclose any confidential or personal information about themselves or others to the AI model, as this information may then be in the public domain and accessible to others.



- Additionally, students should not use AI tools for advice on emotionally / socially complex problems or other sensitive issues (for example, medical diagnoses or well-being concerns).
- Students who breach this policy may face disciplinary action by their academy.

14.0 Staff use of AI

In some situations, staff may find it helpful to use AI but the following principles must be complied with:

- All uses must be transparent and honest – staff must not pass off AI-generated work as their own but acknowledge to colleagues and students alike the extent of AI assistance, and where possible give the sources that the AI model used, just as students are asked to do.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate unlawful, harmful, or offensive content.
- Use of AI tools and data/content created using such tools must comply with the Staff Code of Conduct and the IT Acceptable Use Agreement.
- AI must not be used to help generate official school student or parent-facing correspondence without clearance and checking from an appropriate member of the LT.
- AI must not be used to write or to help write any parts of reports that go to students or parents.
- AI must not be used to mark or help assess students' work without being transparent to the students(s) concerned on each occasion and to the Head of Department (or line manager if a HoD).
- Staff must use appropriate discretion and due diligence to assess whether information obtained from generative AI tools infringes upon any third-party rights (for example, branding, logos, or third-party academic output) and refrain from using such material. The trust will not be responsible for any infringing use.
- Staff must not give an AI model any personal or professional information about themselves, their academy, other staff members or students or their families. Additionally, staff must not use generative AI tools to attempt to resolve emotionally / socially complex problems or other sensitive issues (for example, medical diagnoses or well-being concerns).
- No information about events or trips using specific locations or information that makes the academy, trust or any individual identifiable, for example, to help write risk assessments, may be put into a search engine or AI tool.
- Staff must not input proprietary and/or confidential information belonging to the academy, trust, other members of staff or students on AI tools. Aside from personal information (discussed above), such information includes (but is not limited to): financial materials, images of the academy or trust, academy or trust materials, academic materials, other intellectual property, or commercial information.
- Staff must not use AI tools to make student or other workplace-related decisions that could have significant educational, legal, social or other similar effects (for example, disciplinary, academic assessment, or employment-related decisions).
- Staff must be aware of generative AI tools' potential biases and inaccuracies and inform students about these risks. We provide resources to support this.
- Staff should familiarise themselves with the guidelines about AI use and the potential of AI tools since even if an individual does not use it, our students will.
- Staff have a responsibility to ensure, if AI is used, sensible and appropriate use and to have read the JCQ guidelines in full.

15.0 Review and updates

This Agreement will be reviewed at least annually or as often as necessary to address changes in laws or practices related to AI and data use. Updates will be communicated to all users in a timely manner.

