

Unique Policy Number:



Artificial Intelligence Policy

The Children's Endeavour Trust comprises:

Abbot's Hall Community Primary School
Bosmere Community Primary School
Broke Hall Community Primary School
Chilton Community Primary School
Combs Ford Primary School
Freeman Community Primary School
Springfield Junior School
Whitehouse Community Primary School

Document Control

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1. Introduction, Aims, Purpose and Scope

The Children’s Endeavour Trust and its schools (collectively referred as “CET” or “Trust”) is committed to protecting the rights and freedom of all individuals in relation to the processing of their data.

The rapid advance of artificial intelligence (AI) in education offers opportunities to support teachers and staff members, improve administrative efficiency and support pupils individual learning needs. However, it also brings risks around data privacy, safeguarding, intellectual property and equality. This policy outlines the principles, rules and governance framework for the safe, ethical and legally compliant use of AI tools across the Trust and schools.

Purpose – To ensure the safe, ethical and legally compliant use of AI technologies within the Trust. This policy aims to maximise the benefits of AI (reduced workload, personalised support, improved administration) while protecting pupils and staff from harm and preventing misuse or overreliance on AI Technologies.

Scope – This policy applies to all AI tools and services (including generative AI chatbots, lesson-planning assistants and closed AI systems) used in any Trust or school activities. It covers staff, pupils, trustees, governors, volunteers, contractors and third-party providers. It applies both to AI provided by the Trust and to external tools accessed by staff or by pupils on CET devices or networks.

2. Definitions

Term	Definition
Artificial Intelligence (AI)	Technology that imitates human cognitive functions such as learning and problem-solving, including generative models capable of creating text, images or other media.
Generative AI (GenAI)	A subset of AI that creates new content based on patterns in training data, e.g., ChatGPT, Google Gemini or Microsoft Copilot.
Open AI system	Publicly available AI models that continuously learn from user inputs. Data entered into them may be stored, shared or reused.
Closed AI system	Proprietary AI solutions where data is controlled by the organisation; external parties cannot access the data input.
Large Language Model (LLM)	Models trained on large datasets to generate human like text.

Hallucination	False or misleading information generated confidently by AI.
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3. Legislation

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

- [AI regulation white paper](#), published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- [Generative artificial intelligence \(AI\) and data protection in schools](#), published by the Department for Education (DfE)

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 \(DPA 2018\)](#)

AI use must also comply with:

- Education Act 2011
- Equality Act 2010
- Copyright legislation
- Prevent Duty guidance
- Keeping Children Safe in Education (KCSIE)
- DfE Filtering and Monitoring standards

4. Principles

Safety, safeguarding and robustness:

CET staff must prioritise safety when deciding whether to use AI. AI use must be carefully assessed with clear benefits that outweigh the risks. AI systems must be secure, age-appropriate, and comply with safeguarding requirements. Pupils should only use AI with supervision and filtering/monitoring controls. Risks such as bias, hallucinations, harmful content, and cyber threats must be anticipated and mitigated. AI systems must be secure, age appropriate and compliant with safeguarding requirements.

Human – centred use:

AI should support teachers and staff to reduce workload but not remove oversight or accountability. Staff must verify AI outputs, maintain professional judgement, and ensure that pupils understand AI systems limitations.

Compliance with law and policy:

All AI use must comply with relevant legislation including UK GDPR, the Data Protection Act 2018, the Education Act 2011, the Equality Act 2010, copyright law, the Prevent duty, Keeping Children Safe in Education (KCSIE), and DfE filtering and monitoring standards.

Ethical, fair and transparent:

AI must be used ethically, without discrimination, and with fairness. Key leaders must assess tools for bias, accuracy, transparency, and suitability for diverse cohorts. All AI-assisted outputs must be clearly identified.

Transparency and engagement:

Parents, carers, pupils, and staff should be informed about the Trust's use of AI and given opportunities to raise concerns. Clear labelling of AI-generated content is required.

Accountability, governance and staff training:

Trustees, CEO, Headteachers, DPO, DSL, ICT staff/providers, and staff have defined responsibilities in monitoring, approving, and safely deploying AI. Staff training must cover ethical AI use, safeguarding risks, and data protection requirements.

Contestability and redress:

Staff must be able to challenge, correct or override AI outputs – decisions should be made by the user of AI, not the technology. Concerns, errors, or incidents must be reported to the Head teacher, DSL, or DPO for investigation and action.

Purposeful and proportionate use:

AI should only be used where it adds value, supports learning, reduces workload, or improves administration. Avoid novelty use where benefits are unclear.

5. Roles and responsibilities

Trustees and Governors

- Provide strategic oversight

- Approve this AI policy and monitor compliance
- Ensure that AI use aligns with the Trust's values, statutory obligations and safeguarding requirements

CEO

- Lead the implementation of AI across the Trust

Headteachers

- Take responsibility from the day-to-day leadership and management of AI use in their school
- Ensure staff are appropriately trained in the effective use and potential risk of AI
- Make sure pupils are taught about the effective use and potential risk of AI
- Maintain an oversight and monitor the use of AI by staff and pupils
- Oversight of filtering and monitoring systems including AI tools

Data Protection Officer (DPO)

- Serve as the subject-matter expert on AI
- Maintain, oversee and disseminate the AI tools register
- Responsible for monitoring and advising on compliance with data protection law, including in relation to AI
- Advise on DPIAs, data minimisation, and security measures
- Review AI suppliers' privacy compliance and ensure adherence to GDPR and DPA 2018

Designated Safeguarding lead (DSL)

- Integrate AI considerations into safeguarding policies and procedures
- Investigate any AI related safeguarding incidents
- Monitor filtering and monitoring systems

ICT network manager / provider

- Configure infrastructure to allow only approved AI tools
- Manage monitoring and filtering systems
- Implement closed AI systems wherever possible to protect sensitive data

Teachers and support staff

- Use AI responsibly, verify outputs and maintain professional judgement
- Only use approved AI tools
- Supervise pupils' use of AI and report any incidents

- Complete required training on AI literacy, ethical use and data protection
- Routinely inform Headteacher of how they are using AI and on which platforms
- Report any concerns to the headteacher

Pupils

- Use AI only with explicit permission, under supervision and for education purposes
- Do not enter personal or sensitive data into AI tools

Parents and carers

- Stay informed about AI use in school
- Support children to follow the AI policy and use AI responsibly
- Raise any concerns with the class teacher or DSL

6. Approved use of Artificial Intelligence (AI)

6.1 Principles of Approved Use

CET is committed to helping staff reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete but cannot replace the judgement and knowledge of a human expert.

Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remain the professional responsibility of the person who produced it.

Any plans, policies or documents created using AI should be clearly attributed. Any member of staff using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff 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.

Always consider whether AI is the right tool to use. Just because the school has approved its use doesn't mean it will always be appropriate.

6.2 Examples of Approved Uses

Subject to data protection and safeguarding requirements, approved uses include:

- Drafting lesson plans, schemes of work, teaching resources, quizzes and presentations
- Supporting administrative tasks such as scheduling, reporting and internal communications
- Assisting with accessibility, including speech-to-text, translation and reading support
- Supporting staff research and professional development

- Using closed, approved systems for safeguarding monitoring and risk flagging, with mandatory human oversight

All outputs must be:

- Fact-checked and sense-checked
- Free from bias, discrimination, or harmful content
- Age-appropriate and educationally suitable

6.3 Attribution and Transparency

Any plans, policies or documents created using AI must be clearly attributed.

Staff or governors may only share AI-generated content if they are confident in its accuracy and suitability. The responsibility for the content remains with the person sharing it.

6.4 Approved Tools Register

With evolving AI, the Trust maintains an AI approved register, which records:

- The name of each AI approved tool
- Its purpose
- Any restrictions or safeguarding considerations
- Intended use

Only tools listed in this register may be used within the Trust. The register will be available to all headteachers so that they are aware of the approved tools. **Alerts will be sent to them in the event of any changes/additions/clarifications to this register.**

6.5 Process for Approval of AI Use

Staff and trustees and governors are encouraged to propose innovative uses of AI to improve outcomes and reduce workload. All proposals must be submitted to the Headteacher within their school, who will assess:

- Educational benefit
- Safeguarding implications
- Data protection risks
- Ethical consideration

Final approval rests with the Headteacher, informed by advice from the CEO and AI/Data Protection Officer (DPO), and any required Data Protection Impact Assessment (DPIA).

6.6 Data Protection and Privacy

To ensure that personal and sensitive data remains secure, no personal, sensitive or special category data may be entered into unauthorised or open generative AI systems.

If such data is entered into an unauthorised system, this will be treated as a **data breach** and managed in accordance with the Trust's Data Protection Policy.

6.7 Intellectual Property

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

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.

Pupils' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright.

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

Materials created by a CET staff member, including those assisted by AI remain the intellectual property of the Trust unless otherwise agreed.

6.8 Bias and Fairness

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics. For this reason, critical thought must be applied to all outputs of authorised AI applications. This means all outputs must be critically evaluated for:

- Accuracy
- Fairness
- Representation
- Potential harm

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

Concerns or complaints will be handled via the Trust's Complaints Procedure.

6.9 Raising Concerns

Staff and governors should report concerns about AI use to the Headteacher of their school in the first instance.

Safeguarding concerns must be reported immediately to the school's Designated Safeguarding Lead (DSL) in line with the Trust Child Protection and Safeguarding Policy.

6.10 Ethical and Responsible use

The Trust commits to using AI ethically and responsibly at all times. All staff members, trustees and governors must

- Use generative AI tools ethically and responsibly
 - Consider whenever 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 sense check the output before relying on it

Staff, trustees and governors must not:

- Generate content to impersonate, bully or harass another person
- Generate abusive, explicate or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt
- Impersonate others

7. Educating Pupils About AI

The Trust recognises the importance of preparing pupils to be informed, critical and responsible users of AI. Strong foundational knowledge will ensure pupils develop the right skills to make the best use of generative AI.

Through the curriculum, pupils are taught:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- Ethical and responsible technology use
- Online safety to protect against harm or misleading content

8. Use of AI by Pupils

Pupils may use AI tools:

- As a research tool
- When specifically learning and discussing AI in lessons

All AI generated content must be properly attributed and appropriate for the pupils age and educational needs.

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

- During assessments, including internal and external assessments and coursework.
- To write their homework or class assignments, where AI generated text is presented as their own work
- To complete homework, where AI is used to answer questions set and is presented as their own work

Any such incidents will be dealt with according to the procedures set out in the Trust's Child Protection and Safeguarding Policy

9. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

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

10. Staff Training

As part of the Trust's commitment to the responsible and effective use of artificial intelligence (AI) in education, all staff will be equipped to engage with AI tools safely and confidently through a structured program of training and development.

In addition, sector developments and emerging best practices will be monitored and shared through internal communications, workshops and collaborative learning sessions. This ensures staff remain up to date, supported in their professional growth and confident in applying AI appropriately within educational settings.

11. Referral to our Child Protection Policy 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:

- 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 MyConcern must be made to the school's DSL immediately.

Any such incidents will be dealt with according to the procedures set out in the Trust's Child Protection and Safeguarding Policy.

12. Breach of this policy

12.1 By staff

Breaches will be managed under the staff code of conduct. Where disciplinary action is appropriate, it may be taken whether a breach occurs:

- During or outside working hours
- On an individual's own device or a school device
- At home, at school or from a remote work location

12.2 Trustees and Governors

Breaches will be managed under the Code of Conduct for Trustees or Code of Conduct for Governors.

12.3 Pupils

Breaches will be handled under the Trust Behaviour Policy and Child Protection and Safeguarding Policy.

13. Monitoring and Transparency

This policy is a live document and will be regularly reviewed and updated to align with emerging best practices, technological advancements and changes to regulations. The policy will be shared with the board of trustees at least annually.

All staff are expected to read and follow this policy. Headteachers are responsible for ensuring that the policy is followed within their school, the CEO is responsible for ensuring this policy is followed across the who Trust.

The Trust will ensure that all members of the school community keep up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

14. Links with other policies

[This AI policy is linked with our:](#)

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Acceptable Use Policy
- Staff Code of Conduct
- Code of Conduct for Trustees
- Code of Conduct for Governors
- Online Safety Policy