

'They will soar on wings like eagles ...'
Isaiah 40:31

collaborate | enrich | trust | innovate | aspire | nurture



Multi Academy Trust Policy

Common Trust Policy, Use as Published

AI Policy

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Version	Date	Author	Change Description
1	17.03.2025	AW	New Trust policy

Introduction

In Aquila, we recognise the potential for Artificial Intelligence (AI), particularly Generative AI (e.g., ChatGPT), to transform how our trust is managed and how pupils learn. This policy outlines our approach to integrating AI responsibly into how our schools and central team are run and how we deliver learning, enabling everyone to benefit from new technologies, educating them about safe, responsible and ethical AI use. Our AI policy is rooted in our core values: collaboration, as we work together to harness AI's benefits; nurture, ensuring all learners feel supported and safe; trust, fostering confidence in ethical and responsible AI use; aspire, encouraging curiosity and ambition in digital learning; innovate, embracing new technologies to enhance education; and enrich, using AI to create deeper, more engaging learning experiences.

We are committed to harnessing AI technologies responsibly where they can improve teaching and learning outcomes. By applying ethical principles, promoting transparency, and implementing measures to safeguard pupils, we aim to use AI effectively for the benefit of our communities.

We recognise the guidance set out in the [Department for Education's Statement on Generative Artificial Intelligence in Education](#). This policy has been informed by that guidance.

All users of generative AI will comply with relevant laws, regulations, policies and guidelines governing [Keeping Children Safe in Education](#), intellectual property, copyright, data protection and other relevant areas. We will prioritise the safeguarding of our pupils and their online safety and will not knowingly use any AI technology that puts them at greater risk. Staff will not provide intellectual property, including pupils' work, to be used to train Generative AI models without appropriate consents or exemptions in place.

What is Generative AI?

Generative AI is a type of artificial intelligence that creates new content based on large volumes of data. It uses large language models (LLMs), which are trained to generate human-like text, images and code. Examples of generative AI tools include ChatGPT, Microsoft Copilot, and Google Gemini, which can:

- Answer questions
- Complete written tasks
- Generate text, images, or code
- Respond in a human-like way

Other types of generative AI can also produce audio, videos, and simulations.

AI is already used in:

- Email spam filtering
- Media recommendation systems (e.g., Netflix, YouTube)
- Navigation apps
- Online chatbots

Generative AI is evolving rapidly, offering both opportunities and challenges for education. It can support learning and administration, but responsible use is essential.

Core principles

When we invest in, implement and use AI in our schools and central team, we follow these key principles:

- **Equity and inclusion:** We commit to deploying AI technologies in a way that is equitable and promotes inclusion, addressing biases and ensuring fair access to educational opportunities for all pupils.
- **Transparency:** We prioritise transparency in AI usage, ensuring that students, families, and staff understand how and where it is used and the effects on teaching and learning.
- **Privacy:** We apply strict data protection standards, including safeguarding student and staff data used in AI applications. Our full data protection policy can be found in the Staff Handbook
- **Accountability:** We hold ourselves accountable for the ethical design, development, and implementation of AI systems, regularly reviewing their impact and efficacy.
- **Educational value:** We consider how AI applications align with the curriculum scope and objectives and serve to improve teaching and learning experiences and outcomes for pupils.

We use AI as an administrative and educational tool, and actively develop staff and pupils' AI literacy and skills. We use AI to help teachers manage their workload rather than add to it, and to improve and streamline school operations to maximise time and resource available for teaching and learning.

Guidelines for staff

Staff must not share personal or private information with AI tools without permission from their manager. Staff must ensure lesson planning and resource creation are appropriate to the national curriculum.

The DfE have funded the Oak National Academy to develop AI tools for teachers that will help to speed up lesson planning and reduce workloads. Oak recently launched [Aila, an AI-powered lesson assistant](#). This is an approved tool and is deemed safe to use.

Staff are encouraged to use recommended AI based tools to reduce workload e.g. TeachMate AI, SLT AI, Teachermatic, LeadingAI. Staff are permitted to explore and use AI-based tools and technologies to support their work where no proprietary or personal information is shared with the AI tool. Examples may include use of licensed AI tools for lesson planning, production of curriculum materials, and administration. Staff must be transparent with their manager about their use of generative AI.

We have not blocked the use of AI tools we consider dangerous or unethical but reserve the right to do so. In light of concerns about accuracy of information staff may not use DeepSeek on any Aquila machines or input any information relating to Aquila, the school, the staff or the pupils.

Staff must ensure that any potential new use of AI tools is assessed to consider if a Data Protection Impact Assessment is required. Contact DPO Tracey Howard thoward@aquilatrust.co.uk

AI tools will be used responsibly, ensuring they complement expertise but do not create a substitute for professional judgement. Staff remain professionally responsible and accountable for the quality and content of any output they have generated using AI.

Understanding Generative AI: Staff should understand the capabilities and limitations of Generative AI tools like ChatGPT and Google Gemini, including an awareness of bias, accuracy and currency. They need

to quality-assure and fact-check the results, and use AI-generated content responsibly in their teaching materials.

- **Professional judgement:** Staff exercise professional judgement in checking AI-generated content for accuracy, relevance, and appropriateness before use in educational settings. This includes checking content against the National Curriculum and DfE guidance. They are expected to provide context, and supplement AI-generated materials with their expertise.
- **Personalisation and learning:** Staff must promote equity in education by considering use of AI to address learning gaps and provide personalised support, preparing all pupils for a future in which AI technology will be an integral part, being mindful of disparities in opportunities for different pupils.
- **Data protection and intellectual property:** Staff must protect personal and sensitive data, ensuring compliance with data protection legislation and other school policies, recognising the risks posed by AI. Staff also need to respect pupils' intellectual property rights, ensuring that original work (including homework) is not used to train AI models without appropriate consent or exemption to copyright.

If using AI tools with pupils, staff will emphasise to pupils the importance of critical thinking, creativity, and originality in their work. Clear guidelines and expectations will be communicated to pupils regarding the appropriate use of generative AI tools for homework and during assessments, ensuring that their work reflects their own efforts and understanding.

All staff, including school leaders, are responsible for reading and understanding this policy before using any AI technology. Staff must report any suspected breaches of this policy to our DPO Tracey Howard thoward@aquilatrust.co.uk

Guidelines for Pupils

Pupils must be clear and transparent where work has been generated with the help of AI.

- **Understanding generative AI:** Pupils are educated on the capabilities and limitations of the most widely available, age-appropriate, generative AI tools, empowering them to critically evaluate AI-generated content. They learn to discern between reliable and unreliable information and use AI tools responsibly.
- **Responsible use:** When pupils are allowed to use AI tools, this is as an aid to supplement their understanding rather than relying on AI-generated content. They are taught to quality-assure and fact-check information and get help from teachers and support staff when needed. Pupils are taught not to enter personal details or sensitive information into Generative AI tools.
- **Digital citizenship:** Pupils are trained in digital citizenship and online safety, including understanding the implications of sharing personal data and intellectual property online. They learn to protect their privacy and respect the intellectual property rights of others in digital environments.

Risk management

Bias and discrimination: We are committed to fairness and equality; schools will reduce the risk of unfair outcomes by upskilling our staff to understand the potential for bias in AI-generated content and to monitor AI outputs to ensure fairness and equality.

Data security: Cybersecurity measures are implemented to prevent data breaches and unauthorised access to sensitive information, including AI-generated content.

Educational integrity: Measures are taken to prevent misuse of AI in assessments and safeguard the integrity of qualifications. NMM uses AI to give feedback on writing. This is currently under review and any issues should be reported to Jenny Ashley-Jones who will feedback.

Online safety: Guidance is provided to protect against harmful or inappropriate content online, including content generated by AI. This is to be found in the Acceptable Use policy AI update.

Intellectual Property and Generative AI in Schools

Copyright Considerations

- AI tools can only be trained on copyrighted material with permission from the copyright holder or if a legal exception applies.
- Pupils' and teachers' work (e.g., essays, lesson plans) may be protected by copyright, regardless of quality.
- Copyright law is separate from data protection law, so obtaining consent for data use does not automatically grant permission for copyrighted work.

AI Training and User Inputs

- Many free AI tools use user inputs to improve their models, while some paid tools allow users to opt out.
- Schools must not allow students' work to be used for AI training unless explicit permission is given by:

The student (if they own the copyright)

A parent/guardian (if the student is a minor)

Risk of Secondary Infringement

- Schools risk infringing copyright if they use AI-generated content trained on unlicensed material. Examples include:

Publishing AI-generated policies that unknowingly copy another school's work.

Using AI-generated images that incorporate copyrighted material without permission.

Schools should seek legal advice if unsure about copyright exceptions to avoid unintended infringement.

Guidance.

For any use of AI, schools should:

- Check the relevant Aquila policy for AI updates
- comply with age restrictions set by AI tools and open access LLMs
- consider DfE guidance on online safety, including AI, when implementing their school approach to safeguarding and related policies and procedures
- consult [Keeping children safe in education](#)
- refer to DfE [generative AI product safety expectations](#)
- refer to the DfE [filtering and monitoring standards](#) to make sure they have the appropriate systems in place, including filtering and monitoring approaches that cover generative AI.
- Use the guidance on [Data protection in schools](#)

The Information Commissioner's Office (ICO) has guidance on automated decision-making: [What if we want to profile children or make automated decisions about them?](#)

Feedback, evaluation and continuous improvement

We gather feedback from staff, pupils, governors and other stakeholders, and engage in ongoing research to refine our use of generative AI, address concerns, and adapt to evolving educational needs.

AI governance

- Our Data Protection Officer Tracey Howard is responsible for advising the trust about our data protection obligations in relation to AI use.
- Our Audit and Risk Committee chair will be responsible for the governance of AI and hold the trust and schools within Aquila to account for adopting this policy and adhering to it.