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INTRODUCTION

"We are living through a period of significant technological change, with artificial intelligence (AI) beginning to reshape how we lead, communicate and deliver education. From streamlining administrative processes to supporting operations, workload, teaching, CPD, inclusion and personalised learning, AI offers real potential to enhance the way schools and colleges function and to support staff in powerful new ways. But if we decide to adopt these tools, it's more important than ever that we move in a considered and safe way, with humans at the heart of everything we do." – **Department for Education: The safe and effective use of AI in education 2025**

Place Partnership Trust aims to harness the power of Artificial Intelligence (AI) to enhance educational experiences for teacher and learners, and support staff wellbeing through workload reduction. This policy outlines Place Partnership Trust's vision and strategy regarding the implementation of AI tools, how we fulfil our obligation to comply with safeguarding and data protection legislation, and promote the understanding and ethical use of AI among all stakeholders. We are committed to balancing innovation with ethical responsibility, fostering an inclusive and advanced learning environment.

Key Principles

- Promote exceptional learning experiences through the use of AI.
- Support staff wellbeing through workload reduction.
- Ensure AI tools are adopted through transparent, defined procedures.
- Promote the understanding and ethical use of AI.
- Comply with safeguarding, data protection and intellectual property rights.
- Monitor for, and respond to, the inappropriate use of AI.

RELATED POLICIES

This policy should be read in conjunction with other Place Partnership Trust policies:

- Safeguarding Policy
- Acceptable Use of ICT Policy
- Online Safety Policy
- Staff Code of Conduct
- Data Protection Policy
- Rewards & Consequences Policy

LEGISLATION AND GUIDANCE

- UK General Data Protection Regulation (UK GDPR)
- Keeping Children Safe in Education (KCSIE)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Department for Education (DfE): Generative AI in Education
- Department for Education (DfE): The Safe and Effective Use of AI in Education June 2025

ROLES AND RESPONSIBILITIES

Board of Trustees	• Have a clear understanding of how AI is used in a school context and the potential benefits and risks of its use. • Receive regular updates regarding the use of AI at Place Partnership Trust, enabling them to support and challenge where necessary.
Academy Principal/Local Governance committee/AI Leads	• Responsible for the strategic planning of how AI will be used in the school. • Evaluating the use of AI in teaching, learning and administration functions • Ensuring that reporting routes are available, and any risks relating to the use of AI identified and effectively mitigated. • Ensuring policies and procedures regarding the use of AI and in place and adhered to. • Ensuring all staff receive relevant training and have a clear understanding of the use of AI in education.
Designated Safeguarding Lead (DSL)	• Lead responsibility for online safety in the school. • Have knowledge of AI and its safeguarding implications, and an in-depth working knowledge of key guidance. • Ensure that they receive appropriate specialist training, commensurate with their role and that ongoing training is provided for all school staff.
Data Protection Officer	• Provide advice and guidance regarding data protection obligations in relation to the use of AI, including any related Data Protection Impact Assessments (DPIAs).
ICT Support	• Offer technical support and guidance, with particular regard to cyber-security and the effectiveness of filtering and monitoring systems.
Staff	• Read and understand this policy and associated Acceptable Use Agreements. • Report any incidents or suspected incidents concerning the use of AI in line with school policy. • Challenge any inappropriate behaviour. • Ensure that whilst using AI: ○ the school environment is kept safe. ○ sensitive and confidential data / information is kept secure and intellectual rights respected. ○ their actions do not put the reputation of the school at risk. ○ learners understand their responsibilities.
Students	• Use AI to support their learning, not replace it, developing an understanding of how AI tools work, including their limitations and potential biases. • Be honest and transparent regarding their use of AI in school work. • Protect the personal data of themselves and others. • Not to use AI for harmful or inappropriate use. • Ask for help when required regarding the use of AI • Report any concerns as appropriate.
Parents/Carers	• Be aware of how AI is used in school

	• Follow any guidance given on both the good practice in the use of AI, and any risks of misuse that may affect their children's learning or safety. • Report any concerns to the school, aware that all incidents will be handled with care and sensitivity. The school will work hard to engage parents and carers by: • sharing newsletters • sharing information online e.g., website, social media • providing curriculum information
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THE USE OF AI AT PLACE PARTNERSHIP TRUST – KEY PRINCIPLES

PROMOTE EXCEPTIONAL LEARNING EXPERIENCES THROUGH THE USE OF AI

The integration of AI in education can enhance teaching and learning by enabling personalisation, improving engagement, and supporting diverse needs. AI tools can streamline tasks, provide real-time insights, and offer creative learning opportunities, allowing staff to focus on high-quality teaching and tailored support.

Examples include:

- **Student Facing AI Applications:** AI-powered tools that directly interact with students, offering personalised learning experiences. They include adaptive learning platforms, intelligent tutoring systems, language learning applications, and interactive educational games.
- **Planning and Preparation Tools:** Designed to aid educators in the creation, organisation, and optimisation of lesson plans and teaching resources. These tools leverage AI to analyse educational content, student data, and learning outcomes to suggest or generate tailored teaching strategies and materials.
- **Data Analysis Tools:** Help staff analyse various forms of educational data, including test scores, attendance records, and engagement metrics. By leveraging AI, educators can gain deeper insights into student performance, learning trends, and areas needing attention.

SUPPORTING STAFF WELLBEING THROUGH WORKLOAD REDUCTION.

Place Partnership Trust recognises the importance of staff wellbeing and the need to reduce unnecessary workload pressures.

AI can help automate routine tasks, support planning and assessment, and streamline communication, allowing staff to focus on high-quality teaching and meaningful interactions with students.

- By integrating AI tools thoughtfully, Place Partnership Trust aim to enhance professional effectiveness for both teaching, pastoral and administrative staff while improving work-life balance. - **Appendix 1: Examples of AI Tools being used for workload reduction.**

ENSURE AI TOOLS ARE ADOPTED THROUGH TRANSPARENT, DEFINED PROCEDURES.

AI Leads

To ensure a structured and responsible approach to AI implementation, lead roles are assigned to oversee its integration. These roles are responsible for guiding and supervising all aspects of AI adoption. This includes evaluating the educational value of proposed AI tools, ensuring compliance with legal and ethical standards, and aligning AI initiatives with the Trust's educational goals and policies.

- When selecting AI tools, The Trust will facilitate collaboration, ensuring that the voices of educators, IT staff, and other stakeholders are considered in the decision-making process.
- Regular training and professional development will be provided to these leaders to keep them updated on the latest AI advancements and best practices in educational technology.

Processes for the Introduction of AI Tools

- The introduction of AI tools at Place Partnership Trust follows transparent, defined procedures to ensure accountability and alignment with the Trusts educational objectives. - **Appendix 2: AI Tools Adoption Process**
- This approval process includes checks against safeguarding, data protection and intellectual property rights.
- A preference will always be shown to tools that include enterprise controls.

Only tools approved through this process should be used. The Trust will publish a list of approved tools alongside individual risk assessments.

PROMOTE THE UNDERSTANDING AND ETHICAL USE OF AI

Understanding AI

Staff training is essential for the effective and responsible use of AI in schools. It empowers educators to use AI tools confidently and ethically, ensuring they enhance teaching, protect student data, and support learning outcomes. Training also helps staff understand the risks, such as bias or misuse, and enables them to integrate AI meaningfully into their practice while staying compliant with privacy regulations. Ultimately, well-trained staff are key to unlocking the full potential of AI in education.

The education of our students in the use of AI is vital to ensure it is used safely, responsibly, and effectively in our schools. Education will help our students understand how AI works, how to use it ethically, and how to critically assess AI-generated content. It will also promote digital literacy, protect personal data, and encourage responsible online behaviour. By equipping students with the knowledge and skills to engage with AI tools, we can empower them to use technology to support their learning and prepare for a future shaped by AI.

- Place Partnership Trust are committed to providing training to all stakeholders throughout the adoption of AI applications.

Ethical Use

Transparency with Wider Stakeholders

In implementing AI in education, transparency with our wider stakeholders is crucial. Place Partnership Trust will communicate with our community where, how and why we are using AI.

- We will help students understand how AI impacts their learning.
- Parents/carers will be informed about the use of AI at the Trust and how it is being used to enhance their child's education whilst safeguarding their privacy. They should be assured that AI will not directly be used to make decisions regarding any child's education.
- Governors will receive detailed updates on AI strategies, educational impacts, and ethical compliance.

Human Oversight

AI should support, not replace, professional judgement.

- All decisions regarding student assessment, wellbeing, and progression will remain under the oversight of qualified staff.

- Leaders, and safeguarding personnel will retain full authority over how AI tools are implemented and used in school contexts.

Educational Integrity

- AI will not be used in ways that undermine the learning process. Students will be encouraged to use AI tools as learning aids—not as shortcuts or substitutes for original thinking.
- Staff will actively model and teach responsible AI use, including critical engagement with AI-generated content.

Inclusion and Accessibility

- All AI tools will be assessed for their accessibility to ensure they do not exclude or disadvantage students with special educational needs or disabilities (SEND).
- The Trust is committed to using AI to enhance inclusion and to reduce, not widen, possible learning gaps.

SAFEGUARDING, DATA PROTECTION AND INTELLECTUAL PROPERTY RIGHTS

Safeguarding

Place Partnership Trust recognises that the use of Artificial Intelligence (AI) could constitute a safeguarding risk and that schools have a statutory duty to protect children from harm, including risks introduced or exacerbated by new technologies. This section outlines how the use of AI aligns with the expectations of the DfE's Keeping Children Safe in Education guidance.

- Designated Safeguarding Leads (DSLs) should be equipped with an understanding of AI technologies and their potential safeguarding implications.
- All staff receive safeguarding training that includes risks related to the use of AI, such as exposure to misinformation, disinformation, or algorithmic bias.
- AI tools must not be used to create, share or facilitate harmful content (e.g. bullying via AI-generated images or anonymous AI chatbots).
- The misuse of AI must be dealt with under the Behaviour and Safeguarding policies, with a clear route for reporting concerns.
- Any use of AI tools by students to generate, manipulate, or share harmful images or inappropriate content must be treated as a serious safeguarding incident.
- Where necessary, schools will engage external agencies such as the LADO, Police, DPO, or ICO in line with KCSIE requirements.

Data Protection

In adopting AI tools, Place Partnership Trust will ensure compliance with the UK General Data Protection Regulation (GDPR). GDPR compliance is crucial for protecting the privacy and personal data of students and staff, and for maintaining the integrity and trustworthiness of the Trust. -

Appendix 3: GDPR compliance checklist.

- Personal data will not be submitted into AI software without checks as this can put individuals' privacy and security at risk.
- Users of AI tools must be aware that they may store, share, or use data submitted to learn and that free tools are more likely to do this.

Place Partnership Trust will verify how individual AI tools handle data, to ensure that information is kept secure, used ethically, and only accessed by those who are authorised.

Intellectual Property

Place Partnership Trust is committed to protecting the intellectual property rights of all students when selecting and using AI tools. We will ensure that any AI technology used within our schools, respects and safeguards students' original work, ideas, and data.

- Consent will be obtained from our students (aged 16 or over) or their parent/carer (aged under 16), before submitting their work to any AI tool that stores, reproduces, or uses the content beyond immediate feedback (determined by AI tool adoption checks).

This commitment supports a safe and ethical learning environment, where creativity and ownership are valued and preserved.

MONITORING AND RESPONDING TO THE INAPPROPRIATE USE OF AI

The inappropriate use of AI includes any behaviour that undermines ethical, safe, or responsible use of technology.

The following are examples that would be considered inappropriate use:

BY STUDENTS

- Using AI to plagiarise or submit work that is not their own (e.g., submitting AI-generated essays without permission or acknowledgment).
- Accessing or prompting AI tools to generate inappropriate, offensive, or harmful content (e.g., violent, sexually explicit, or discriminatory material).
- Using AI to create or share fake images, impersonations, or misleading content about peers, staff, or others (e.g., deepfakes or edited conversations).
- Bypassing school filtering or monitoring systems to access unauthorised AI tools.
- Using AI to bully, harass, or intimidate others, directly or indirectly (e.g., AI-generated threats or insults).
- Entering or sharing personal or sensitive data into AI tools not approved for school use.

BY STAFF

- Using AI tools to generate lesson content, feedback, or assessments without reviewing for accuracy, appropriateness, or bias.
- Sharing or uploading personal, pupil, or staff data to non-compliant AI platforms (i.e., those not GDPR compliant or not approved by the Trust).
- Using AI to communicate with students in a way that bypasses school-approved platforms or safeguarding procedures.
- Using AI to automate professional tasks in a way that compromises teaching standards or student outcomes.
- Failing to disclose or acknowledge the use of AI where transparency is expected (e.g., in academic reports or communications).
- Generating or sharing content that could bring the school or Trust into disrepute.

RESPONSE

Our response to the inappropriate use of AI will always be based on sound safeguarding principles and follows school safeguarding and disciplinary processes.

- All student related AI incidents (including data breaches and/or inappropriate outputs) must be reported promptly to schools DSL.
- In the case of the misuse of AI by staff, the school Principal should be informed where the normal staff disciplinary processes will be followed.
- Incidents will be recorded via the school's normal recording systems.
- Where relevant, incidents may be reported to external agencies e.g., Police, LADO, DPO, ICO.

APPENDIX 1 – EXAMPLE OF USING AI TO SUPPORT STAFF WELLBEING THROUGH WORKLOAD REDUCTION.

PLANNING AND RESOURCE CREATION

- AI lesson planners can generate draft lesson plans, learning objectives, differentiation strategies, and activity ideas aligned to curriculum standards.
- Resource generation tools can quickly create worksheets, quizzes, slides, or knowledge organisers.
- Adaptive content suggestion can recommend learning materials tailored to students' abilities, reducing the time needed for differentiation.

MARKING AND FEEDBACK

- AI can be used for the auto-marking of quizzes, multiple choice assessments and for analysing written text against marking criteria
- Suggest formative feedback on writing or coding tasks, which teachers can review and personalise.
- Help generate marking rubrics and ensure consistency across departments.
- Identify the use of AI in generating written text.

COMMUNICATION AND ADMIN

- Generate first drafts of parent emails, school reports, or newsletters, freeing up time for more strategic tasks.
- Summarise meetings, extract action items, and create follow-ups.
- Assist with the creation of school documents, job descriptions, and policies with consistent formatting and clarity.

BEHAVIOUR AND ATTENDANCE ANALYSIS

- Utilise predictive insights to identify patterns in student behaviour, wellbeing, or attendance using AI-powered MIS analytics, enabling earlier and more efficient interventions.
- Automate flagging of students at risk based on behaviour logs, allowing staff to prioritise key cases rather than analyse through data manually.

PROFESSIONAL DEVELOPMENT

- Staff can use AI as a coach to roleplay scenarios, rehearse difficult conversations, or explore classroom management strategies.
- Personalised CPD Recommendations, suggesting articles, training modules, or research based on teaching focus or performance goals.

REDUCING COGNITIVE LOAD

- Manage task lists, plan days, summarise long documents, and keep track of follow-up actions.

- act as a “digital assistant”, helping with admin, planning, or information searching.

APPENDIX 2 – AI TOOL IMPLEMENTATION CHECKLIST

BASIC INFORMATION

- School Name
- Department / Faculty
- Tool Name
- Developer / Provider
- Purpose of the Tool
- Cost
- Does the tool have enterprise level controls

EDUCATIONAL RATIONALE

- Intended use
- Expected benefits
- Curriculum/Back office function alignment
- Does the tool support learners with SEND

SAFEGUARDING AND ETHICS

- Potential risks
- Monitoring measures
- Age appropriateness

DATA PRIVACY AND SECURITY

- Data collection
- DPIA status
- GDPR compliance
- Does the tool use submitted data/prompts in any way for machine learning

USE AND TRAINING

- Who will use it
- Training requirements

EVALUATION AND REVIEW

- Effectiveness review
- Responsible reviewer
- Review date

APPROVAL

- Proposed by

- Date Submitted
- Approved by Designated AI Lead
- Date Approved / Declined

APPENDIX 3 – GDPR CHECKLIST

- **Data Protection by Design:** Choose AI tools that are built with data protection as a core feature. This includes robust encryption, secure data storage, and minimal data collection in line with GDPR requirements.
- **Consent and Transparency:** Ensure that clear consent is obtained from students and staff for the collection and use of their data if necessary. Provide transparent information about what data is being collected, how it will be used, and who will have access to it.
- **Data Minimisation:** Adopt AI tools that only collect and process the data necessary for the intended educational purpose. Unnecessary data collection should be avoided to minimise privacy risks.
- **Data Subject Rights:** The AI tools should facilitate the rights of data subjects, including the right to access, rectify, and erase their personal data, as well as the right to object to data processing and the right to data portability.
- **Data Processing Agreements:** Ensure that agreements with AI tool providers include clauses that require them to comply with GDPR. This includes provisions for data protection, processing limitations, and obligations in case of data breaches.
- **Regular Audits and Assessments:** Conduct regular audits of AI tools to ensure ongoing compliance with GDPR. This includes assessing the data protection impact, particularly when introducing new tools or making significant changes to existing ones.
- **Training and Awareness:** Provide training for staff and students (if appropriate) on GDPR compliance, focusing on their roles and responsibilities in protecting personal data when using AI tools.
- **Incident Response Plan:** Develop and maintain an incident response plan to address any data breaches or GDPR non-compliance issues promptly and effectively.