



Online Safety Policy – Artificial Intelligence in Our Trust

Review and Update

The Trust will review and update this policy annually or whenever new AI technologies or safeguarding challenges arise from usage.

Date of last Review: July 2026

Context

Generative AI represents a transformative leap in technology, enabling machines to create text, images, audio, and video with remarkable accuracy and creativity. Emerging from advancements in machine learning, particularly deep learning, generative models such as GPT (Generative Pre-trained Transformer) and DALL·E leverage vast datasets to understand and produce content that mimics human expression. Initially text-focused, these models have evolved to become multi-modal, integrating and processing various types of input, such as text and images, to generate cohesive outputs.

AI can only ever replicate human intelligence or methods PPAT is clear that AI can never replace the warmth, understanding, contextual understanding and deep subjective knowledge of our staff; instead, AI can be harnessed to reduce administrative or repetitive tasks, which allows for greater time and resources to further the educational and social outcomes of the children and families in our care.

Since the debut of early systems like OpenAI's GPT-2 in 2019, the field has rapidly advanced, unlocking such opportunities in education, while raising critical considerations around ethics, data privacy, and equitable access.

According to [Ofcom's 2024 Online Nation Report](#) more than half of children have used generative AI tools in the past year. Teenagers aged 13-15 are more likely to use AI (66%) than those aged 8-12 (46%) and combining both age groups, over half (53%) have made use of AI to support with homework tasks. There is a broad range of purposes for children using AI including finding information, creating images/videos, seeking advice and summarising text, with the most popular tool among 8-15s being ChatGPT (37%) followed by Snapchat My AI (30%).

We, as a Trust, must now navigate this landscape thoughtfully, crafting methods which harness the benefits of AI while prioritising staff and learners' safety, security and well-being.

Legislative Background and Key Documents

The UK Online Safety Act 2023 is designed to make the internet safer, particularly for children and vulnerable users, by regulating online content and holding tech companies accountable for harmful material. It is still yet to be fully understood where there may be gaps in regulation to protect children and young people from possible harm caused by AI. Ofcom is the online safety regulator in the UK and is responsible for publishing codes of practice and guidance on how companies can comply with their duties.

There is currently little in the way of specific legislation regarding the use of AI in schools, but guidance has been developed and is being regularly updated as the technology evolves. PPAT schools will continue to evaluate this and new legislation/guidance as it is developed.

- [AI Roadmap - GOV.UK](#)

- [DfE Using AI in education settings: support materials](#)
- [National AI Strategy - GOV.UK](#)
- [Ofcom's 2024 Online Nation Report](#)
- [EU Artificial Intelligence Act 2024 - Useful high-level 4-point summary of considerations](#)
- [UNESCO AI Competency Framework for Students \(Guidance\)](#)
- [UNESCO AI Competency Framework for Staff \(Guidance\)](#)
- [Responsible AI Toolkit - GOV.UK](#)
- [Data protection in schools - Artificial intelligence \(AI\) and data protection in schools - Guidance - GOV.UK](#)
- [Understanding AI for school – Tips for School Leaders](#) - ASCL, NAHT, CST, and others
- [SWGfL – Artificial Intelligence and Online Safety](#)
- [Using AI in education settings : support materials – Guidance – GOV.UK](#)
- [Welsh Government - Generative AI – Hwb guidance - Resources, guidance and information for education practitioners, learners, and families on generative AI.](#)
- [Welsh Government - Generative AI: keeping learners safe online](#)

Definition of AI

Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy.

The technology includes but isn't limited to:

- Generative tools
- Image Generation
- Spellcheckers and editing
- Chat bots

Policy on the use of Artificial Intelligence across PPAT

Statement of intent

Artificial Intelligence (AI) technology is already widely used in commercial environments and is gaining greater use in education. We recognise that the technology has many benefits and the potential to enhance outcomes and educational experiences, with the opportunity to support staff in reducing workload and increasing efficiency in areas such as administrative tasks.

We also realise that there are risks involved in the use of AI systems, but that these can be mitigated through our existing policies and procedures, amending these as necessary to address AI risks.

We will educate staff and learners about safe and ethical use of AI, preparing them for a future in which AI technologies are likely to play an increasing role.

The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

Related policies

This policy should be read in conjunction with other Trust and school policies

- Safeguarding and Child Protection Policy (T)
- Data Protection Policy (T)
- Staff Disciplinary and Appeals Policy (T)
- Staff code of conduct (T)
- Director and Governor Code of Conduct (T)
- Behaviour policy (S)
- Anti-bullying policy (T)
- Online safety policy (S)
- Acceptable Use Agreements (T)
- Personal, Social and Health Education Policy (PSHE) (S)
- Mobile Phone, Smart Devices, Images and Social Media Policy (T)

Trust wide policies can be found [here](#) and on the Trust Info Hub and on iAM Compliant.

Policy Statements

- The Trust acknowledges the benefits of the use of AI in an educational context - including enhancing teaching and learning and outcomes, improving administrative processes, reducing workload and preparing staff and learners for a future in which AI technology will be an integral part. Staff are encouraged to use AI based tools to support their work where appropriate, within the frameworks provided below and are required to be professionally responsible and accountable for this area of their work.
- **We will comply with all relevant legislation and guidance, with reference to guidance contained in Keeping Learners Safe**
- **We will provide relevant training for staff, directors and governors in the advantages, use of and potential risks of AI. We will support staff in identifying training and development needs to enable relevant opportunities.** As a minimum the school leadership, and the on-line safety lead if not a member of the senior leadership team, should complete the [Using AI in education: support for school and college leaders](#) suite of materials
- **We will ensure that, within our education programmes, learners understand the ethics and use of AI and the potential benefits and risks of its use. The Trust**

recognises the importance of equipping learners with the knowledge, skills and strategies to engage responsibly with AI tools.

- **As set out in acceptable use agreements, the Trust will use AI responsibly and with awareness of data sensitivity. Where used, staff should use AI tools responsibly, ensuring the protection of both personal and sensitive data. In-line with our understanding of using, maintaining and retaining the minimum amount of data necessary, staff should only input fully anonymised or where absolutely necessary, partly anonymised (e.g. first name only) data to avoid the exposure of personally identifiable or sensitive information. PPAT Staff should not use non-enterprise AI-based tools with anything other than anonymised information and even for AI tools that are supported at enterprise level i.e. currently Microsoft CoPilot linked to the trust 365 accounts, this data should be first name only.**
- Staff should always ensure AI tools used comply with UK GDPR and other data protection regulations. They must verify that tools meet data security standards before using them for work related to the Trust.
- As such, only those AI technologies approved by the Trust may be used. Staff should always use Trust-provided AI accounts for work purposes, for example Microsoft CoPilot linked to the trust 365 accounts, and any future enterprise-level AI tool supported by the Trust. These accounts are configured to comply with organisational security and oversight requirements, reducing the risk of data breaches.
- We will protect sensitive information. Staff must not input sensitive information, such as internal documents or strategic plans, into third-party AI tools, unless explicitly identified as an enterprise-level AI tool supported by the Trust for use for that purpose. They must always recognize and safeguard sensitive data.
- The Trust will ensure that when AI is used, it will not infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent.
- AI incidents must be reported promptly. Staff must report any incidents involving AI misuse, data breaches, or inappropriate outputs immediately to the relevant internal teams. Quick reporting helps mitigate risks and facilitates a prompt response.
- Each school and team will audit all AI systems in use and assess their potential impact on staff, learners and the Trust's systems and procedures, creating an AI inventory listing all tools in use, their purpose and potential risks. PPAT schools should complete a risk assessment (template matrix in appendix) for each setting to clearly demonstrate consideration of usage.
- We are aware of the potential risk for discrimination and bias in the outputs from AI tools and have in place interventions and protocols to deal with any issues that may arise. When procuring and implementing AI systems, we will follow due care and diligence to prioritise fairness and safety.

- The school will support parents and carers in their understanding of the use of AI in the school. PPAT schools should consider their own methods and needs of parental-engagement. Some schools may feel it appropriate to support parents and carers in their understanding of the use of AI in the school. This may be done through workshops, a short publication or an infographic published in a newsletter. It is important to remember that AI is already being used in so many everyday tasks that it should not be 'over-publicised' which may lead to misconceptions that AI is replacing teachers or that staff will only be reducing their interactions with individuals as AI interactions increase.
- AI tools may be used to assist teachers in the assessment of learner's work and identify areas for improvement. Teachers may also support learners to gain feedback on their own work using AI. Use of these tools should be purposeful, considered and with a clear focus on ensuring impact and understanding and mitigating risk
- Maintain Transparency in AI-Generated Content. Staff should be transparent about their use of AI, holding themselves to the same expectations as we do so for copyright or plagiarism standards.
- We will prioritise human oversight. AI should assist, not replace, human decision-making. Staff must ensure that final judgments, particularly those affecting people, are made by humans and critically evaluate AI-generated outputs. They must ensure that all AI-generated content is fact-checked and reviewed for accuracy before sharing or publishing. This is especially important for external communication to avoid spreading misinformation.
- Recourse for improper use and disciplinary procedures. Improper use of AI tools, including breaches of data protection standards, misuse of sensitive information, or failure to adhere to this agreement, will be subject to disciplinary action as defined in Staff Disciplinary Policy.

Responsibilities

Headteacher and Senior Leaders

Are responsible for the strategic planning of how AI will be used in their school, establishing AI policies and procedures and ensuring that all staff receive relevant training and have a clear understanding of these.

Designated Safeguarding Leads (DSL) / Online Safety Lead (OSL)

Each school's Designated Safeguarding Lead has responsibility for online safety in their school. They are expected to have knowledge of AI and its safeguarding implications and an in-depth working knowledge of key guidance. This may be in conjunction with a designated OSL, who works in collaboration with the DSL to ensure best practice. PPAT schools must ensure that they receive appropriate specialist training, commensurate with their role and that ongoing training

to an appropriate level is provided for all school staff. DSLs and OSLs should complete the DfE [Using AI in Education - Leadership](#) training. The other modules in the training suite [Using AI in education settings: support materials - GOV.UK](#) should be made available to all interested staff

Data Protection Officer

The DPO will be responsible for providing advice and guidance about data protection obligations in relation to the use of AI, including related Data Protection Impact Assessments (DPIAs).

Technical Staff

Technical staff / IT Leads will be responsible for technical support and guidance, with regard to cyber-security and the effectiveness of filtering and monitoring systems. As PPAT currently uses external contracts for technical support, all school and team leaders must ensure that the support provider is aware of the school's and team's requirements regarding AI and comply with Trust and school policies. Each school and team is responsible for auditing these services for compliance, with the Trust Board and local governing body overseeing that this responsibility is thorough and in-line with legislation such as Keeping Children Safe in Education.

Staff

It is the responsibility of all staff to have read and understood this policy and associated Acceptable Use Agreements. All staff must report any incidents or suspected incidents concerning the use of AI in line with Trust policy. All staff will challenge any inappropriate behaviour. Staff have a duty to ensure that:

- the school environment is safe
- sensitive and confidential data / information is secure
- that their actions do not put the reputation of the Trust at risk and that
- learners understand their responsibilities
- they set and communicate clear expectations to parents and children for the use of AI in any additional or homework task

Directors and Governors

We ensure that our Trust Board and local governing bodies have a good understanding of how AI is used in a school and Trust context and potential benefits and risks of its use. They receive regular training and updates, enabling them to support the Trust and its schools and challenge where necessary. This may include evaluation of the use of AI in the curriculum, administration and communications, ensuring that risks relating to these issues are identified, that reporting routes are available, and that risks are effectively mitigated. Directors and Governors are encouraged to complete the DfE Leadership training [Using AI in education: support for school and college leaders - GOV.UK](#)

Parents/carers

We work hard to engage parents and carers by:

- regular in school online-safety or curriculum subject workshop sessions
- sharing newsletters
- sharing information online e.g., website, social media
- providing curriculum information
- being clear in our expectations of use in any homework, if applicable

Our parents and carers are made aware of how AI is used in our schools and receive guidance on both good practice in its use and the risks of misuse that may affect their children's learning or safety. They are encouraged to report any concerns to the school and are made aware that all incidents will be handled with care and sensitivity.

Pupils

Pupils will be taught to:

- Be Kind and Respectful - Use polite words and treat AI like you would a helpful friend.
- Ask for Help if Unsure - If you see something confusing, strange, or upsetting, tell a teacher or trusted adult.
- Keep Personal Information Private - Never share your full name, address, school name, phone number, or passwords.
- Use AI for Learning, Not Cheating - Let AI help you understand and explore ideas, but always try your own thinking first.
- Check Before You Believe - AI can make mistakes — always double-check facts with a teacher or trusted source.
- Be Honest About AI Use - If you used AI to help with work, say so.
- Stay Safe Online - Only use AI tools approved by your school or teacher.

Vulnerable groups

We recognise that vulnerable learners are more likely to be at risk from the misuse of AI (both in their own use or through the actions of others). We ensure that vulnerable learners are offered appropriate support to allow them to gain full benefit of the use of AI, while being aware of the potential risks.

Children are vulnerable data subjects and therefore any process involving their personal data is likely to be "high risk". If an AI/ automated process is used to make significant decisions about people, this is likely to trigger the need for a Data Protection Impact Assessment (DPIA).

Examples of staff use may include

- creating educational resources
- lesson and curriculum planning
- tailored feedback and revision activities
- administrative tasks
- supporting personalised learning

Examples where pupils may use or learn about AI

- following a personalised learning program designed with the support of AI
- using AI to generate ideas for a piece of writing
- in IT lessons, for example creating a basic chatbot tool using Scratch extensions
- in geography learning about Sat Navs and weather forecasting
- in art comparing their work with A-generated artwork

Reporting

Our reporting systems are well promoted, easily understood and easily accessible for staff, learners and parents/carers to confidently report issues and concerns, knowing these will be treated seriously. As with any occurrence that does not meet the high standards to which PPAT holds itself to, we expect all staff to be fair, understanding, transparent and honest in their reporting and investigation so that all schools and staff teams can learn from occurrences and any unintended consequences can be rectified quickly. All reports will be dealt with swiftly and sensitively and outcomes shared where appropriate. We also respond to anonymous reports, or reports made by third parties. This can be done via the Trust's safeguarding procedures or low-level concerns policy.

Responding to an incident or disclosure

Our response is always based on sound safeguarding principles and follows Trust safeguarding and disciplinary processes. It is calm, considered and appropriate and puts the learner at the centre of all decisions made.

- All AI incidents (including data breaches and/or inappropriate outputs) must be reported promptly to the school data protection lead (the headteacher unless this has been delegated) or the designated safeguarding lead. The Trust Data Protection Lead must also be informed. Effective reporting helps mitigate risks and facilitates a prompt response.
- Where relevant / required incidents will be reported to external agencies e.g., Police, LADO, DPO, ICO.
- All AI related incidents will be recorded through the Trust's normal recording systems

In the case of misuse of AI by staff, the normal staff disciplinary processes will be followed.

Risk assessment

It is key that our approach to managing risk aligns with, and complements, our broader safeguarding approach.

The Trust understands that despite many positive benefits in the use of AI, there are some risks that will need to be identified and managed, including:

- Legal, commercial, security and ethical risks
- Data Protection
- Cyber Security
- Fraud
- Safeguarding and well-being
- Duty of care

Education

Our Trust's educational approach seeks to develop knowledge and understanding of emerging digital technologies, including AI.

This policy outlines our commitment to integrating Artificial Intelligence (AI) responsibly and effectively within our schools' environment. We will use AI responsibly, safely and purposefully to support these aims:

- Enhance academic outcomes: Improve educational experiences and performance for children.
- Support teachers: Assist in managing workloads more efficiently and effectively.
- Educate on AI use: Promote safe, responsible, and ethical AI practices among staff and learners.
- Develop AI literacy: Incorporate AI as a teaching tool to build AI skills and understanding.
- Prepare for the future: Equip staff and pupils for a future where AI is integral.
- Promote educational equity: Use AI to address learning gaps and provide personalised support.

Our schools' approach is to deliver this knowledge and understanding wherever it is relevant within the curriculum. This may include:

- Computing
- PHSE

- Cross-curricular or extra-curricular programmes
- Discrete subjects as appropriate
- Assemblies and visitors

Our approach is given the time it deserves and is authentic i.e., based on current issues nationally, locally and within our school's risk profile. It is shaped and evaluated by learners and other members of the school community to ensure that it is dynamic, evolving and based on need. We do this through:

- Learner assessment
- Critical evaluation of emerging trends and research findings
- Surveys
- Focus groups
- Parental engagement
- Staff consultation
- Engaging with learners
- Staff training

The following resources are used:

- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (including updated AI reference)
- ProjectEVOLVE - <https://projectevolve.co.uk>
- [UKCIS DSIT "Education for a Connected World"](#)
- [Welsh Government - Generative AI – Hwb guidance](#) - Resources, guidance and information for education practitioners, learners, and families on generative AI.

Training

As AI becomes an integral part of modern education, it is essential for staff to be trained in its effective use. Training equips educators with the knowledge and skills to integrate AI tools responsibly into teaching, learning, and administrative processes.

- We will provide comprehensive training to all staff on the effective, responsible, and ethical use of AI technologies in education, ensuring these tools enhance teaching, learning, and administrative processes.
- We will integrate AI-related risks and safeguards into annual safeguarding training, aligning with statutory guidance, including Keeping Children Safe in Education.

- We will ensure all staff are equipped with the knowledge and skills to confidently integrate AI into their professional practice and to prepare pupils for a future shaped by AI-driven innovation and opportunities.
- We will train staff to identify, assess, and mitigate risks associated with AI technologies, including issues such as biased algorithms, privacy breaches, and harmful content.
- We will train staff on robust data protection practices, ensuring compliance with UK GDPR and other relevant regulations while using AI systems.
- We will promote ethical practices in the use of AI, ensuring that these technologies contribute to equity, fairness, and inclusivity in education.
- We will empower educators to teach learners about the safe and ethical use of AI, cultivating a culture of awareness, resilience, and informed decision-making in the digital age.
- We will train staff to use AI responsibly as a tool to monitor and address online risks, reinforcing our commitment to a safe learning environment.

Action Plan

PPAT schools and the Central Team should consider their own level of understanding and implementation as well as needs and actions at a local level. Each school may wish to create an action plan based on the findings of the risk assessment matrix (appendix 1). Such actions may include:

1. Appoint an Online Safety Lead or if already in place, include in their job description the need to oversee AI implementation and its impact on children's welfare.
2. Deliver regular training for staff on online safety, AI ethics, and responsible use.
3. Audit the curriculum to identify where these AI related issues might be incorporated into existing or new curricular programmes.
4. Establish transparent reporting mechanisms for any safeguarding or wellbeing concerns linked to AI.
5. Collaborate with parents and carers to raise awareness about AI risks and best practices.
6. Conduct annual reviews of AI tools and their impact on student wellbeing, updating the risk matrix as needed.

Appendix 1 - Risk Assessment Matrix for PPAT Schools Implementing AI

Risk Assessment Matrix

Risk Area	Risk Description	Likelihood (Low/Med/High)	Impact (Low/Med/High)	Risk Level (Low/Med/High)	Mitigation Measures
Data Protection and Privacy Breaches	Unauthorised access to sensitive data or personal information, leading to safeguarding concerns and commercial risk.				Implement strong encryption, regular audits, and GDPR-compliant data management policies and conduct regular privacy audits.
Cyberbullying	Increased potential for bullying through AI-mediated communication tools.				Monitor AI communication tools, implement clear reporting mechanisms, and provide student support.
Over-reliance on AI	Over-reliance on AI tools reducing interpersonal interactions				Encourage collaborative learning activities and balance AI

	among students. Reduction in teacher autonomy and critical decision-making by overusing AI tools.				use with social engagement. Define clear boundaries for AI use and regularly review its impact on pedagogy.
Emotional Manipulation	AI systems unintentionally affecting student mental health through curated content.				Monitor AI-generated content, involve mental health professionals, and promote media literacy.
Inappropriate Content or Conduct	AI exposing learners to harmful or unsuitable materials / behaviour				Conduct rigorous testing of AI tools, apply effective filtering and monitoring and ensure human oversight.
Mental Health Impacts	Overuse of AI tools causing stress, anxiety, or dependency in learners.				Monitor usage patterns, provide mental health

					resources, and set expectations on use of AI systems.
Bias and Discrimination	AI systems propagating biases that impact student wellbeing or inclusion. AI models producing discriminatory or biased outcomes.				Regularly audit AI algorithms for bias and provide inclusive media literacy education and training.
Misuse of AI	Learners using AI tools for harmful, unethical or illegal purposes (e.g. nudification).				Educate learners on responsible and appropriate AI use and establish clear usage policies.
Misinformation	Creation or spread of harmful or misleading AI-generated content.				Educate staff and learners to verify AI outputs and establish clear policies for verifying content authenticity.

Digital Divide	Inequitable access to AI tools among learners from diverse demographic groups.				Provide equitable access to AI resources and ensure alternative solutions are available.
AI Ethics Awareness	Lack of awareness among staff and learners about ethical implications of AI.				Provide training and education on AI ethics and its responsible usage. Establish an 'Ethics in AI' group.
Data Accuracy	AI systems generating inaccurate or misleading recommendations.				Regularly validate AI outputs and involve human oversight in decision-making.
Legal Compliance	Non-compliance with laws regarding AI usage and learner data.				Understand legal requirements. Conduct legal reviews and consult experts on AI-related regulations.

Cyber-Security	Increased use of AI tools in cyberattacks targeting school systems and data.				Strengthen cybersecurity protocols and educate staff and learners on safe online practices.
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Likelihood and Impact Definitions

- **Likelihood:** The likelihood that the identified risk will occur.
 - Low: Unlikely to occur under normal circumstances.
 - Medium: Possible occurrence based on past trends or vulnerabilities.
 - High: Likely to occur without intervention.
- **Impact:** The severity of impact should the risk materialise.
 - Low: Minimal disruption with limited consequences.
 - Medium: Moderate disruption affecting key processes.
 - High: Significant disruption with severe consequences.

Appendix 2 – PPAT Staff Use of AI Acceptable Use Agreement

Artificial Intelligence (AI) and Emerging Technologies Staff (and Volunteer) Acceptable Use Agreement

Trust Policy

Emerging technologies, including Artificial Intelligence (AI), are increasingly integrated into educational settings and the lives of staff and learners. These technologies have immense potential to enhance creativity, promote personalized learning, and improve operational efficiency. However, their use also presents risks that require clear policies and practices to ensure safety, security, and ethical application.

This acceptable use policy aims to ensure:

- Staff and volunteers are responsible users of AI and emerging technologies, prioritising safety and ethical considerations.
- Trust systems and users are protected from misuse or harm resulting from the use of AI.
- Staff have a clear understanding of their responsibilities when engaging with AI and emerging technologies in professional and personal contexts.

Acceptable Use Policy Agreement

I understand that I must use AI and emerging technologies responsibly to minimise the risk to the safety, privacy, or security of the trust and school community and its systems. I acknowledge the potential of these technologies for enhancing learning and will endeavour to integrate them in a way that aligns with the trust's and school's policy, ethos and values.

For my professional and personal safety:

- I understand that the Trust will monitor my use of AI tools and technologies.
- I will only use AI tools and technologies for purposes authorized by the Trust and will ensure compliance with data protection laws (e.g. UK GDPR) when handling personal data.
- I will ensure that any sensitive or personally identifiable information about staff, pupils, or parents/carers is only entered into AI systems that have explicit approval and robust security measures in place.
- I will report any AI-related incidents or anomalies that could indicate misuse, bias, or harm to the appropriate person immediately.

In my communications and actions:

- I will respect copyright, intellectual property, and ethical standards when uploading content to prompt AI output.
- I will critically evaluate the outputs of AI systems to avoid spreading misinformation or biased content and will ensure that all AI-assisted decisions are made with appropriate human oversight.
- I will communicate professionally and responsibly when using AI systems.
- I will ensure transparency through appropriate attribution where AI has been used.

When engaging with learners:

- I will support learners on the safe, ethical, appropriate and effective use of AI.
- I will use AI tools to engage with learners in ways that uphold and enhance their privacy, wellbeing, and trust.

When using the Trust's systems and resources:

- I will use AI systems in compliance with established security measures and access protocols.
- I will ensure that any AI applications used in teaching or administration are vetted and comply with the Trust's policies.
- I will ensure generative AI tools are not used to impersonate others or create deceptive or harmful content.

When handling data:

- I will ensure compliance with the Trust's data protection policies when using AI for data analysis or reporting.
- I will ensure I have explicit authorisation when uploading sensitive Trust and school-related information into generative AI systems.

Responsibility and Accountability:

- I will use generative AI tools responsibly to create authentic and beneficial content, ensuring respect for individuals' identities and well-being.
- I understand that misuse of AI or emerging technologies could lead to disciplinary actions, including warnings, suspension, or referral to the appropriate authorities.
- I acknowledge that this agreement applies to all AI-related activities within and outside of Trust premises that are connected to my professional responsibilities.