INSPIRE MULTI-ACADEMY TRUST

AI Policy

Version	V2
Approved by:	INMAT Board of Trustees
Approval Date:	
Review Frequency:	Bi-Annually

Inclusion – Improving education for everyone.

Integrity – We are consistently open, honest, ethical, and genuine.

Initiative – We have the courage to always seek a better way to a better future.

Inspiration – We use our drive and commitment to energise, engage and inspire.

Involvement –We encourage our community to take ownership and responsibility.

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Revision	Date	Comments
V2	Sept'25	Amendments to include reference to KCSIE 25

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1. Introduction

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 the 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.

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.

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 members of [SCHOOL OR TRUST NAME] including staff, 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 school who are key contributors to AI policy and development:

- The Computing Lead acts as a lead for our school regarding the use of AI technology, monitors compliance with this policy and works with other staff to communicate, promote and regulate AI use, providing or arranging for training to be given where necessary.
- Our Data Protection Officer is responsible for advising us about our data protection obligations in relation to AI use.
- Our IT lead DCC IT Services provides technical support and guidance on the operation of AI. (EasiPC)
- The headteacher and Safeguarding Governor will be responsible for the Governance of AI.
- The School Council will also have act as a pupil voice to ensure children's feedback is considered and validated.

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.

This policy also links to other school policies, including the Child Protection and Safeguarding, Data Protection, Staff Code of Conduct and IT Security and Acceptable Usage and should be read in conjunction with them.

3. Understanding Generative AI

Generative Artificial Intelligence (AI) represents a class of AI technologies designed to create new, original content across various formats, including text, images, audio, simulations, videos, and code. At the heart of this capability are two primary technologies that have significantly impacted the educational landscape: text-based Large Language Models (LLMs)

and image generation AI tools. Understanding these technologies' workings, potential applications, and inherent challenges is crucial for their responsible use within educational settings.

Text-Based Large Language Models (LLMs):

Text-based LLMs, such as ChatGPT and Google Bard, are powered by algorithms trained on vast datasets comprising a wide array of text sources. These models learn patterns, structures, and nuances of language, enabling them to generate coherent, contextually relevant text responses to user prompts. Their applications in education are diverse, ranging from generating reading materials and assisting with content creation to offering tutoring services and facilitating interactive learning experiences.

The potential of LLMs extends into personalized education, where AI can adapt content to fit individual student learning styles and needs. However, the reliance on pre-existing data to generate responses introduces challenges, including the potential for perpetuating biases present in the training data, generating factually incorrect or misleading information, and raising concerns about originality and academic integrity.

Image Generation AI Tools:

Image generation AI models, such as DALL-E, Midjourney, and Artbreeder, utilize advanced algorithms to transform textual descriptions into detailed visual representations. These tools open up new avenues for visual learning, allowing educators to create custom illustrations, diagrams, and visual aids that can enhance understanding and engagement across various subjects.

The ability to generate specific, high-quality images on demand can revolutionize the creation of educational materials, making it easier to visualize complex concepts, historical events, and abstract ideas. However, similar to LLMs, image generation AI tools face challenges related to the accuracy and appropriateness of generated content, intellectual property considerations, and the need to critically evaluate and contextualize AI-generated visuals within the educational framework.

4. Opportunities and Challenges in Education

The integration of generative AI technologies into educational settings presents a unique blend of opportunities and challenges that can significantly impact teaching, learning, and administrative processes. Understanding these can help schools navigate the complexities of adopting these technologies responsibly.

Opportunities in Education:

Enhanced Personalized Learning: Generative AI, through text-based LLMs and image generation tools, can tailor educational content to meet individual student needs, preferences, and learning speeds. This personalization can lead to more effective learning outcomes by addressing students' unique challenges and leveraging their strengths.

Creative and Engaging Content Creation: Educators can use AI to generate creative, engaging, and diverse learning materials. Image generation AI can provide visual aids and illustrations for complex concepts, while LLMs can create diverse text-based content, from historical narratives to science explanations, making learning more interactive and enjoyable.

Efficiency in Administrative Tasks: AI technologies can automate routine tasks such as grading, scheduling, and documentation. This automation can free up valuable time for educators to focus more on teaching and less on administrative duties, thereby enhancing overall educational delivery.

Support for Diverse Learning Environments: Generative AI can offer solutions for inclusive education by creating content accessible to students with various learning disabilities. For example, text-to-speech features and visually rich content can make learning more accessible for students with dyslexia or visual impairments.

Challenges in Education:

Maintaining Academic Integrity: The ease with which students can generate essays, reports, and other assignments using AI poses significant challenges to academic integrity. Schools must develop strategies to distinguish between AI-generated and student-originated work, ensuring that learning objectives related to critical thinking and creativity are met.

Ensuring Content Accuracy and Appropriateness: AI-generated content may not always be accurate or appropriate, necessitating thorough review and verification by educators. This challenge underscores the importance of critical evaluation skills in both students and educators to identify and correct potential inaccuracies or biases in AI-generated materials.

Addressing Data Privacy and Security: The use of generative AI in education raises significant data privacy and security concerns. Sensitive student information and intellectual property must be protected against unauthorized access or use, especially when interacting with AI technologies that process data on external servers.

Navigating Intellectual Property Issues: As AI generates content based on existing data, questions about the originality and ownership of AI-generated materials arise. Schools must navigate the complex landscape of intellectual property rights, ensuring that the use of AI-generated content complies with copyright laws and respects the creators' rights.

Ethical and Bias Considerations: Generative AI models can inadvertently perpetuate biases present in their training data, leading to biased content generation. Educational schools must be vigilant in identifying and mitigating such biases, promoting an inclusive and equitable learning environment.

5. Use of AI

Use of AI by Staff

Staff are permitted to explore and utilise AI-based tools and technologies 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 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.

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 strategies 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 with report writing, the staff member 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.

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 deepfake and impersonation materials.

Pupils may be permitted 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. This is yet to be established within the school and this policy will be updated prior to any AI-based work being added to the Curriculum.

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 application

Pupils will be taught not to enter personal, sensitive or confidential data into Generative AI tools [including their email addresses].

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.

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.

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 utilising diverse assessment strategies, teaching staff can verify pupils' comprehension beyond what AI tools can assess, promoting deep learning and authentic pupil engagement.

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 will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.

Accuracy – information may be inaccurate when generated so any content should be fact-checked.

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

In accordance with Keeping Children Safe in Education, staff will ensure children are better protected from 'potentially harmful and inappropriate material online', and taught about conspiracy theories, fake news, misinformation and disinformation, through the use of AI.

6. Data Protection Implications of 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.

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 Process.

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 part in an exam) and representational harms (for example, selecting groups of pupils for different interventions results 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.

7. Cyber Security

Our school will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies, including:

- Implementing rigorous cybersecurity protocols and access controls through measures such as encryption, security patches and updates, access controls and secure storage.
- Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity.

- Ensuring that any suspected or confirmed security incidents are reported to the headteacher or a member of SLT and the Data Protection Officer.(Plumsun)
- Carrying out an evaluation of the security of any AI tool before using it. This includes reviewing the tool's security features, terms of service and data protection policies. This work will form part of the DPIA process.

- Maintaining vigilance against material that may be a deepfake (a synthetic media which can be used to create realistic and convincing videos or audio of people saying or doing things they haven't. These can be used to spread misinformation or impersonate someone to commit cyber fraud).
- Training staff and pupils to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cyber-crime.

8. Monitoring and Review

Date of the next review:_____

Signed: _____ Date: _____
Head
Print:_____

Signed: _____ Date: _____
Chair of Trustees

Print:_____