



EBOR ACADEMY TRUST

Policy Number

TBC

Ebor Artificial Intelligence (AI) Policy

Approved By: Finance and Resources Committee

Approval Date: June 2025

Review Period: 2 years

Review Date: June 2027

Author: Richard Swain (Director of Education) and Wendy Harrington (DPO)

Date Created/updated: June 2025

Version Number: 1

Policy (V1 06/2025)

Policy written with the assistance of Education Data Hub

Contents

1.	Introduction	2
2.	Principles	3
3.	Uses of AI	4
4.	Risk management and mitigation	4
5.	Monitoring and evaluation	5
6.	Summary of national guidance	5
7.	Information for parents and carers	7
8.	Appendices	8

1. Introduction

- 1.1 Artificial Intelligence (AI) is a rapidly evolving technology that has significant potential for both positive and negative impact, both in education and wider society. Generative Artificial Intelligence (GenAI) is a relatively new form of AI and is experiencing rapid growth in its use and ease of access.
- 1.2 This rapid evolution of AI means policies and guidance will need to continue to be developed, refined and updated to reflect emerging functionality and trends. This is highly challenging, and users of AI need to be prepared to reflect carefully on how they use AI in line with the principles set out below.
- 1.3 Our vision is to harness the power of AI to transform teaching and learning and administrative processes across Ebor Academy Trust. We aim to create a future where AI seamlessly integrates into our educational ecosystem, empowering staff to personalise instruction, optimise student learning experiences, and elevate the overall quality of education
- 1.4 AI presents opportunities to reduce workload, enhance personalised learning and support professional development. There are also safeguarding risks schools and trusts need to be mindful of.
- 1.5 This Artificial Intelligence (AI) Policy should be read and considered alongside other school and trust policies and guidance, including:
- Staff Code of Conduct
 - Data Protection Policy
 - Data Breach Management Policy
 - Staff Disciplinary Policy
 - E-Safety Policy
 - E-Safety Acceptable Use Policy
 - Safeguarding Policy
 - Data REtention Policy
 - Other policies introduced relevant to AI.
- 1.6 Appendix A incorporates Acceptable Use Guidance which should be considered alongside this Policy.

- 1.7 National policy and guidance should also be read alongside this policy, including:
- Department for Education (DfE) Generative Artificial Intelligence Guidance
 - Information Commissioner’s Office (ICO) Guidance on AI and Data Protection
 - Keeping Children Safe in Education
 - Ofsted’s Approach to Artificial Intelligence.
- 1.8 This policy applies to all staff, children and visitors of Ebor Academy Trust. It covers the use of AI tools and applications in teaching, learning, assessment, and administrative tasks.

2. Principles

- 2.1 Any use of AI must follow the Trust’s vision and values. This policy outlines the guidelines for the safe and effective use of Artificial Intelligence (AI) technologies within Ebor Academy Trust. It aims to ensure that AI is used responsibly, ethically, and in compliance with data protection regulations.
- 2.2 Whether directly, or indirectly, the overarching goal of AI is to assist in achieving educational goals and improve outcomes. This may be through workload reduction or teacher time saving techniques, or through Trust agreed third party software.
- 2.3 The Trust is committed to the ethical use of Artificial Intelligence (AI) to enhance learning and administrative processes. The Trust and schools must prioritise transparency, fairness, and accountability in all AI applications. AI tools will be used to support educational goals while respecting the privacy and rights of all children, parents and staff. We must ensure that AI systems are designed and implemented to avoid bias, promote inclusivity, and uphold the highest standards of integrity and responsibility.
- 2.4 AI must never replace human judgement; it should enhance knowledge and decision making. Equally, the loss of human interaction is a risk that should be mitigated in a sector that is built on human relationships.
- 2.5 Ebor Academy Trust encourages the careful and considerate use of Artificial Intelligence (AI) but advises using Generative AI cautiously. Users must adhere to this guidance and policy, other related school and trust policies, and that provided in national guidance and policies. Users must be familiar with and adhere to all related policies applicable to the use of AI.

- 2.6 6 Data protection is everyone's responsibility. Under no circumstances should personal or identifying information about staff, children or other individuals be entered into any AI system without prior agreement from the Data Protection Officer (DPO). In these circumstances, a Data Protection Impact Assessment (DPIA) will be carried out to ensure that appropriate levels of data and cyber security are present to protect personal information.
- 2.7 Under no circumstances should sensitive or personal information or data, in any format or media, be uploaded to or shared with premium paid-for or free-to-use Generative AI models that do not have commercial data protection outside of Trust's closed infrastructure, and where it is not stored in data centres compliant under GDPR.
- 2.8 Generative AI may present plausible information that is inaccurate, inappropriate, biased, or reinforces stereotypes. Users must quality assure the output before deciding to use it.
- 2.9 Incidents of inappropriate use of Generative AI, including the use of personal and/or sensitive data, will be dealt with in line with relevant Trust Data Protection and Disciplinary Policies & Procedures.
- 2.10 Staff must not allow or cause intellectual property to be used to train Generative AI models, without appropriate consent or exemption to copyright. Children's work should not be used to train Generative AI without written parental consent. Misuse of AI is defined as any action or use of AI that does not comply with School and/or Trust policies, including this policy, or the use of AI for any unethical or immoral purpose. The Trust will ensure that staff understand the consequences of misuse of AI or unethical behaviour.

3. Uses of AI

- 3.1 Permissible uses of AI
- Personalised Learning: AI can be used to tailor learning experiences to individual student needs and abilities.
 - Automated Tasks: AI can automate routine tasks, such as grading and marking, freeing up staff time for more meaningful tasks.
 - Intelligent Tutoring Systems: AI-powered tutoring systems can provide personalised support and feedback to students.
 - Content Creation: AI can be used to generate content, such as stories, poems, and letter.

3.2 . Prohibited uses of AI

- Surveillance: AI should not be used to survey students or staff.
- Decision-Making: AI should not be used to make decisions that have significant consequences for students, such as admissions or exclusions.
- Bias and Discrimination: AI tools must be carefully selected and monitored to avoid bias and discrimination.

4. Risk management and mitigation

- Regular Reviews: AI tools and their use should be regularly reviewed to identify and mitigate risks.
- Staff Training: All staff should receive training on the safe and effective use of AI.
- Data Protection: Strict data protection measures must be in place to safeguard personal data.
- Ethical Guidelines: Clear ethical guidelines should be developed and communicated to all staff.
- Incident Reporting: Any incidents related to the misuse of AI should be reported immediately.

5. Monitoring and evaluation

- 5.1 The Trust will regularly monitor and evaluate the use of AI to ensure compliance with this policy and to identify areas for improvement.

6. Summary of national guidance

- 6.1 A summary of and/or link to some of the key considerations are provided below. Users must consider the full guidance.

6.2 Keeping Children Safe in Education (KCSIE)

KCSIE states:

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.

KCSIE is available here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

6.3 DfE (Department for Education)

The DfE states:

[Schools and colleges should] ensure that children and young people are not accessing or creating harmful or inappropriate content online, including through Generative AI – keeping children safe in education provides schools and colleges with information on:

- What they need to do to protect students and students online
- How they can limit children's exposure to risks from the school's or college's IT system

DfE guidance is available here:

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

6.4 Ofsted's approach to artificial intelligence (AI)

Ofsted states:

Ofsted will not directly inspect the quality of AI tools. It is through their application that they affect areas of provision and outcomes such as safeguarding and the quality of education.

Leaders, therefore, are responsible for ensuring that the use of AI does not have a detrimental effect on those outcomes, the quality of their provision or decisions they take.

Ofsted supports the use of AI by providers where it improves the care and education of children and learners. We recognise that these tools can help providers make better informed decisions, reduce workload and lead to innovative ways of working.

Regulatory principle	Providers are expected to...
Safety, security, and robustness	Assure themselves that AI solutions are secure and safe for users and protect users' data. Ensure they can identify and rectify bias or error.

Appropriate transparency and explainability	Be transparent about their use of AI, and make sure they understand the suggestions it makes.
Fairness	Only use AI solutions that are ethically appropriate – in particular, we expect providers to consider bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate.
Accountability and governance	Ensure that providers and their staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance, and use of AI.
Contestability and redress	Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology. Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment.

Ofsted's guidance is available here:

<https://www.gov.uk/government/publications/ofsteds-approach-to-ai>

6.5. Information Commissioner's Office (ICO) Guidance on AI and Data Protection

<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/guidance-on-ai-and-data-protection/>

7. Information for parents and carers

- 7.1 At Ebor Academy Trust, we are dedicated to giving your child(ren) the best education possible. We also care about our teachers and staff, helping them to do their best for our schools and communities.
- 7.2 We are using technology called Artificial Intelligence (AI) to help us. This includes Generative AI tools like Google Gemini. Our teachers and staff are learning how to use these tools to make learning even better for your child(ren) or to reduce their workload so they can focus more on what happens in the classroom. We have groups of school leaders, teachers, and support staff working together to understand how AI can help and what we need to be careful about. We have also created training programmes and guides for our staff.
- 7.3 Generative AI tools have age limits, usually 13+. Our staff know not to share your child's important work with AI tools that don't protect their data. We are also working towards teaching children about AI to prepare them for the future and introducing carefully selected AI educational resources into lessons.
- 7.4 When our staff uses Generative AI, they do not share personal information like names or birthdays. They use AI to help create lesson plans, classroom resources, and reports without sharing personal data. If we use any personal data with other AI resources, it is done safely with tools with data protection features and staff follow all our data protection rules.

8. Appendices

Appendix A

Acceptable Use Guidance

Before incorporating Artificial Intelligence (AI) into the workplace or educational setting, it is crucial for school and trust leaders, teachers and support staff have an awareness and understanding of the following key points.

Using AI

- Ebor Academy Trust encourages the careful and considerate use Artificial Intelligence (AI) but advises using Generative AI cautiously. Primarily, Generative AI is a tool for staff, not children.
- AI presents significant opportunities for educational institutions, in terms of teaching, learning and administration, but it also carries inherent risks that require awareness and mitigation.
- The Trust is committed to the ethical use of Artificial Intelligence (AI) to enhance learning and administrative processes. The Trust and schools must prioritise transparency, fairness, and accountability in all AI applications. AI tools will be used to support educational goals while respecting the privacy and rights of all children and staff. We must ensure that AI systems are designed and implemented to avoid bias, promote inclusivity, and uphold the highest standards of integrity and responsibility.

Free generative AI

- The majority of Artificial Intelligence Large Language Models (LLM) and tools are available ‘free’ of charge. You can register your email address and access the model at no financial costs. These models are provided without commercial data protection, i.e. what you do on the model is typically used to train and improve the model and any data you add is collected and stored by it. This is also relevant to some paid for models.
- Under no circumstances should sensitive or personal information or data be uploaded to or shared with premium paid-for or free-to-use Generative AI models that do not have commercial data protection.
- AI tools are sometimes available for ‘free’, and in such instances, the company offering the service often considers the user’s data as the valuable commodity they seek or the user’s loyalty which may result in future purchases and use. This is like social media, where the data it draws upon is captured, stored, and typically used to train the Generative AI model and other tools.

Refining the outcomes from Generative AI

- Generative AI serves as a valuable tool for stimulating ideas and providing a starting point, but it usually requires user intervention to produce a high-quality finished product. The first output from the model is unlikely to be fit-for-purpose. Further prompting is often needed to help the model refine the output to meet the need to finalise the resource prior to use.
- The quality of prompts (what the user asks AI to do) used in Generative AI tools, such as Google Gemini, directly influences the quality of the output. Outcomes always need quality assurance and often prompts require adjustments to achieve the desired high quality results. Outputs can be enhanced by using additional prompts that specifically ask for aspects of the output to be enhanced and always applying professional knowledge, understanding and skill outside of the model to make the output fit for purpose.