



# ELAN Use of Artificial Intelligence (AI) Policy

|                       |                                                                                                                                                                                                                                                              |                  |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Version:              | 1.0                                                                                                                                                                                                                                                          |                  |
| Written by:           | ELAN IT Strategy Group                                                                                                                                                                                                                                       |                  |
| Reviewed by:          | ELAN Board                                                                                                                                                                                                                                                   | Date: 21/07/2026 |
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| Review:               | Annually                                                                                                                                                                                                                                                     |                  |
| Next Review Due By:   | July 2026                                                                                                                                                                                                                                                    |                  |

## Document Control

### Document Information

|                   | Information                                |
|-------------------|--------------------------------------------|
| Document Name     | Use of Artificial Intelligence (AI) Policy |
| Document Author   | IT Strategy Group                          |
| Document Approval | ELAN Board                                 |
| Document Status   | Version 1.0                                |
| Publication Date  | July 2026                                  |
| Review Date       | July 2027                                  |
| Distribution      | Website/General                            |

### Version Control

| Version | Issue Date | Amended by        | Comments   |
|---------|------------|-------------------|------------|
| 1.0     | Sept'2026  | IT Strategy Group | New policy |
|         |            |                   |            |
|         |            |                   |            |
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## 1. Aims and scope

Extend Learning Academies Network (ELAN) recognises the potential of artificial intelligence (AI), including generative AI, within educational settings to support with administration efficiencies, support improved pedagogical practices, enable personalised learning experiences, and drive innovation in education.

Equally, we acknowledge the risks associated with AI, such as data protection concerns, copyright challenges, ethical considerations, accuracy and misinformation, safeguarding issues, and the need to comply with broader legal obligations.

This policy therefore aims to provide clear guidelines for the ethical, secure, and responsible use of AI technologies across our entire trust community.

This policy applies to all staff, pupils, volunteers, members, trustees, governors and visitors who utilise AI resources both on and off the premises. It covers all forms of AI technology that support learning, teaching, assessment, pupil wellbeing and administrative processes.

Users must adhere to this policy when using AI tools for trust purposes and ensure all outputs align with our educational goals and ethical principles.

This policy also applies to any new AI tools proposed for use within the trust. All tools will be assessed through our evaluation processes to ensure they meet standards for education, usability, privacy, and accessibility before implementation.

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff across the trust to explore AI solutions to improve efficiency and reduce workload
- Prepare staff across the trust, trustees, governors and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff across the trust, trustees, local governors and pupils
- Protect the privacy and personal data of all staff across the trust, trustees, local governors and pupils in compliance with the UK GDPR

### 1.1 Definitions

This policy refers to both 'open' and 'closed' generative AI tools. These are defined as follows:

**Open generative AI tools** are accessible and modifiable by anyone. They may store, share or learn from the information entered, including personal or sensitive information

**Closed generative AI tools** are generally more secure, as external parties cannot access the data you input

## 2. Legislation

This policy reflects good practice guidelines and recommendations in the following publications:

[AI regulation white paper](#), published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence

[Generative artificial intelligence \(AI\) and data protection in schools](#), published by the Department for Education (DfE)

This policy meets the requirements of the:

UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2020](#)

[Data Protection Act 2018 \(DPA 2018\)](#)

## 3. Regulatory principles

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, and we are guided by the principles set out in the Government's AI regulation white paper.

| REGULATORY PRINCIPLE                        | WE WILL ...                                                                                                                                                                                                                                                                  |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Safety, security and robustness             | <p>Ensure that AI solutions are secure and safe for users and protect users' data</p> <p>Ensure we can identify and rectify bias or error</p> <p>Anticipate threats such as hacking</p>                                                                                      |
| Appropriate transparency and explainability | Be transparent about our use of AI, and make sure we understand the suggestions it makes                                                                                                                                                                                     |
| Fairness                                    | Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate |
| Accountability and governance               | Ensure that the board of trustees (and their delegated committees), senior leaders and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI                                                                      |

| REGULATORY PRINCIPLE       | WE WILL ...                                                                                                                                                                                                                                                                                              |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contestability and redress | <p>Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology</p> <p>Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment</p> |

## 4. Roles and responsibilities

### 4.0 Trust-level digital strategy lead

The digital strategy lead and members of the strategy group will:

- Take overall responsibility for the strategic oversight of AI use across the trust.
- Sign off on approved uses of AI, or new AI tools, considering advice from the data protection officer (DPO) and data protection impact assessments (DPIA).
- Maintain a live directory of trust approved AI tools and how they can be used.

### 4.1 Board of trustees

The board of trustees will:

- Take overall responsibility for monitoring this policy and holding trust leaders to account for its implementation in line with the trust's digital strategy
- Review and approve the AI policy as appropriate, and at least annually
- Ensure trust and school leaders are appropriately supported to make informed decisions regarding effective and ethical use of AI across the trust

### 4.2 School leaders

School leaders will:

- Take responsibility for the day-to-day leadership and management of AI use in their school
- Adhere to trust procurement procedures for all new digital applications (which may or may not include AI capability) to request approval and ensure a DPIA has been completed by the trust prior to use
- Liaise with the digital strategy lead and data manager to ensure that the use of AI is in accordance with data protection legislation
- Ensure that the guidance set out in this policy is followed by all staff
- Ensure staff receive appropriate training in the effective use and potential risks of AI
- Ensure pupils are taught about the effective use and potential risks of AI

### **4.3 Trust data manager (DM) and data protection officer (DPO)**

The trust-level data manager (DM) and data protection officer (DPO) are responsible for monitoring and advising on compliance with data protection law, including in relation to the use of AI.

### **4.4 Designated Safeguarding lead (DSL)**

The Designated Safeguarding Leads in each school are responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI such as AI-generated impersonation, deepfake content, and inappropriate pupil interaction with AI systems
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE)
- Being aware of any new safeguarding legislation regarding the use of AI and reporting this to ELAN digital strategy group

### **4.5 All staff**

As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data, staff must adhere to the guidelines below when using generative AI tools:

- Only use trust approved AI tools (see section 5)
- Where appropriate, seek advice from school leaders, the school online safety lead or ELAN digital strategy group
- Check whether they are using an open or closed generative AI tool and take appropriate steps to protect data as outlined in this policy
- Ensure there is no confidential or identifiable information included in what they put into AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate
- Report safeguarding concerns to the DSL in line with the ELAN child protection and safeguarding policy

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

AI must not be used to make autonomous decisions about pupils, staff, or outcomes without appropriate human review and accountability.

## 4.6 Pupils

Pupils must:

- Follow the guidelines set out in section 7 of this policy (Use of AI by pupils)

## 5. Use of AI by staff across the trust, trustees and local governors

### 5.1 Approved use of AI

ELAN are committed to helping staff, volunteers, members, trustees and local governors reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete but cannot replace the judgement and knowledge of a human expert.

Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.

Where plans, policies or documents have been created with significant input using AI, this should be clearly attributed. Any member of staff, volunteer, member, trustee or local governor using an AI-generated plan, policy or document should only share the AI-generated content with other colleagues for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Always consider whether AI is the right tool to use. Just because the trust has approved its use does not mean it will always be appropriate.

Refer to Appendix 1 for guidance on the responsible use of AI by teachers, operational staff and pupils.

The trust may audit usage of AI tools to ensure compliance, including reviewing outputs and monitoring adoption across schools.

The table below sets out the approved AI tools and the approved uses for each tool.

| Approved tools                                                                                                                        | Approved uses                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Microsoft Copilot 365</p> <p>This must be used within the trust tenant (i.e. you must be signed in to your Office 365 account)</p> | <p>Accessibility support</p> <p>Drafting communications</p> <p>Drafting policies and reports</p> <p>Drafting administrative documents</p> <p>Summarising meetings notes or reports that do not contain confidential or sensitive information</p> <p>General data analysis and insights</p> <p>Task and project planning</p> <p>Drafting presentations</p> <p>Lesson planning</p> <p>General research</p> |
| CANVA                                                                                                                                 | <p>Creation of social media posts and posters, learning materials and images</p>                                                                                                                                                                                                                                                                                                                         |

|                                                          |                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Using the trust subscription access)                    |                                                                                                                                                                                                                                                                                                                                            |
| Scriba<br>(Using the trust subscription access)          | Meeting transcription and minutes creation tool                                                                                                                                                                                                                                                                                            |
| No More Marking<br>(Using the trust subscription access) | AI judges are used to complete a proportion of writing judgments. The recommended approach is to get AI to do 90% of your judgments, which leaves 10% for humans to do                                                                                                                                                                     |
| Greenhouse – ELAN and school's websites                  | AI Text Wizard may be used to generate first drafts, content ideas, and inspiration for web pages. AI-generated content should be treated as a starting point rather than a final product and all output must be reviewed and refined before publication to ensure accuracy, appropriateness, and alignment with organisational standards. |
| Grammarly                                                | Can be used to improve the quality and clarity of written content by checking spelling, grammar, punctuation, and readability. It is suitable for reviewing everyday communications and documents, but users should always review suggested changes and retain responsibility for the final content.                                       |
|                                                          |                                                                                                                                                                                                                                                                                                                                            |

## 5.2 Process for approval

Where a need or opportunity for optimisation has been identified, any proposed AI solution must be submitted as a formal request to [digital@extendlearning.org](mailto:digital@extendlearning.org) for consideration and evaluation.

See **Appendix 2** for the AI evaluation cycle and request form.

Tools will be evaluated against defined criteria including educational benefit, safeguarding risk, data protection compliance, accessibility standards, and technical security.

The digital strategy lead is responsible for signing off the approved uses of AI, or new AI tools, taking into account advice from the data manager, DPO and data protection impact assessments.

## 5.3 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised AI tools or chatbots.

Identifiable personal and school data, including names, dates of birth, SEND information, safeguarding records, or images of pupils, **must not** be inputted into AI tools unless explicitly approved.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, this will be treated as a data breach and will follow the personal data breach procedure outlined in our data protection policy. Please also refer to section 10 of this policy.

#### **5.4 Intellectual property**

Most generative AI tools use inputs submitted by users to train and refine their models.

Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.

ELAN 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.

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

#### **5.5 Bias**

We are aware that AI tools can perpetuate existing biases, particularly towards special characteristics including sex, race and disability. This means that critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output before relying on it.

ELAN will ensure we can identify and rectify bias or error by training staff in this area.

We will also regularly review our use of AI to identify and correct any biases that may arise.

If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual complaints' procedure.

#### **5.6 Raising concerns**

We encourage staff to speak to their school leader in the first instance if they have any concerns about the potential use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

Any harmful, biased, or inappropriate AI-generated content must be reported in line with safeguarding or incident reporting procedures.

The use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Harmful content
- Harmful advertisements and promotions
- Bullying
- Child sexual abuse/exploitation material
- Sexual grooming
- Sexual harassment
- Sexual extortion

Where there are safeguarding concerns arising from the use of generative AI a report must be made to the DSL immediately. Any such incident will be dealt with according to the procedures set out in the ELAN Child Protection and Safeguarding Policy.

## **5.7 Ethical and responsible use**

ELAN will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in ELAN's equality and equal opportunities policy when using generative AI tools
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it
- Staff members, volunteers, members, trustees and local governors must not:
  - Generate content to impersonate, bully or harass another person
  - Generate explicit or offensive content
  - Input offensive, discriminatory or inappropriate content as a prompt

## **6. Educating pupils about AI**

ELAN acknowledges that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make best use of generative AI.

As part of our computing curriculum, pupils are taught about the potential benefits of using AI tools to aid their learning, while also covering subjects such as:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

## **7. Use of AI by pupils**

ELAN recognises that AI has many uses to help pupils learn.

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in computing lessons or art homework about AI-generated images

Pupils must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

Where AI tools have been used as a source of information, pupils should reference their use of AI. The reference must show the name of the AI source and the date the content was generated. All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs.

*For example: Microsoft Copilot. (2026). AI-generated suggestions used to support planning and drafting. Accessed 3 July 2026.*

The trust will be transparent with parents and carers about how AI is used to support teaching and learning.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- During assessments
- To write their homework, where AI-generated text is presented as their own work
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, math's calculations)

This list of AI misuse is not exhaustive.

The suitability of AI tools used in schools will be regularly reviewed and access may be restricted to any platform that is no longer deemed appropriate.

## **8. Formal assessments**

ELAN will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

## **9. Staff training**

ELAN will provide suitable training to ensure that all colleagues have a good understanding of AI and are kept up to date with developments in AI, and how they will be able to develop and improve their practice.

Our training approach will be supported by the Department for Education's Using AI in Education Settings training materials.

Sector developments and emerging best practices will be monitored and shared across the trust to ensure staff remain up to date, supported in their professional growth, and confident in applying AI appropriately within educational settings.

## **10. Breach of this policy**

### **10.1 By staff**

Breach of this policy by staff will be dealt with in line with the trust's staff code of conduct.

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location

Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing the trust with access to:

- The generative AI application in question (whether or not it is one authorised by the trust)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to your senior leader or line manager immediately.

### **10.2 By members, trustees or local governors**

Members, Trustees and Local Governors are expected to comply with this Use of AI Policy at all times and to act in accordance with the Trust's values, policies, governance responsibilities and legal obligations.

Any suspected breach of this policy will be investigated in a proportionate manner.

Depending on the nature and seriousness of the breach, the Trust may take appropriate action in accordance with the Trust's Articles of Association, Scheme of Delegation and applicable governance policies and procedures.

### **10.3 By pupils**

Any breach of this policy by a pupil will be dealt with in line with the school's behaviour policy.

## **11. Monitoring and transparency**

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated whenever there is a significant change to either AI use by the trust or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the board of trustees at least annually.

All teaching staff are expected to read and follow this policy. Senior Leaders are responsible for ensuring that the policy is followed in school.

The trust's digital strategy group will monitor the effectiveness of AI usage across the trust.

We will ensure we keep members of the trust community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use across the schools in our trust.

## **12. Links with other policies**

This AI policy is linked to our:

- ELAN Safeguarding and Child Protection Policy
- ELAN Data Protection Policy
- ELAN Staff Code of Conduct
- ELAN Disciplinary Policy
- ELAN ICT and Online Safety Policy
- ELAN Acceptable Use Policy
- ELAN Equality and Equal Opportunities Policy
- Individual school behaviour policies

## Appendix 1 Responsible Use of AI Tools

### Teaching Staff

| Use by teacher                                      | Considerations                                                                                                                                                                                                                                        |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drafting ideas for lesson plans or other activities | AI can provide a helpful starting point; however, outputs may be inaccurate or lack sound pedagogical structure. Teachers must ensure all materials are accurate and aligned with the trust's teaching and learning policies                          |
| Planning sequences of learning or schemes of work   | AI can support planning, but teachers must ensure progression, curriculum alignment, and coherence across lessons.                                                                                                                                    |
| Designing quizzes or comprehension questions        | AI may support question design, but all questions and answers must be carefully reviewed for accuracy, clarity, and suitability for pupils before use.                                                                                                |
| Supporting SEND and EAL provision                   | AI may assist in adapting materials, but strategies must reflect pupils' actual needs and be reviewed for appropriateness and inclusivity.                                                                                                            |
| Providing custom feedback to pupils                 | AI should not be used as the sole method for assessing or responding to pupil work. It may support responsive teaching, but teachers remain responsible for the quality, accuracy, and personalisation of feedback.                                   |
| Writing reports                                     | AI may improve efficiency in drafting reports; however, teachers must ensure reports are accurate, personalised, and reflect individual pupil progress. Personal or identifiable data must not be entered unless approved by the trust.               |
| Creating image or video resources                   | AI-generated media can enhance lessons, but content must be appropriate, accurate, and suitable for pupils. Where used, pupils should be informed that the content they are seeing was created using AI to promote transparency and digital literacy. |
| Using AI role-play (e.g. historical figures)        | AI can support engagement, but it must be made clear that responses are generated and may not always be accurate. Teachers should address misconceptions and encourage critical thinking.                                                             |

## Administrative / Operational Staff

| Use by staff                                                                           | Considerations                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recording meetings using AI tools (e.g. transcription or summaries)                    | AI-generated notes can improve efficiency; however, all participants must be informed in advance. Outputs may miss nuance or context and must be reviewed for accuracy before being shared or acted upon.                                                                                                                    |
| Drafting newsletters, emails or other communications for parents or other stakeholders | AI can support clarity and consistency, but all communications must be reviewed by a human to ensure accuracy, appropriate tone, and alignment with the trust's values. Care must be taken to avoid bias or misleading information.                                                                                          |
| Automating routine workflows such as communication or analysis                         | Automation can reduce workload, but safeguards must be in place to ensure outputs are accurate, appropriate, and do not operate without oversight. Staff retain responsibility for all automated outputs.                                                                                                                    |
| Data analysis                                                                          | AI can support identification of trends and anomalies; however, users must ensure that data shared with AI tools is appropriate. Personal or sensitive data should not be used unless approved by the trust, and anonymisation should be applied wherever possible. Outputs should be checked for bias or misinterpretation. |
| Resource Management (e.g. catering, transport, materials)                              | AI may support planning and efficiency; however, decisions must be validated by staff. Responsibility for resource allocation and outcomes remains with staff, not the AI tool.                                                                                                                                              |
| Drafting Risk Assessments                                                              | AI can assist with structuring risk assessments, but outputs depend on the quality of inputs. Staff must ensure all risks are identified, accurately described, and compliant with trust policies. Final accountability rests with the author.                                                                               |
| Creating presentations and materials                                                   | AI can enhance presentation quality; however, all content must be checked for accuracy and appropriateness. Where AI-generated images or content are used, it is good practice to be transparent with the audience.                                                                                                          |
| Drafting internal documents (e.g. policies, procedures, reports)                       | AI-generated drafts should be treated as a starting point only. Documents must be reviewed to ensure they reflect trust-specific context, legal compliance, and current guidance.                                                                                                                                            |
| Supporting decision-making                                                             | AI may assist with gathering information or options, but must not be used as the sole basis for decisions, particularly where there are legal, financial, or safeguarding implications.                                                                                                                                      |

## Members, trustees and governors

| Use by members, trustees and governors                          | Considerations                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drafting reports or governance documentation                    | AI can support efficiency, but outputs may be inaccurate or incomplete. The user must remain responsible for ensuring all content is accurate, appropriate, and reflects the trust's context and statutory responsibilities.                                                                                                                                                                                              |
| Summarising documents (e.g. policies, audit reports, updates)   | <p>Personally identifiable, sensitive, or confidential information must never be entered into AI tools unless the platform is approved by the trust and compliant with data protection requirements</p> <p>AI summaries may omit key detail or nuance. Important information must always be reviewed against original documents before informing discussion or decision-making.</p>                                       |
| Supporting strategic thinking and question formulation          | AI can help generate lines of enquiry; however, it must not replace critical challenge. Members, trustees and governors must apply professional judgement and contextual knowledge when scrutinising trust performance.                                                                                                                                                                                                   |
| Reviewing policies or generating draft wording                  | AI-generated drafts should be treated as a starting point only. All policies must be reviewed to ensure compliance with current legislation, guidance, and the trust's values and procedures.                                                                                                                                                                                                                             |
| Analysing data or performance information                       | <p>AI tools may assist in identifying trends, but outputs must be interpreted carefully. Members, trustees and governors should seek assurance that conclusions are evidence-based and not solely AI-derived.</p> <p>Personally identifiable, sensitive, or confidential information must never be entered into AI tools unless the platform is approved by the trust and compliant with data protection requirements</p> |
| Producing communications (e.g. stakeholder messages, summaries) | Content must be checked for tone, accuracy, and appropriateness. Transparency should be maintained where AI has been used to support official communications.                                                                                                                                                                                                                                                             |

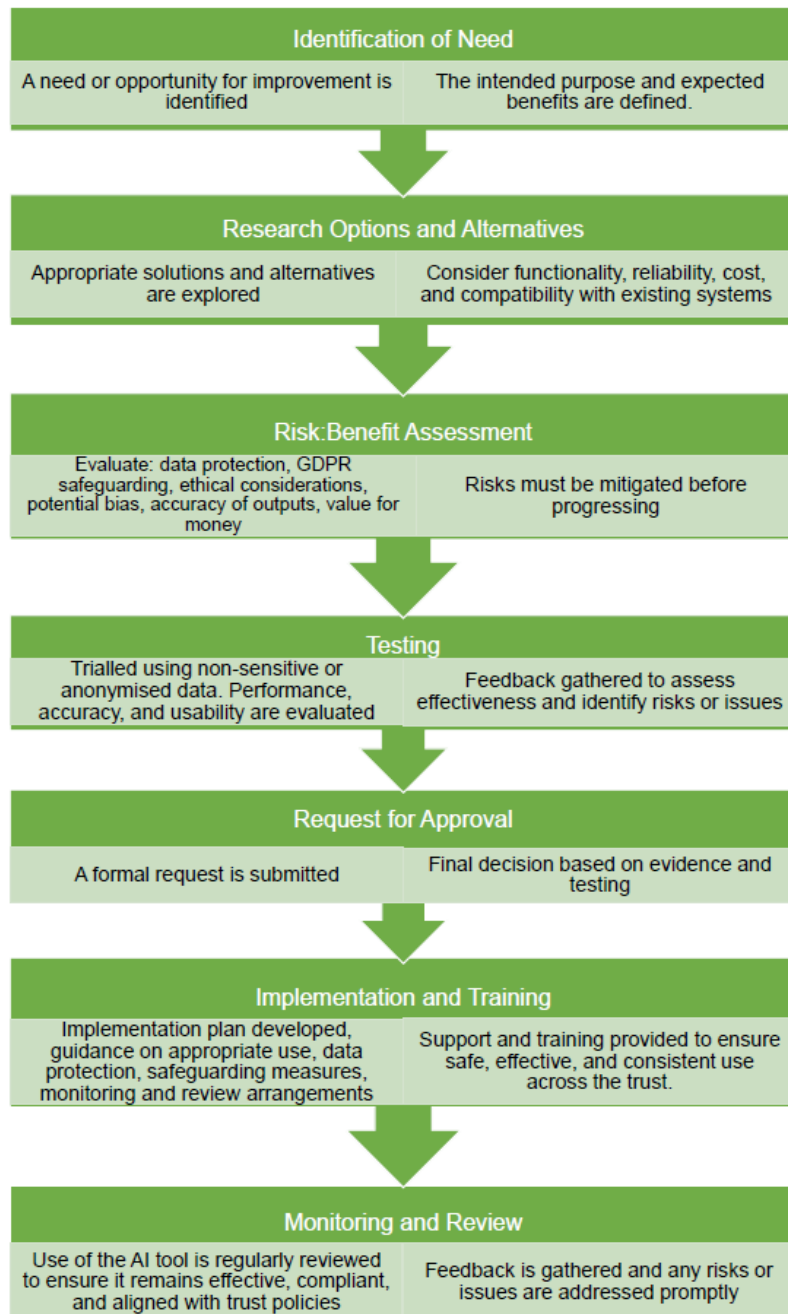
## Pupils

| Use by pupil                                         | Considerations                                                                                                                                                                                                       |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Generating ideas for work or projects                | AI can provide useful starting points for ideas; however, pupils should develop and refine their own thinking. Outputs may be inaccurate or incomplete and must not be relied on without checking.                   |
| Receiving feedback on writing                        | AI can support proofreading and suggest improvements in grammar, structure, and style. Pupils must understand when use of AI should be acknowledged and must ensure the final work reflects their own understanding. |
| Using AI as a research tool                          | AI can support research but may provide incorrect or misleading information. Pupils should verify information using reliable sources and be taught to question and evaluate outputs critically.                      |
| Generating images or videos                          | AI-generated media can enhance learning; however, pupils must understand copyright, appropriate use, and not share personal data. Content must be suitable and relevant to the task.                                 |
| Engaging with AI role-play (e.g. historical figures) | AI can be used to support learning through role-play; however, pupils must be aware that responses are generated and may not always be accurate. Teachers should support pupils in identifying misinformation.       |

## Appendix 2 - AI Evaluation Cycle

Where a need or opportunity for optimisation has been identified, any proposed AI solution must be submitted as a formal request to [digital@extendlearning.org](mailto:digital@extendlearning.org). The tool will be assessed for suitability prior to approval. A trial period may be required to assess performance and user experience. An implementation plan should include a plan for training and support to ensure responsible and effective use.

Any new AI tool being used across the Trust will be added to the AI page on the staff portal, where staff will find guidance on how to use it safely and effectively.



### Appendix 3 - AI Tool / Use Approval Request Form (Staff)

This form must be completed by anyone wishing to introduce a new AI tool or change how an existing tool is used. All requests will be reviewed for safeguarding, data protection, and suitability.

|                                       |                                                                |                                                                                             |
|---------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Date of Request:</b>               |                                                                |                                                                                             |
| <b>Section 1: Staff Details</b>       | Name:                                                          |                                                                                             |
|                                       | Role/School:                                                   |                                                                                             |
| <b>Section 2: AI Tool Information</b> | Name of AI Tool:                                               |                                                                                             |
|                                       | Provider/Company:                                              |                                                                                             |
|                                       | Website/Link to Tool:                                          |                                                                                             |
|                                       | Type of AI (e.g. generative, chatbot, image generator):        |                                                                                             |
| <b>Section 3: Intended Use</b>        | New tool or change of use:                                     | New / Change<br>(delete as appropriate)                                                     |
|                                       | Description of intended use:                                   |                                                                                             |
|                                       | Who will use the tool:<br>Staff / pupils (specify year group): |                                                                                             |
|                                       | Purpose (tick):                                                | Lesson planning<br>Resources<br>Assessment<br>Admin<br>Pupil use<br>Other (Please specify): |

|                                                      |                                 |                                                                  |
|------------------------------------------------------|---------------------------------|------------------------------------------------------------------|
| <b>Section 4: Data Protection &amp; Safeguarding</b> | Will personal data be entered?  | Yes / No<br>(delete as appropriate)<br><br>If yes, specify type: |
|                                                      | Will pupil data be anonymised?  | Yes / No<br>(delete as appropriate)                              |
|                                                      | Does the tool require login?    | Yes / No<br>(delete as appropriate)                              |
|                                                      | Age restrictions (if any):      |                                                                  |
|                                                      | Safeguarding risks identified:  |                                                                  |
| <b>Section 5: Educational Impact</b>                 | Expected benefits:              |                                                                  |
|                                                      | Potential risks or limitations: |                                                                  |
|                                                      | How will use be monitored:      |                                                                  |
| <b>Section 6: Approval (Office Use)</b>              | Reviewed by / date:             |                                                                  |
|                                                      | Role:                           |                                                                  |
|                                                      | Decision (tick):                | Approved<br>Approved with conditions<br>Not approved             |
|                                                      | Conditions (if applicable):     |                                                                  |
|                                                      | Signature / date:               |                                                                  |