



Artificial Intelligence Policy & Strategy



Policy Details

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1. Introduction

The rapid advance of artificial intelligence (AI) in education offers opportunities to reduce teacher workload and personalise learning, but it also brings risks around data privacy, bias, safeguarding, intellectual property and equality.

This policy outlines the principles and rules governing AI use at Raedwald Trust. A separate **AI Strategy** sets out the phased plan for implementing AI while adhering to this policy.

2. Purpose and Scope

- **Purpose** – To ensure the safe, ethical and legally compliant use of AI technologies within the trust. The 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.
- **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 activities. It covers staff, pupils, 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 academy devices or networks.

3. 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.
AI champion	A staff member who leads on AI, demystifies its use, addresses staff anxieties and guides teachers on appropriate applications.
DPIA	Data Protection Impact Assessment – a process to identify and mitigate risks to personal data when using technologies.

4. Principles

1. **Safety and safeguarding first** – Trust staff must prioritise safety when deciding whether to use AI for a task. Use must be carefully assessed, with clear benefits that outweigh the risks. Pupils should only use AI with supervision and filtering/monitoring controls.
2. **Human-centred** – AI should support teachers and reduce workload but should not remove their oversight and accountability. Teachers must remain responsible for verifying any AI outputs to ensure accuracy and guard against bias. Teachers and pupils should be made aware of the potential for AI hallucination (where AI produces an output that looks plausible but is factually incorrect).
3. **Compliance with law and policy** – AI use must comply with UK GDPR, the Data Protection Act 2018, the Education Act 2011, the Equality Act 2010, copyright legislation and the Prevent duty as well as Keeping Children Safe in Education (KCSIE), DfE filtering and monitoring standards and any subsequent updates.
4. **Ethical, fair and transparent** – AI must be used ethically and without discrimination. Leaders must assess AI tools for bias, accuracy, transparency and suitability for diverse cohorts. It must always be made clear when AI has been used to generate content.
5. **Transparency and engagement** – Parents, carers and pupils should be informed about AI use and given opportunities to raise concerns. This can be incorporated into the induction process but should be an on-going dialogue. Leaders must ensure that there is clear and consistent labelling of AI-assisted outputs.

- 6. **Inclusivity** – AI should promote equity and be accessible to all learners. Leaders must address the digital divide (lack of devices or connectivity) and ensure that vulnerable pupils are not disadvantaged.

5. Roles and Responsibilities

- **Trust Board and Governing Bodies** – Provide strategic oversight, approve the policy and monitor compliance. Ensure that AI use aligns with the trust’s values and statutory obligations.
- **Central Team** – Lead implementation. Appoint an AI Lead to coordinate AI activities across academies. Ensure that risk assessments and DPIAs are conducted before procuring or deploying AI tools.
- **AI Lead** – Serve as subject-matter experts. Demystify AI, support staff training, evaluate tools for bias and compliance and maintain an inventory of approved AI systems. Work with safeguarding leads, curriculum leaders and headteachers to coordinate safe deployment.
- **Designated Safeguarding Lead (DSL)** – Integrate AI considerations into existing safeguarding policies, ensure appropriate filtering and monitoring systems cover AI tools and investigate AI-related safeguarding incidents.
- **Data Protection Officer (DPO)** – Advise on DPIAs, data minimisation and security measures; review AI suppliers’ privacy notices; ensure compliance with GDPR and DPA 2018; maintain data processing records.
- **ICT / Network Manager** – Configure infrastructure to restrict AI use to approved tools, manage filtering and monitoring, ensure closed AI systems are implemented where possible.
- **Teachers and Support Staff** – Use AI tools responsibly, verifying outputs and maintaining professional judgment. Only use approved tools, operate through school-provided accounts and comply with age restrictions. Monitor pupils’ use and report any incidents. All staff should read the AI policy and strategy and sign an appropriate usage agreement.
- **Pupils** – Use AI only with permission, under supervision, and for educational purposes. Follow behaviour policies and do not enter personal or sensitive data into AI tools. All pupils should sign an appropriate usage agreement.
- **Parents and Carers** – Stay informed about AI use, support children to follow the policy and raise any concerns. The Trust will provide regular updates and guidance. All parents and carers should sign an appropriate usage agreement.

6. Approved and Prohibited Uses

6.1 Approved Uses

AI may be used when it demonstrably improves efficiency or learning outcomes.

Examples include:

Approved use	Conditions
Lesson planning and resource creation	Generative AI can help draft lesson plans, worksheets or presentations, reducing workloads. Staff must always review and adapt outputs, ensuring accuracy and appropriateness.
Administrative tasks	AI may automate timetabling, scheduling, attendance analysis and some report generation. Staff must always review and adapt outputs, ensuring accuracy and appropriateness.
Adaptive learning platforms	In controlled environments, AI-driven adaptive platforms may personalise practice tasks or revision for pupils. Use must be supervised, and data privacy safeguards implemented.
Assistive technology	AI may support accessibility, e.g., speech-to-text or translation, helping pupils with SEND or EAL.
Risk assessment and safeguarding analytics	AI systems may analyse patterns to flag safeguarding or wellbeing concerns. Only closed systems should be used, and human professionals must review any flags before action.

6.2 Prohibited Uses

- Inputting personally identifiable information or sensitive data into open AI systems.
- Using AI to make or recommend decisions about admissions, exclusions, attendance, grading or disciplinary actions. Human professionals must make all final decisions.
- Allowing pupils to access generative AI unsupervised. Pupils may only use AI tools with explicit permission, within age restrictions and under supervision.
- Copying AI-generated outputs verbatim for assessments, reports or published materials without review.
- Using AI systems that have not been vetted and approved by the AI Lead. Staff must not sign up to external AI services that have not been vetted for work purposes using personal accounts.
- Publishing AI-generated content that may infringe copyright.

7 Data Protection and Privacy

1. **Data minimisation** – Avoid entering personal or special category data into AI tools wherever possible. If personal data must be processed, ensure there is a lawful basis and complete a DPIA.
2. **Anonymisation and pseudonymisation** – When using AI to analyse data, anonymise or pseudonymise datasets to protect identities.
3. **Supplier due diligence** – Evaluate AI suppliers' privacy notices and data processing arrangements. Confirm whether input data is used to train models; opt out of data retention where possible. Use closed AI systems or ensure enterprise controls to prevent data from being shared.
4. **Information sharing and consent** – Inform pupils and parents when personal data may be processed by AI and seek consent where necessary. Maintain transparency with regards to AI usage across the trust.
5. **Secure storage** – Ensure that AI-generated data and outputs are stored securely with encryption and access controls.
6. **Data retention and deletion** – Refer to the Raedwald Trust Data Retention Schedule. Avoid feeding student work into AI models for training without explicit consent.

8 Safeguarding and Online Safety

1. **Integration with KCSIE** – Safeguarding policies must cover AI. Filtering and monitoring systems should include generative AI, and risk assessments should identify potential misuse.
2. **Supervision of pupils** – Pupils may only use AI tools during scheduled sessions, supervised by trained staff. Pupils must abide by any age restrictions on AI tools.
3. **Education and digital literacy** – Incorporate teaching about AI's benefits and risks into the curriculum. Pupils should learn to critique AI outputs, understand bias and be aware of data privacy.
4. **Misuse and disciplinary procedures** – Misuse of AI (e.g., plagiarism, generating harmful content, impersonating staff) will be treated as a behaviour breach. Staff must follow existing behaviour, anti-bullying and safeguarding policies.
5. **Reporting concerns** – Incidents (e.g., data breaches, inappropriate AI outputs) must be reported promptly to the DSL, DPO (via the Data Protection Lead) and AI Lead. The Trust will investigate and take appropriate actions.

9 Intellectual Property and Academic Integrity

- **Respect for copyright** – Materials protected by copyright can only be used to train AI with permission or where a statutory exception applies. AI tools should not be trained on pupils' work or staff's planning without consent.
- **Originality** – Pupils and staff must ensure that AI-generated content used in assignments or lesson resources is properly attributed and does not infringe copyright or misrepresent work as original.
- **Plagiarism detection** – The Trust will use plagiarism detection and AI-detection tools where appropriate to uphold academic integrity.

10 Training, Awareness and Support

1. **Staff training** – Provide continuous professional development on AI literacy, ethical use and data protection.
2. **Student education** – Teach pupils how AI works, its limitations and how to use it responsibly and ethically. Include explicit instruction on evaluating AI-generated information and avoiding overreliance.
3. **Parent and carer engagement** – Provide resources to educate parents about AI's benefits and risks.

11 Monitoring, Audit and Review

- **AI inventory** – Maintain a register of all AI tools used across the trust, including purpose, data flows, risk assessments and approval status.
- **Regular review** – Review this policy at least annually or sooner if significant changes in technology, law or guidance occur.
- **Audit and compliance** – Conduct internal audits to ensure adherence to this policy. The DPO/DPL and AI Lead will monitor compliance with DPIAs, data protection and safeguarding standards.
- **Incident reporting** – Maintain clear channels for reporting AI-related incidents. Lessons learned will feed into policy updates.

12 Relationship to AI Strategy

This policy sets out the rules and principles for AI use. The accompanying **AI Strategy** document provides a phased implementation plan, governance structure and measures for realising these principles in practice. Staff and stakeholders should read the strategy alongside this policy to understand how AI will be introduced, evaluated and scaled across our academies.

13 References (DfE and Ofsted)

The policy draws on the following official publications to ensure compliance and best practice:

1. **Generative artificial intelligence in education – policy paper.** <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
2. **'The biggest risk is doing nothing': insights from early adopters of artificial intelligence in schools and further education colleges.** <https://www.gov.uk/government/publications/ai-in-schools-and-further-education-findings-from-early-adopters/the-biggest-risk-is-doing-nothing-insights-from-early-adopters-of-artificial-intelligence-in-schools-and-further-education-colleges#:~:text=The%20literature%20indicates%20that%20adopting,footnote%2050>
3. **Ofsted's approach to artificial intelligence (AI)** <https://www.gov.uk/government/publications/ofsteds-approach-to-ai/ofsteds-approach-to-artificial-intelligence-ai>

Appendix 1: Artificial Intelligence (AI) Strategy

Introduction

This strategy document accompanies the **AI Policy**. The policy sets out the rules and principles governing AI use and the strategy explains how Raedwald Trust will implement AI in a phased, safe and sustainable manner. This strategy provides a practical roadmap and governance structure to achieve the policy objectives. Readers should consult the policy for definitions, legal frameworks and prohibited uses.

1. Objectives

The following objectives align with the principles set out in the policy:

4. **Empower teachers and support staff** – Use AI to reduce administrative workload to allow more focus on high-value teaching and pastoral care.
5. **Personalise learning** – Deploy AI to support personalised feedback, adaptation and assistive technologies so that pupils with varied needs can access and engage in learning.
6. **Cultivate digital literacy and AI awareness** – Ensure pupils and staff understand AI's benefits and limitations, can critically evaluate outputs and avoid overreliance.
7. **Assure safety, ethics and compliance** – Embed safeguarding, data protection, bias mitigation and intellectual property considerations into all AI deployments.
8. **Foster innovation and continuous improvement** – Pilot AI applications, learn from early adopters and evolve practice. View AI as a tool that augments rather than replaces teacher expertise.

2 Governance and Leadership

- **AI Lead** – Appoint an AI Lead to oversee implementation, support training and act as a point of contact.
- **Reporting** – Provide an annual report to the Trust board on progress, impact and risks. This evidence will support Ofsted inspections, demonstrating how AI use affects outcomes and safeguarding.

3 Phased Implementation Plan

To manage risks and build awareness, implementation of this strategy will be phased.

3.1 Phase 1 – Audit and readiness

- **Audit current use** – Assess existing AI tools across academies (administrative, classroom and safeguarding) and identify gaps and risks. Audit current awareness and useage (staff and pupils).
- **Benchmarking** – Use DfE digital standards and online safety self-assessment tools to benchmark the trust's digital maturity. <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/digital-leadership-and-governance-standards> and https://www.gov.uk/guidance/plan-technology-for-your-school?utm_source=AI+policy+paper&utm_medium=referral
- **Policy development** – Finalise the AI policy and carry out data protection impact assessments (DPIAs) for proposed tools.
- **Select pilot projects** – Identify AI applications that can deliver benefits for target groups as part of 1-1 pilot projects
- **Train staff** – Provide baseline training on AI literacy, ethical use, data privacy and safeguarding. Establish a framework for on-going training for all staff and Trustees.
- **Engage stakeholders** – Inform parents and pupils about proposed pilots.

3.2 Phase 2 – Pilot, evaluation and AI literacy

- **Deploy pilots** – Implement selected AI tools in a small number of academies, with support from AI Lead and IT team.
- **Monitor and evaluate** – Collect data on impacts relating to teacher workload and pupil engagement. Consider safeguarding implications, access difficulties and improper use. Use feedback to refine tools and approach.

- **Address pupil's AI literacy** – Ensure pupils use AI under supervision and integrate AI literacy into the curriculum so that pupils understand its uses, limitations and risks (PSHE).
- **Address infrastructure gaps** – Develop a plan to invest in devices and connectivity to reduce the digital divide based on evidence from audits.

3.3 Phase 3 – Scaling and integration

- **Scale successful pilots** – Roll out proven AI tools across additional academies. Update the AI inventory and user guidance.
- **Curriculum integration** – Embed AI literacy across additional subjects, including critical thinking about AI outputs, bias and ethical considerations. Provide adaptive learning resources tailored to pupils' needs.
- **Ongoing professional development** – Offer training for staff to improve confidence and upskill.

3.4 Phase 4 – Long-term sustainability

- **Annual strategy review** – Review the strategy annually, taking account of national guidance, technological advances and research, and safeguarding implications.

4 Risk Management and Evaluation

- **Comprehensive risk assessments** – Conduct DPIAs and bias assessments before adopting any AI tool. Evaluate potential discrimination, data misuse and inaccuracies. Withdraw or modify tools that exhibit discriminatory behaviour or inaccurate advice
- **Monitoring and incident response** – Implement systems to detect misuse or harmful outputs as well as to address safeguarding concerns. Ensure clear reporting lines to AI Lead, the DPO/DPL and the DSL.

5 Communication and Stakeholder Engagement

- **Parents and carers** – Provide regular updates on AI initiatives and address concerns regarding data privacy and safety.
- **Students** – Gather feedback on AI tools and involve them in co-design where appropriate.
- **Governors and trustees** – Offer training on AI so that governors understand their oversight responsibilities. Present clear reports on impact, risks and mitigation.

6 Review and Continuous Improvement

- **Annual review** – Evaluate this strategy annually, considering new technologies, research findings, regulatory changes and feedback. Update this strategy, the policy and training materials accordingly.
- **Benchmarking** – Review DfE digital standards and repeat online safety self-assessment tools to benchmark the trust's digital maturity. <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/digital-leadership-and-governance-standards>

7 AI tools

How AI tools can improve outcomes and accelerate progress – while preserving resilience, creativity and social skills

- **Personalised practice and formative assessment.** These tools accelerate progress by addressing misconceptions promptly and allowing repeated practice.
- **Non-judgemental support.** AI tutors provide a safe environment where pupils can ask questions without fear of embarrassment. AI tutors can encourage pupils who are reluctant to participate in class and can adapt to individual needs.
- **Balancing AI with teacher-talk, peer collaboration and challenge.** Heavy reliance on AI for instant answers can diminish pupils' perseverance and curiosity. AI can reduce critical thinking, creativity and communication skills because AI feedback is immediate and often rewarding. Pupils might become dependent on external validation rather than developing internal motivation. It is essential to teach pupils about these risks when using AI and ensure that the adoption of any AI tools is closely monitored and does not reduce teacher-pupil and peer interactions. Schools should integrate AI tools into pedagogical

routines, e.g. pupils could use AI for initial exploration or retrieval practice, then engage in teacher-led discussions, peer-talk, group work and hands-on projects. Teachers should set boundaries on AI use during independent work and encourage learners to persist through productive struggle before seeking AI assistance.

- **Promoting a growth mindset.** Teachers must reinforce the idea that intelligence grows with effort and feedback. When using AI, pupils should be encouraged to reflect on *how* they solved a problem. Teachers could use AI-generated explanations as starting points for class discussions. Pupils should also be encouraged to review AI outputs and understand that they can include inaccuracies and bias.
- **Ethical and equitable use.** The Guardian reports show that AI use among students has risen dramatically – 88 % of students use tools like ChatGPT. Students use AI to explain concepts, summarise articles and suggest research ideas, but over-reliance can lead to academic misconduct or a widening digital divide. Schools should provide guidance on responsible use, including citations and academic integrity, and ensure that access to AI does not depend on socio-economic status. Clear policies and training are necessary so that pupils understand when AI support is appropriate and when independent thinking is expected.

Teaching responsible AI use in lessons

To maximise the benefits of AI while upholding safeguarding and educational standards, academies should incorporate explicit instruction on how to use AI responsibly. The following recommendations draw on Department for Education (DfE) guidance and Ofsted commentary on emerging AI practice.

- **Integrate digital literacy and AI ethics into the curriculum.** Pupils should learn what AI can and cannot do, the risks of bias and hallucination (where AI produces an output that looks plausible but is factually incorrect), and how to evaluate AI outputs critically. Lessons should cover data privacy, copyright and academic integrity obligations. This aligns with DfE advice that AI is a tool to support learning rather than replace human judgement, and that outputs must be checked by qualified staff. (PSHE)
- **Use supervised practice to model appropriate use.** Pupils may only use AI under teacher supervision with clear safeguards. Teachers can demonstrate how to prompt AI for research or feedback, then show how to verify the results against trusted sources. Classroom discussions should explore why certain AI responses are inaccurate or incomplete, reinforcing critical thinking.
- **Encourage reflection and growth mindset.** When pupils use AI to solve a problem, ask them to explain their reasoning and identify alternative strategies. Celebrate effort and improvement rather than quick answers. This helps counteract the immediate-feedback loop that can undermine resilience and supports a growth mindset by emphasising that learning comes from struggle and reflection.
- **Embed AI use within collaborative and teacher-led activities.** Ofsted inspectors will evaluate how AI contributes to overall curriculum intent and impact. Therefore, AI should be woven into lessons alongside teacher instruction, group work and peer-talk.
- **Maintain clear policies and transparency.** DfE guidance requires schools to comply with safeguarding, data protection and intellectual property laws when using AI. Policies should outline which AI tools are approved, when and how pupils may use them, and what constitutes misuse. Pupils and parents need to understand that AI support does not excuse plagiarism or academic misconduct. Transparent reporting mechanisms encourage pupils to report concerns about inappropriate AI use.
- **Monitor impact and adjust practice.** Ofsted's early-adopter research recommends that schools maintain robust governance frameworks and review AI usage regularly. Staff should collect evidence on how AI influences engagement, attainment and well-being, and adapt lesson plans accordingly. This ongoing evaluation helps ensure that AI enhances learning without eroding social skills, creativity or resilience.

References

The strategy document is informed by key publications from the Department for Education. These documents provide guidance on safe AI use, governance and best practice:

9. **Generative artificial intelligence in education – policy paper.**
<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

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10. ***'The biggest risk is doing nothing': insights from early adopters of artificial intelligence in schools and further education colleges.*** <https://www.gov.uk/government/publications/ai-in-schools-and-further-education-findings-from-early-adopters/the-biggest-risk-is-doing-nothing-insights-from-early-adopters-of-artificial-intelligence-in-schools-and-further-education-colleges#:~:text=The%20literature%20indicates%20that%20adopting,footnote%2050>
 11. ***Ofsted's approach to artificial intelligence (AI)*** <https://www.gov.uk/government/publications/ofsteds-approach-to-ai/ofsteds-approach-to-artificial-intelligence-ai>