

Leeds Diocesan Learning Trust (LDLT)

Company Number 13687278

Responsible Use of Artificial Intelligence (AI) in Schools Policy

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Vision Statement

“Serving and celebrating our unique schools and communities, we will love, live and learn together. Valuing our pupils, staff, governors and team as people of God, we will deliver transformational learning and the flourishing of all.”

Related Policies

- Acceptable use and online safety policy
- GDPR policy
- IT and communications systems policy
- Risk management policy
- Safeguarding and child protection policy
- Whistleblowing
- Using AI in education settings: support materials” (DfE, June 2025)
- Keeping Children Safe in Education
- DfE “Generative Artificial Intelligence (AI) in Education”

1. Purpose

To ensure the safe, ethical, and effective use of artificial intelligence (AI) across LDLT schools, promoting innovation while safeguarding pupils, staff, and data in line with DfE and UK legal requirements.

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. Whilst this offers opportunities for schools and their pupils, it also increases risk.

2. Scope

This policy applies to all staff, temporary staff, consultants, governors, pupils, contractors, and volunteers within the Multi Academy Trust (MAT) who access, implement, or are affected by AI technologies. All staff are responsible for reading and understanding this policy before using any AI technology.

AI is an integral part of the modern world and offers numerous opportunities for enhancing teaching, learning, and administrative processes. 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.
- Support the development of AI literacy amongst staff and pupils, including understanding how AI systems work, their limitations, ethical implications, misinformation risks, bias, and appropriate safe use.
- 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.

3. Principles for AI Use

- AI tools must enhance teaching, learning, and school operations, and not replace professional judgement.
- AI use must be transparent, explainable, and regularly monitored.
- Where AI has materially contributed to professional outputs, decision-making, reports, communications, or pupil work, appropriate disclosure and human review must take place.
- All decisions (e.g. safeguarding, pupil assessment, disciplinary matters) must be made by humans with appropriate AI input, not by AI alone.
- 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 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.

4. Acceptable Use of AI by Staff

Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. 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.

Staff must identify any training or development they need to understand and comply with this policy and discuss these needs promptly with their line manager.

Staff may use only AI tools approved by the Trust and listed in section 10. Approval of a tool does not automatically mean that personal, confidential or sensitive information may be entered into it. Staff must follow the data rules in sections 10 and 11 and seek advice from the Data Protection Officer if they are unsure.

Staff may use AI for:

- Lesson planning and resource creation.
- Summarising meeting notes or reports.
- Automating repetitive admin tasks (e.g. drafting responses or newsletters).
- Analysing data to support school improvement.
- Staff development and training.
- Marking and feedback.

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. This must be done in conjunction with the assessment policy.

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 must rely on their own 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. Staff will not use school AI tools or data for personal gain or for any means in contravention of applicable laws.

5. Acceptable Use of AI by Pupils

As part of child protection and safeguarding policies and processes, schools 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 will be encouraged 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.

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 applications.

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.

Pupils will use AI:

- Only in supervised, educational settings as part of structured lessons or activities.
- Using tools that are age-appropriate and approved by the Trust.

- With appropriate filtering, monitoring, and safeguarding controls in place.

6. Prohibited Use

AI must **not** be used for:

- Generating inappropriate, offensive, or discriminatory content.
- Uploading or training models with pupils' or staff's original work without permission (to protect intellectual property).
- Processing personal or special category data in tools not approved by the Trust.
- Monitoring or surveillance of pupils or staff without transparency, lawful basis, and consent where appropriate.
- Circumventing assessment processes or enabling academic dishonesty.

7. 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.
- AI must not be used to complete assessments unless explicitly permitted by the teacher.
- Schools must follow JCQ and exam board guidance to prevent malpractice involving generative AI.

8. 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 must 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 must 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.
- **Manipulation** – AI systems may generate persuasive, emotionally manipulative, misleading, or harmful content which may affect vulnerable users.

9. AI to Support Pupils with SEND

The Trust recognises the potential of AI to enhance accessibility and inclusion for pupils with special educational needs and disabilities (SEND). AI tools may be used to:

- Provide personalised learning resources tailored to individual needs and education, health, and care plans (EHCPs).
- Offer adaptive technologies, such as:
 - Speech-to-text or text-to-speech tools.
 - Real-time captioning or summarisation.

- Visual supports or reading aids.
- Help simplify complex text and vocabulary to support language and comprehension.
- Deliver alternative modes of instruction, such as visual, auditory, or interactive formats.
- Assist staff in identifying potential barriers to learning using data analysis to monitor progress and tailor interventions.

The use of AI to support pupils with SEND will always:

- Be in line with EHCP objectives and advice from the SENDCo.
- Be age and developmentally appropriate.
- Be supervised and reviewed regularly by teaching staff.
- Complement, not replace, human support, intervention, or decision-making.

AI will be one of many tools used to promote equity and access to the curriculum, ensuring all pupils can participate, progress, and succeed.

10. Approved AI Tools and Websites

The following AI tools are currently approved for use, subject to adherence with this policy and completion of DPIAs where required:

Approved AI Tool	Permitted Use	Information that may be entered
Google Gemini	Drafting, summarising, research, analysis and administrative or educational tasks.	Public, non-confidential and anonymised information may be entered. Limited personal data may be used only where necessary, when using a school/ Trust account. Special category or highly sensitive data must not be entered.
Open AI ChatGPT	General-purpose drafting, generating ideas, research and administrative support.	Only public, non-confidential or fully anonymised information. Personal, special category, safeguarding or confidential Trust information must not be entered.
Text Blaze	Automating repetitive administrative tasks and creating standard text, templates and responses.	Public, non-confidential or fully anonymised information. Personal or confidential information must not be included.
Notebook LM	Summarising documents, answering questions about source material and producing briefings or study resources.	Only public, non-confidential or fully anonymised documents. Documents containing personal, special category, safeguarding or confidential information must not be uploaded.
Canva	Creating graphics, presentations, posters and other visual or educational materials.	Public, non-confidential or fully anonymised information. Identifiable photographs, names, pupil work or other personal data must not be uploaded.
TeachMate AI	Supporting lesson planning, resource creation, report writing, SEND adaptations and educational administration.	Public, non-confidential and anonymised information may be entered. Limited personal data may be used only where necessary, when using a school/ Trust account. Special category or highly sensitive data must not be entered.

Approval is limited to the uses and types of information specified above. It does not provide general permission to enter personal or confidential information into an AI tool. Staff must use their Trust account where one is provided and must not use personal AI accounts for school or Trust business. If staff are unsure whether information can be entered, they must not enter it and must seek advice from their line manager or the Data Protection Officer.

Unapproved tools or websites, especially those hosted outside the UK/EU without appropriate safeguards, must not be used.

Before approval, AI systems must be assessed for:

- safeguarding suitability;
- age appropriateness;

- data residency and storage;
- GDPR compliance;
- explainability and transparency;
- security standards;
- compatibility with Trust filtering and monitoring systems;
- supplier terms relating to data retention and model training;
- the quality, accuracy and reliability of outputs;
- suitability for the intended educational or administrative purpose; and
- whether the tool provides sufficient value and benefit compared with available alternatives.

11. Data Protection and GDPR

Type of Information	Can it be entered into an AI tool?
Publicly available information	Yes, using a Trust-approved tool (section 10).
Fully anonymised information from which an individual cannot be identified	Yes, using a Trust-approved tool (section 10).
Personal data, such as names, contact details or identifiable pupil or staff information	Only where the specific tool has been approved by the Trust for that purpose and its DPIA permits it (section 10).
Special category or highly sensitive data, including health, SEND, safeguarding, ethnicity or trade union information	No, do not enter this data into an AI tool.
Confidential Trust or school information	No, do not enter this data into an AI tool.
Passwords, authentication details or other security credentials	No, never enter this data into an AI tool.

If staff are uncertain whether a tool is approved or whether particular information may be entered, they must not enter the information and must seek advice from their line manager or the Data Protection Officer.

- A Data Protection Impact Assessment (DPIA) has been completed for Google Gemini. Staff may input personal data, but this must be:
 - Limited to what is necessary.
 - Anonymised wherever possible. Personal identifiers (names, contact details, addresses, etc.) must not be used unless essential for the specific educational or administrative purpose and covered by the DPIA.
 - If identifying information must be used (for example, when generating or reviewing information directly related to a named pupil or staff member), ensure this is done only within secure, approved systems and not in public AI tools.
- No other AI tools may process personal data unless specifically authorised by the Trust after completing a DPIA.
- Sensitive or special category data (e.g. health, safeguarding) must not be input into any AI system without DPO consultation.
- Staff must:
 - Avoid entering names, addresses, or identifiable characteristics unless essential.
 - Follow the Trust's Data Protection Policy, UK GDPR, and Data Protection Act 2018.
- 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.
- 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.
- 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.

12. Cyber Security

Our Trust 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 Data Protection Officer.
- 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.
- Schools must use filtering and monitoring systems to:
 - Restrict access to unapproved AI tools.
 - Identify misuse of AI platforms.

Use of Personal and School Devices for AI Access

- Staff must not use personal mobile phones or personal AI applications (e.g. ChatGPT, Gemini, Copilot, etc.) to carry out work-related tasks or process school or Trust information, as these tools may not meet required data protection or security standards.
- AI access for work purposes must take place only through approved platforms and devices provided or authorised by the Trust.
- School-owned devices must not be used to access or experiment with personal AI accounts unrelated to school business. This includes the use of AI for entertainment, private research, or non-work-related queries.

- All AI use on school devices is subject to Trust monitoring, filtering, and audit processes under this and other related policies.

Staff must remain vigilant to risks associated with AI-enabled phishing, impersonation, synthetic voice cloning, fake imagery, and other forms of AI-assisted cybercrime or deception.

13. Intellectual Property

- Staff and pupils must not allow or cause original work to be uploaded to AI tools that may use it to train their models without proper permissions.
- Pupils and staff must be educated on copyright, ownership of AI-generated content, and how to protect their creative work.

14. Training and Awareness

The Trust will ensure:

- Staff receive regular training on:
 - Ethical and safe AI use.
 - Risks and limitations of AI-generated content.
 - How to spot misuse or bias in AI tools.
- Pupils are taught:
 - What AI is and how it works (age-appropriate).
 - The ethical implications of AI in society.
 - How to critically evaluate AI-generated content.

15. Monitoring and Review

- We recognise that 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 and will be reviewed by the Board at least annually.
- This policy will therefore be reviewed annually by the Trust's Data Protection Officer and Executive Team.
- Breaches of this policy may result in disciplinary action in line with staff or pupil codes of conduct.