

Acceptable Use of Artificial Intelligence (AI) Policy

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V1	June 2024	D Maguire – Trust ICLT Lead	First Trust-wide Acceptable Use of Artificial Intelligence (AI) Policy
V1.2	December 2024	D Maguire – Trust ICLT Lead	Section 6: Added information regarding training for using AI to reduce workload Section 7: Added reference to using an AI checker Section 8: New section added regarding Use of AI in assessment and examinations Section 9: New section added regarding Misuse of AI in assessment and examinations Section 10: New section added regarding Acknowledging AI use Section 11: Information added regarding safeguarding training for students around misuse of AI Section 13: Referred to AI Trust Forum to be established in Spring 2025 Section 17: Renamed 'Whitelist' to 'Approved list'. Added a link for AI platform approval for staff. Added clarification about existing tools used which have added AI features. Added some platforms on 'Approved List.'
V1.3	October 2025	D Maguire – Trust ICLT Lead	AI approved list update to include: Adobe Firefly, Notebook LM and Brisk Teaching.

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1. Introduction

Purpose:

To provide a holistic framework for the integration and management of AI as an educational tool, encompassing ethical compliance, educational enhancement, workload reduction, data security, and continuing innovation, whilst ensuring that the safeguarding of our students is paramount in the enactment of this policy¹.

Scope:

This policy applies to all staff, students, and other stakeholders.

Aims:

The mission of the Prospect Trust (the Trust) is to provide an outstanding education for all learners. Our principal focus is mastery learning as advocated by Benjamin Bloom with which to generate success for all students. To that end the Trust believes that technology can help provide not only more immersive and creative learning experiences but the individual help and support that Bloom recognised was needed to make mastery a reality. This policy is to guide teachers, school leaders, parents and students in their interaction with, understanding of and potential use of Artificial Intelligence. The aim is to harness the potential benefits of AI while minimising risks and ensuring a safe and effective learning environment.

Intentions/Guiding principles:

1. The intention to integrate AI tools into the curriculum comes from our commitment:
 - to provide improved support for our students in the furtherance of our mastery initiative
 - to enhance students' learning experiences
 - to facilitate personalised learning opportunities and increase accessibility for all students
 - to support all staff in reducing workload by increasing the efficiency and ease with which certain tasks can be carried out
2. Teachers will guide and monitor students' use of AI tools, ensuring this aligns with The Prospect Trust's curriculum objectives, and is compliant with the **Online Safety and Use of Technology Policy**. All teachers in the Trust strive to contribute to the thoughtful development of our young people in terms of their character, dispositions, knowledge, and skills which is delivered through a broad curriculum and effective pedagogy. AI can provide access to a broad range of potential learning experiences, promoting independent research, enhancing curiosity and critical thinking around the curriculum, and developing problem-solving skills. **AI will not replace direct instruction or teacher** interaction, but it will serve as an additional resource to enrich the educational experiences across The Prospect Trust.
3. Investing in learning with AI will support the lifelong learning and future education, and employment prospects of our students.

2. Definitions

- AI: Artificial Intelligence, including machine learning, natural language processing (NLP) and large language models (LLMs).
- LLM: Large language models such as ChatGPT / Bard / Claude which have generative capabilities.
- NLP: Natural language processing such as Alexa / Siri – differs from the above and has fewer opportunities for bias and hallucination.
- Image generation from LLM – images can be created via text prompts which can be inappropriate or subject to bias.
- Stakeholders: Teachers, students, parents, administrative staff and external partners.

3. Objectives

Prospect Trust settings allow students to have ready access to devices to support their learning. We view digital technology as being a deeply impactful supportive learning tool that enables students to design, participate and experience personalised learning on a daily basis.

Educational Enhancement: to improve Learning and Teaching outcomes, supporting the Trust-wide pedagogy of Rosenshine for Mastery.

Ethical Compliance: to ensure ethical and legal use of AI by all stakeholders.

Data Security: to protect the privacy and data of all stakeholders.

Workload Reduction: to utilise AI to reduce the administrative and academic workload of staff (not just teachers).

Innovation: to remain at the forefront of education, by integrating AI to enhance and supplement The Prospect Trust's mission to provide an outstanding education for all learners

4. Ethical Use of AI

- Respect for Intellectual Property
 - What to do: Ensure all AI technologies are properly licensed and respect intellectual property laws.
 - How to do it: Before using any AI tool, consult the central record maintained by the Information Communication and Learning Technology Lead (herein referred to as ICLT) to ensure it's approved for educational use at The Prospect Trust.
 - How to check: Refer to the central record, kept by the ICLT Lead for a list of approved and licensed AI tools.
- Transparency & Disclosure
 - What to do: Clearly indicate where and when AI is being used in educational contexts.
 - How to do it: Signpost AI-generated content and inform students & parents when an AI tool is being used for educational purposes

- How to check: ICLT Lead to conduct periodic checks to ensure transparency measures are consistently applied
- Avoiding Bias & Discrimination
 - What to do: Implement measures and checks to ensure AI algorithms are free from biases.
 - How to do it: staff and students are only permitted to use AI tools that have been vetted and approved by the IT Support Team / ICLT Lead for potential biases related to the Protected Characteristics. Apps approved for use will be placed on the Trust Approved list.
 - How to check: ICLT Lead / IT Support Team to conduct periodic checks with staff, students and parents to identify potential issues of bias. ICLT Lead to maintain a log of reported issues to inform future planning, CPD and Approved list updates.
 - Who to speak to: If concerns arise, consult with ICLT Lead / IT Support / Trust IT Leads for further evaluation.
- Respect for Personal Data & Privacy
 - What to do: Comply with school, local and national data protection laws, including age restrictions and parental consent. All stakeholders take measures to ensure individual privacy when using AI.
 - How to do it: Use AI tools that are compliant with GDPR or other relevant data protection laws, as verified by the DPO / ICLT Lead.
 - Avoidance of sharing personal student data on any platform, unless previously agreed by the DPO
 - How to check: Regularly review updates from the ICLT / IT Support Lead on data storage and handling procedures to ensure compliance. All platforms on Approved list must meet key criteria to be eligible for use (see appendix for criteria).
 - Who to speak to: If concerns arise, stakeholders should consult with the ICLT Lead for further evaluation.

5. Curriculum Integration

- Alignment : Ensure any AI tool is aligned with the individual "subject" or "age-related" curriculum goals and objectives, and aligned with the wider curriculum goals and planning of the individual institution.
- Pedagogical Relevance: Evaluate the pedagogical benefits of AI tools within the Prospect Trust's Pedagogic Priorities..
 - i. Before integrating AI tools, staff to complete a **New Software Request and associated DPIA Assessment forms**.
- Curriculum Planning: AI integration should be carefully planned and referenced in SoW / lesson planning.

6. Workload Reduction

AI tools should enhance, and not replace, human creativity – 'keeping the human in the loop'.

Examples may include, but are not limited to:

- Lesson planning, including presentation preparation
- Quiz creation
- Flashcard generation
- Differentiation of learning materials
- Grading of student work

Teachers **must** verify the suitability, accuracy and curriculum alignment of any AI-generated materials – fact-checking before implementation.

Staff across The Prospect Trust will be able to access CPD focused on the use of Artificial Intelligence to reduce workload beginning Spring 2025.

7. Responsible Use

- Accuracy & Fact-Checking
 - Ensure that any AI-generated content is accurate and factually correct
 - Ensure that any AI-generated content is reviewed against curriculum goals / course specifications
- Compliance with Laws & Regulations
 - Adhere to all local and international laws regarding the use of AI and data protection. If in doubt, stakeholders should speak with their line manager / ICLT Lead or a member of the IT Support Team
 - Ensure usage also complies with the **Online Safety and Use of Technology Policy**
- Misuse, cheating and plagiarism with AI :
 - Staff will educate students as to responsible and ethical use of AI tools to augment and enhance the learning experience, rather than using AI as a shortcut
 - Maintaining the role of the human in all aspects is essential
 - Each academy will deliver age-appropriate education and introduction to AI through assemblies and computing/computer science lessons throughout the year
 - Staff will use an AI plagiarism checker where there is suspicion that AI has been misused to support the completion of learning (this can also be done with other Approved List platforms such as Co-Pilot and Google Gemini)

8. Use of AI in Assessments and Examinations

- No AI tool will be used in any examination, without prior written approval from the Joint Council for Qualifications (herein JCQ). All AI-based assistance and software will be subject to the regulations as set out by the JCQ.
- AI-based assistance and software may only be used for qualification-specific, non-examined assessment if it is authorised by the JCQ. This will be subject to specific guidance from the relevant awarding body of the qualification. All use permitted will be in accordance with the regulations.
- AI-based assistance or software may be used in, as permitted by teaching staff, for low-stakes / informal assessment, such as in-class assessment procedures. Any such

use should comply with the Acceptable Use of AI Policy, and take into consideration the practices set out by JCQ.

9. Misuse of AI in Assessments and Examinations

- Students **must ensure** that work submitted for assessment is demonstrably their own. This means ensuring that the final product is in their own words, and isn't copied or paraphrased from another source (in this instance an AI tool) without acknowledgement **and** evidence of critical thinking on their part, i.e., explanation and reflection on the source content to demonstrate their own knowledge and understanding.
- Students must be able to demonstrate that the final submission is the product of their own independent work and independent, critical thinking.

10. Acknowledging AI use

- If sections of their work are reproduced directly from AI-generated responses, those elements must be acknowledged by the student as laid out below. Students must understand that this will not allow them to demonstrate that they can independently meet the assessment criteria, and therefore they will not be rewarded for such content.
- Where AI tools have been used as a source of information, acknowledgement must be evident to show the name of the AI source, along with the date the content was generated. Students must retain a copy of the prompt(s) used and any computer-generated content for reference and authentication purposes in non-editable format (such as a screenshot). Any such evidence must be submitted with the work so that formal review of the use of AI can be conducted by the marking teacher.
- If teachers have doubts surrounding the authenticity of student work submitted for assessment, and if the use of AI has not been properly acknowledged, they **must investigate and take appropriate action**. (See Section 7)
- Students will be informed of the importance of submitting their own independent work (a result of their own efforts, independent research, critical thinking etc) for assessments and the risks of malpractice will be explained.

11. Safeguarding

Take a proactive stance about AI-related safeguarding risks, including but not limited to:

- Deep fakes and impersonation
- Harassment and bullying
- Criminality, coercion, grooming and exploitation
- Note that AI may be an aggravating factor in safeguarding and child protection cases.

Teachers will be provided with age-appropriate resources to support student understanding regarding the above. Concerns relating to the above must be dealt with through the academies existing safeguarding procedures.

12. Data Management

- Data collection : Judicium Consulting Limited
- Data storage : Stephen Pink - IT Systems Manager
- Data usage : Stephen Pink - IT Systems Manager

13. Implementation Plan

- Pilot Phase: Initial testing of AI tools under more controlled use conditions, with careful consideration of risks and benefits. ICLT Lead to identify core working group of staff to test.
 - ICLT Lead to coordinate a joint project between Digital Champions, Digital Leaders and interested staff
- Roll out: Trust and Academy ICLT Leads to run initial training for staff interested, followed by wider staff training if required. Support staff & Learning Support Assistants to be given tailored training. Student roll-out to be on an opt-out basis for Y9-11 only (due to age restrictions on specific AI tools, and also international recommendations). Training focus for students will be more generic, focusing on development of AI Literacy as part of the Digital Literacy skills.
- An AI forum will be established with members from each academy to help develop, and steer, the use of AI. This group will be led by the Trust ICLT lead.

14. Accountability

Trust ICLT Lead & IT Support to maintain oversight of AI Initiative, leading training and coordinating use across staff, including phased roll out to students. **Online Safety and Use of Technology Policy** to be updated to include reference to Malpractice in regard to AI by students.

15. Levels of Responsibility

- Curriculum Leader Approval :
 - The responsibility for initial approval for use of AI tools will lie with the relevant Middle Leader, Head of Department or Faculty. Use should be checked against the Central Record or Approved list of approved AI tools (see appendix). If required, staff should be directed to complete a **New Software Request and associated DPIA Assessment forms** for submission to the IT Lead.
 - The curriculum leader should define the tools used and the assessment methods in their curriculum area. Curriculum leads should reflect on what tools and approaches best fit their curriculum, being mindful of AI and how it can (and may potentially) be used by staff and students alike.
- SLT Approval :
 - The Senior Leadership Team and Trust Executive Board must give final approval for any AI Initiatives to be implemented.
 - Responsible Person:
 - David Maguire – Trust ICLT Lead
- Governance Approval:
 - The AQC must also approve any AI Initiatives ahead of implementation
 - Responsible Person: The Trust Board
- Technical / Data Protection Approval:
 - Data Protection Officer (DPO) to ensure that any AI Initiatives work within The Prospect Trust context and ecosystem, whilst also complying with

safeguarding requirements around data protection and privacy laws. This may require liaison between DPO, Designated Safeguarding Lead, Network Manager and ICLT Lead as appropriate

- Responsible Person: Judicium
- Review Cycle: Due to the ever-changing landscape of AI, regular review will be required. Initial suggestion to be reviewed on a 6-monthly basis.
 - The effectiveness and impact of AI on student learning and outcomes will be regularly evaluated and reviewed – this will need to be conducted by teaching staff initially, and at a wider level by the ICLT Lead and Learning & Teaching Leads.
 - Feedback from students, teachers and parents will be gathered to assess the benefits and limitations of AI in enhancing the curriculum.
 - Adjustments and improvements will be made based on evaluation findings to ensure the optimal integration and utilisation of AI in line with The Prospect Trust's aims and evolving needs of the curriculum.

16. Conclusion

This policy seeks to provide a starting point and guidance for the implementation and utilisation of Artificial Intelligence across the school/college context, so as to achieve a balance between Engagement, Learning and the Trust's Pedagogic Priorities. It is envisaged that AI tools can be implemented, but not limited to, the following aspects of school/college life:

- Teachers:
 - A role in planning, assessment and administrative tasks, allowing more time for creative thinking and professional development
 - Scaling best practice, for example, lesson planning and wider curriculum planning activities
 - Transformation of the learning experience, including, but not limited to, hyper-personalisation of student learning
- Support Staff:
 - Administrative tasks and processes more efficient and therefore effective
- Senior Leadership:
 - Analysis and interpretation of performance data
 - Review and amendment of policy documents
 - Business planning & guidance
 - Proof-reading documents prior to publication
- Students:
 - Encourage creativity, deepening the learning experience and engaging in elaboration as they take what they have learned (or information from other sources) and create with it
 - Develop and support the drive towards 'success for all'

It is hoped that by openly engaging with AI, students leaving The Prospect Trust's academies will have developed the skills and tools to use AI in an ethical and responsible manner, understand the role it can play in our lives, and be aware of the risks posed by AI and how these can be mitigated. This policy also seeks to consider what constitutes misuse, cheating

or plagiarism with AI at The Prospect Trust. It is envisaged that this policy will evolve over time and aims to provide some transparency regarding implementation of AI across The Prospect Trust.

17. Appendix:

The Prospect Trust AI tool 'approved list':

Below are the tools that The Prospect Trust has approved for use in academies:

- Google Gemini
- Microsoft Co-Pilot
- Pi
- Teach Mate AI
- Phrasly.AI (AI detection tool)
- Notebook LM (included within Google licensing for Google Schools)
- Adobe Firefly (included within Adobe suite software)
- Brisk Teaching

Below are approved tools containing AI features which are approved for use in schools:

- Socrative
- Quizziz
- Quizlet

Use of existing platforms with additional AI features:

Across our academies there are a number of existing tools that are currently used which have since added AI features. In order for these AI features to be used they will need to be approved. This can be done by completing the link at the bottom of this section.

This approved list will be regularly reviewed to keep up with the ever-changing landscape of AI tools.

If there is a tool that you would like added to the approved list please suggest it through the form below:

<https://forms.office.com/e/75cg2H1uqq>