

Artificial Intelligence (AI) Policy



'Let your light shine!'

Reviewed and updated:

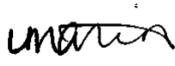
September 2026

Ratified by Governors:

16th September 2026

Next review:

September 2028

Signed: 

Name: Laura Martin
(Executive Headteacher)

Date...22.9.26

Signed: 

Name: Tom Deignan
(Chair of Governors)

Date...22.9.26

Policy Statement

The Aspire Federation recognises the significant potential of Artificial Intelligence (AI) to support teaching, leadership, administration and school improvement. AI should be used responsibly, ethically and securely to enhance professional practice, reduce workload and improve outcomes for pupils. AI will support, but never replace, professional judgement, safeguarding responsibilities or decision-making by trained adults.

The Federation's approved AI platform is Microsoft Copilot accessed through federation-managed Microsoft 365 accounts.

Purpose

This policy sets out how Artificial Intelligence (AI) may be used within the Aspire Federation.

It applies to:

- Employees
- Agency staff
- Volunteers
- Governors
- Contractors
- Pupils

The federation supports the safe and responsible use of AI where it:

- Improves efficiency
- Reduces unnecessary workload
- Supports inclusion
- Enhances curriculum delivery
- Supports school improvement

The federation recognises that all use of AI must remain compliant with:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children
- UK GDPR
- Data Protection Act 2018
- Data (Use and Access) Act 2025
- DfE Guidance: Generative AI in Education

- DfE Filtering and Monitoring Standards
- Federation safeguarding and online safety policies.

2. Approved AI Platform

Federation Position

The federation's approved AI platform is:

Microsoft Copilot accessed through a federation-managed Microsoft 365 account.

Staff must not enter school information into unapproved public AI systems.

This includes (but is not limited to):

- ChatGPT (personal accounts)
- Gemini (personal accounts)
- Claude
- DeepSeek
- Grok
- Character AI
- Other similar public AI services

unless expressly authorised by the Executive Headteacher.

- **Why Copilot?**

Microsoft Copilot operating within the federation's managed Microsoft 365 environment provides:

- Organisational authentication
- Enterprise security controls
- Data protection safeguards
- Auditability
- Compliance with federation security arrangements

and therefore presents the lowest organisational risk.

3. Acceptable Staff Use

AI may be used to:

Teaching and Learning

- Draft lesson ideas
- Create curriculum resources
- Generate quiz questions
- Differentiate activities
- Develop reading comprehensions
- Create model texts
- Support curriculum planning

Leadership and Administration

- Draft letters and emails
- Draft reports
- Produce policy first drafts
- Summarise documents
- Support governor reports
- Assist with SDP and SEF development
- Generate survey questions
- Support meeting preparation

SEND and Inclusion

- Draft provision maps
- Draft review documentation
- Create intervention ideas
- Generate accessible materials

provided appropriate professional review takes place before use.

4. Data Protection, GDPR and Information Security

The Aspire Federation is committed to ensuring that all use of AI complies with:

UK GDPR

Data Protection Act 2018

Data (Use and Access) Act 2025

Federation Data Protection Policies

Keeping Children Safe in Education (KCSIE)

Working Together to Safeguard Children

All staff remain personally responsible for ensuring that information entered into AI systems is lawful, proportionate and secure.

Data Minimisation

Staff must:

Only enter the minimum information required.

Use anonymised information wherever possible.

Remove all personal identifiers before using AI tools.

Consider whether AI is necessary before entering any information.

Names, dates of birth, addresses, safeguarding information, medical information, payroll information, personnel records and other personally identifiable information must not be entered into AI systems unless authorised and protected within approved federation systems.

Confidential Information

Staff must not upload or enter into AI systems:

Child protection records

CPOMS records

EHCPs containing identifiable information

Child in Need documentation

Social care reports

Occupational health records

Disciplinary records

Confidential governor papers

Legal advice

unless specifically authorised and protected within approved organisational systems.

When in doubt, staff should assume information is confidential and seek advice before using AI.

5. Quality Assurance and Professional Judgement

AI should be viewed as a professional assistant rather than an author.

All outputs produced using AI must be:

- Reviewed
- Edited
- Personalised
- Quality assured by the member of staff

before being shared externally or used for decision-making.

The member of staff remains fully responsible for the final content.

5.1 Individualised and Authentic Professional Writing

The federation values authentic and personalised communication.

When using AI for:

- End-of-year reports
- Parent communications
- Behaviour reports
- SEND reviews
- Governor reports
- Performance management documentation
- References
- Pupil assessments

staff must ensure the final document:

- Reflects the Individual

The document must accurately reflect:

- the individual's strengths;
- their areas for development;
- their progress;
- their achievements;

- their personal circumstances where appropriate.
- Avoids Generic Language

Documents must not consist primarily of standardised or AI-generated wording that could apply equally to multiple pupils or individuals.

Staff should ensure:

- comments are personalised;
- examples are specific;
- professional observations are genuine;
- the final wording reflects their own knowledge and judgement.
- Maintains Professional Integrity

AI must never be used to:

- fabricate evidence;
- generate observations that have not been made;
- create assessment information that has not been gathered;
- create identical or near-identical reports for multiple pupils.

The federation expects all reports and professional documentation to demonstrate authentic understanding of the individual concerned.

5.2 Pupil Reports

AI may be used to:

- ✓ Improve grammar and readability
- ✓ Suggest sentence structures
- ✓ Help reduce repetition
- ✓ Support drafting

AI must not be used to:

- ✗ Generate report comments without reference to actual attainment, effort and progress
- ✗ Produce largely identical comments for groups of pupils
- ✗ Replace teacher assessment
- ✗ Replace teacher professional judgement

Teachers remain responsible for ensuring that reports:

- accurately reflect the child;
- celebrate individual strengths;
- identify individual next steps;
- provide meaningful information to parents.

6. Pupil Use of AI

The federation recognises that AI will form part of children's future education and employment.

Pupils may therefore be taught:

- What AI is
- How AI works
- Benefits and limitations of AI
- Online risks associated with AI
- Deepfakes
- Misinformation
- Copyright considerations
- Ethical use of technology

Pupil use must always be:

- Age appropriate
- Supervised
- Curriculum linked

7. Pupil Restrictions

Pupils must not:

- Create harmful content
- Generate abusive content
- Use AI for bullying
- Create or share deepfakes

- Circumvent school filtering systems
- Use AI to impersonate another person

Any misuse will be dealt with through the Behaviour Policy and Safeguarding Policy.

8. Safeguarding and AI

The federation recognises that AI-generated content and technologies create new safeguarding risks, including:

- Deepfake imagery and video
- AI-enabled bullying
- Impersonation
- Misinformation
- Harmful online content
- Grooming and exploitation risks

As required by KCSIE and the DfE's online safety expectations, these risks will be considered within safeguarding, filtering and monitoring arrangements, staff training and pupil education

9. Governors

Governors should:

- Understand the federation's AI approach
- Monitor implementation of this policy
- Review AI-related safeguarding risks
- Consider AI implications during strategic planning
- Ensure AI use remains consistent with the Christian vision, values and ethos of the federation

Annual governor monitoring should include:

- Safeguarding implications
- Data protection compliance
- Staff confidence and training
- Impact on workload and school improvement

10. Monitoring and Review

The Executive Headteacher is responsible for implementation.

Monitoring will include:

- Staff surveys
- Governor monitoring
- Safeguarding audit processes
- Annual filtering and monitoring review
- Data protection reviews

The policy will be reviewed every two years, or in line with Government guidance updates.

Appendix A – AI Implementation Roadmap



Appendix B – Staff Acceptable Use Agreement

- Use only approved systems
- Protect personal data
- Check all AI outputs
- Do not use AI to make safeguarding or employment decisions
- Maintain authenticity of professional documents

A separate word document has been created, which can be read, signed and kept in staff files.

Appendix C – Pupil AI Charter



Appendix D – Governor Monitoring Framework

- Annual safeguarding review
- Data protection compliance review
- Workload impact review
- Policy implementation review
- AI risk review

Aspire Federation

AI Governor Monitoring Visit Record

Governor: _____

Date of Visit: _____

School: _____

Member of Staff Met: _____

Monitoring Focus: Artificial Intelligence (AI) Implementation

Monitoring Areas

Please review available evidence and record findings.

Monitoring Area	Evidence Seen	Key Findings
Annual Safeguarding Review		
Data Protection Compliance Review		
Workload Impact Review		
AI Policy Implementation Review		
AI Risk Review		

1. Annual Safeguarding Review

- **Suggested Evidence**

- ☐ Safeguarding Policy
 - ☐ Online Safety Policy
 - ☐ Staff AI Training Records
 - ☐ DSL Reports
 - ☐ AI-related safeguarding incidents (if applicable)
 - ☐ Filtering and Monitoring Review
-

- **Governor Challenge Questions**

- How have AI-related safeguarding risks been incorporated into safeguarding procedures?
- How are pupils taught about AI-related risks such as misinformation, deepfakes and impersonation?
- Have any AI-related safeguarding concerns been raised since the last review?
- How do leaders ensure staff understand emerging AI safeguarding risks?
- Do current filtering and monitoring arrangements adequately manage AI-related risks?

- **Summary / Evidence of Impact**

2. Data Protection Compliance Review

- **Suggested Evidence**

- ☐ AI Policy
- ☐ Data Protection Policy
- ☐ DPIA
- ☐ Staff Acceptable Use Agreements

☐ Training Records

☐ Information Security Procedures

- **Governor Challenge Questions**

- How is GDPR compliance maintained when staff use AI?
- How do leaders ensure personal data is not entered into AI systems inappropriately?
- Have any data protection concerns relating to AI been identified?
- Is the DPIA current and appropriate?
- How do leaders assure themselves that only approved AI systems are being used?

- **Summary / Evidence of Impact**

3. Workload Impact Review

- **Suggested Evidence**

☐ Staff Survey Results

☐ Staff Feedback

☐ Monitoring Reports

☐ Performance Management Discussions

☐ School Improvement Documentation

- **Governor Challenge Questions**

- How is AI helping reduce unnecessary workload?
- Which staff groups are benefiting most from AI use?
- Has AI improved efficiency without reducing quality?
- What safeguards ensure AI supports rather than replaces professional judgement?
- What staff training or support is required?

- **Summary / Evidence of Impact**

4. Policy Implementation Review

- **Suggested Evidence**

☐ AI Policy

☐ Staff Declarations

☐ Training Records

☐ School Communications

☐ Curriculum Documentation

☐ Pupil AI Charter

- **Governor Challenge Questions**

- How effectively has the AI Policy been implemented?

- Have all staff signed the AI Acceptable Use Agreement?

- How are leaders monitoring compliance?

- How do leaders ensure reports, communications and professional documents remain personalised and authentic?

- How is AI being used to support teaching, learning and leadership?

- **Summary / Evidence of Impact**

5. AI Risk Review

- **Suggested Evidence**

- ☐ AI Risk Assessment
 - ☐ Incident Logs
 - ☐ Safeguarding Records
 - ☐ Data Protection Reviews
 - ☐ Staff Feedback
-

- **Governor Challenge Questions**

- **Risk: Data Breach**

- How do leaders ensure that only approved AI systems are used?
- What controls are in place to prevent confidential information being shared?

- **Risk: Inaccurate Content**

- How do leaders ensure AI-generated content is checked before use?
- What quality assurance processes are in place?

- **Risk: Safeguarding Concerns**

- How are AI-related safeguarding risks reviewed and monitored?
- How are staff trained to identify emerging risks?

- **Risk: Generic Reporting**

- How do leaders ensure pupil reports remain personalised and accurately reflect the individual child?
- How is report quality monitored?

- **Risk: Misuse by Pupils**

- How are pupils taught to use AI safely and responsibly?
- How are concerns identified and addressed?

- **Summary / Evidence of Impact**

Overall Evaluation

- **Strengths Identified**

- **Recommendations**

- **Is AI being used safely, ethically and effectively within the federation?**

☐ Yes

☐ Mostly

☐ Partially

☐ No

- **Evidence Supporting This Judgement**

Governor Visit Outcome

RAG Rating

 Green – Secure Implementation

 Amber – Minor Development Required

 Red – Significant Development Required

Rating Awarded: _____

Governor Signature: _____

Date: _____

School Leader Signature: _____

Date: _____

Final Strategic Challenge Question

What evidence demonstrates that AI is improving educational outcomes and staff efficiency whilst maintaining high standards of safeguarding, data protection, professional judgement and personalised support for pupils?

Appendix E – DPIA Checklist

DPIA CHECKLIST

Before you use AI, let's protect our data and keep everyone safe!





1 PURPOSE IDENTIFIED

I know why I am using AI and what I want to achieve.

☐



2 LAWFUL BASIS CONSIDERED

I have thought about the lawful basis for using the data.

☐



3 DATA MINIMISED

I will only use the minimum data needed.

☐



4 SECURITY MEASURES REVIEWED

I have checked that appropriate security measures are in place.

☐



5 SAFEGUARDING IMPLICATIONS CONSIDERED

I have considered any safeguarding risks and how to keep everyone safe.

☐



6 APPROVAL RECORDED

I have recorded the decision and gained the necessary approval.

☐



Think smart. Protect data. Keep everyone safe! ❤️

Appendix F – AI Risk Assessment

- Risk: data breach – mitigation: Copilot only
- Risk: inaccurate content – mitigation: staff review
- Risk: safeguarding concerns – mitigation: DSL oversight
- Risk: generic reporting – mitigation: personalised quality assurance
- Risk: misuse by pupils – mitigation: supervision and online safety education

Hazard / Risk	Who May Be Affected	Potential Harm	Existing Control Measures	Further Actions Required	Residual Risk
Data breach through inappropriate input of sensitive information into AI systems	Pupils, staff, governors, families	Breach of confidentiality, GDPR violation, safeguarding concerns	Only Microsoft Copilot accessed via federation-managed Microsoft 365 accounts may be used. Staff training provided. AI policy in place. Personal data and confidential records prohibited from use in AI systems. DPIA completed and reviewed.	Annual staff training and policy review. Ongoing monitoring by DPO and governors.	Low
Inaccurate, misleading or fabricated AI-generated content	Pupils, staff, parents, governors	Incorrect information shared; poor decision-making; reputational damage	Staff remain responsible for all outputs. AI may support drafting but not replace professional judgement. All outputs must be reviewed, edited and approved by staff prior to use.	Include AI quality assurance checks within monitoring processes.	Low
Safeguarding concerns arising from AI use (e.g. deepfakes, harmful content, impersonation, misinformation)	Pupils and staff	Emotional harm, online abuse, safeguarding incidents	AI risks incorporated within safeguarding policy, online safety curriculum and staff training. DSL oversight. Filtering and monitoring systems in place. AI-related incidents reported through safeguarding procedures.	Annual safeguarding review to include AI risk assessment.	Medium
Generic, impersonal or inaccurate reports and professional documents produced using AI	Pupils, parents, staff	Poor quality reports, loss of trust, inaccurate communication	Staff expected to personalise all AI-supported documents. Reports must reflect individual strengths, needs and next steps. AI must not generate carbon-copy reports. Senior leaders monitor report quality.	Include AI use within report-writing guidance and moderation processes.	Low

Hazard / Risk	Who May Be Affected	Potential Harm	Existing Control Measures	Further Actions Required	Residual Risk
Misuse of AI by pupils	Pupils	Exposure to inappropriate content, cheating, bullying, impersonation or misinformation	Age-appropriate teaching of AI. AI Charter in place. Staff supervision. Online safety curriculum updated. Behaviour and safeguarding systems used where concerns arise.	Continue reviewing emerging AI risks and updating online safety education.	Medium
Over-reliance on AI reducing professional judgement	Staff and leaders	Poor decision-making; reduced professional accountability	AI positioned as a support tool only. All major decisions remain made by appropriately trained staff. Monitoring by senior leaders.	Reinforce expectations through annual staff training and policy review.	Low
Unauthorised use of public AI platforms	Pupils, staff, federation	Increased security and data protection risks	Federation policy restricts school-related AI use to Microsoft Copilot accessed through federation-managed accounts. Staff declaration signed annually.	Monitor compliance through line management and governor oversight.	Low
Copyright or intellectual property concerns arising from AI-generated content	Federation and staff	Copyright infringement; reputational risk	Staff reminded to check sources and verify suitability of materials before publication. Professional review required before use.	Include within staff AI training materials.	Low

1 Overall Risk Rating

Residual Risk: LOW

The federation recognises AI as a valuable tool for improving efficiency, reducing workload and supporting high-quality education. Risks can be effectively managed through the exclusive use of Microsoft Copilot within federation-managed accounts, robust safeguarding arrangements, data protection controls, staff training and ongoing monitoring.