

TENTERDEN SCHOOL TRUST



ARTIFICIAL INTELLIGENCE (AI) ACCEPTABLE USE POLICY

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Policy Owner:	IT Director & Data Protection Officer
Ratified By:	Trust Board

TENTERDEN SCHOOLS TRUST

Artificial Intelligence (AI) Acceptable Use Policy

This policy will be reviewed twice a year

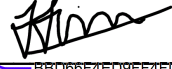
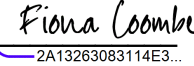
DATE OF POLICY: JUNE 2025

DATE OF REVIEW: DECEMBER 2025

Signed by

Chief Executive Officer Jonathan Wilden

Chair of the Trust Board Fiona Coombe

Signed by:

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1. Introduction and aims

The Tenterden Schools Trust recognises the incredible potential that Large Language Models and Generative AI can bring into the education sector, whether it be enhancing pedagogical methods and learning experiences or aiding administration. To harness this technology safely and successfully this technology necessitates a comprehensive set of guidelines to incorporate AI into our school communities.

This policy aims to:

- Empower both staff and students by integrating AI into teaching and learning processes Establish clear expectations for the way all members of the Trust community engage with each other online
- Emphasising safe and responsible use of AI
- Whilst promoting inclusivity and maintaining high ethical standards.

2. Relevant legislation, guidance and internal policies

This policy refers to, and complies with, the following legislation and guidance and Internal Policies:

- [Data Protection Act 2018 \(DPA 2018\)](#)
- [Generative artificial intelligence \(AI\) and data protection in schools](#), published by the Department for Education (DfE)
- 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](#)
- [JCQ AI Use in Assessments](#)
- [TST Data Protection Policy](#)
- [TST ICT Acceptable Use Policy](#)

3. Definitions

AI: Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs)

- LLM: Large language models such as ChatGPT/Gemini which have Generative capabilities.
- NLP: Natural language processing such as Alexa/Siri - differs from the above and has fewer opportunities for bias and hallucination.
- Image/Audio/Video generation from LLM: images can be created via text prompts which can be inappropriate or subject to bias.
- “Frozen” or “Closed” AI: An AI model that generates content for information already available in the public domain, not from user entered prompts. External parties cannot access the data.

Stakeholders: Teachers, students, parents, administrative staff and external partners.

4. Trust AI Objectives

The Trust school will harness the power of AI to enhance education, support Staff and Pupils and create inclusive learning environments in accordance with the following underlying principles.

- Legal Compliance: AI use at all levels will be in accordance with our legal obligations, including (but not limited to) adherence to data protection law, intellectual property, confidentiality obligations along with the Trust/Schools Safeguard and acceptable use policies.

- Ethical use of AI: The Trust believes that AI technologies can be used to greatly enhance teaching and learning across its schools, but AI can be inaccurate and biased, with the potential to amplify existing biases and discriminations that are already present online. Schools will be vigilant on identifying biases from the data that has been used to train the AI or an ethical overlay that humans may have added.
- Academic rigour and integrity: While recognising and utilising the power of AI for educational benefits, schools will acknowledge its limitations and seek to combine the best of AI with the creativity, intuition and understanding that only human beings are capable of.
- Mental Health: Schools will be mindful of the potential of AI to impact mental health both positively and negatively and teach students to use it responsibly.
- Student Empowerment: AI should encourage active engagement, independent learning and development of skills. The potential consequence of AI stifling independent thinking and creativity by students is acknowledged and should be avoided.
- Responsible Innovation: Schools will use AI responsibly and thoughtfully, considering the potential benefits and trade-offs associated with its use, such as its impact on brain development and learning.
- Shared Learning: Schools will share the burden of ongoing research, development, and creating ethical guidelines around new tools with their staff and students. They will create safe spaces to ideate and discuss the risks and opportunities around AI.

5. Approved use of AI

5.1 Process for approval

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. They should contact their senior leader to discuss any ideas they may have with regards to using AI, so they can take the suggestions forward if they deem it to be a satisfactory new method of working.

The Trust IT Director is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO and data protection impact assessments.

6. Promoting a safe environment with AI

There are risks associated with using AI that all stakeholders should be aware of and take steps to protect against:

6.1 Legal

- AI tools must not be used to impersonate individuals or organisations in a misleading or malicious manner, or to generate content that is unlawful, harmful or offensive.
- Trust staff must use appropriate discretion and due diligence to assess whether information obtained from generative AI tools infringes upon any third party rights (for example branding, logos or third party academic output) and refrain from using such material. The school/trust will not be responsible for any infringing use.
- School work or content created by students remains the intellectual property of the student and should not be uploaded to AI without permission - parental permission is required for students under the age of 18.

6.2 Data Protection

Large Language models have the ability to learn through the information that is entered into them, data entered can then often end up in the public domain.

- All the AI tools that schools within the Trust choose to adopt should be GDPR compliant and have a valid Data Impact Assessment completed by the data protection officer prior to use.
- Schools should select products that use 'Frozen' or 'Closed' AI tools, where AI is prevented from learning from the information that is entered. Gemini for Education is a usable example of a Frozen AI.
- Trust staff must not give any proprietary and/or confidential information belonging to the school, other members of staff or students and their families to AI tools.
- Students must maintain confidentiality in their interactions with AI tools and must not disclose any confidential or personal information about themselves or any other people to the AI model.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, the Trust will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

6.3 Safeguarding

The Trust is to take a proactive stance about AI-related safeguarding risks, including but not limited to:

- Harassment and bullying
- Deep fakes and impersonations
- Criminality, coercion, grooming and exploitation

Additionally Trust staff must not use generative AI tools to attempt to resolve emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or well-being concerns) in a school context.

6.4 Avoiding Bias and Discrimination

- Trust staff and students must be aware of the potential biases and inaccuracies of generative AI tools. AI has the ability to learn from both content it is subjected to by user input along with information in the public domain.
- It is the responsibility of the staff member or student to ensure the accuracy of the information provided by AI.

6.5 Transparency and Disclosure

- Clearly indicate where and when AI is being used. Trust staff and students must not pass off AI-generated work as their own but acknowledge the extent of AI assistance, and where possible give the sources that the AI model used.

7. Ethical Use of AI

The Tenterden Schools Trust application of Ethical lead practices extends in the use of AI tools in an educational setting.

The following set of principles are designed to guide both staff and students in the use of AI to develop and enhance their experiences within our Trust Schools.

7.1 Student Use of AI

Unless specifically told not to, students can use AI tools to generate data/content (text, video audio images) subject to the principles set out in this policy. There are situations and contexts within the school where they will be asked to use AI tools to enhance their learning and to explore and understand how these tools can be used.

Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed in a way that prohibits/avoids using AI tools, such as working offline or under supervised conditions.

In general, students must understand the following principles:

- AI tools used in academic work must not be used for cheating, plagiarism, or any other unethical behaviour.
- AI generated content should not be considered a substitute for pupil effort or original work. Students are required to put in their own efforts to understand material and produce unique content.
- Students must not submit or otherwise publicise school materials using AI tools. Such materials include but are not limited to past papers, textbooks, worksheets, curriculum materials, pastoral information, and other resources generated by the school.
- Students must also be made aware that non-attribution of AI help/content in their work submitted that may count towards an external qualification (e.g. coursework) is malpractice and may have to be reported to the exam board, leading to potentially to disqualification from that unit, that qualification or qualifications with that exam board (see JCQ regulations section).

Students who breach this policy may face disciplinary action by the school.

7.2 Staff Use of AI

Trust staff may find it helpful to use AI, but the following principles must be complied with.

Trust Staff should familiarise themselves with the guidelines about AI use and the potential of AI tools, since even if an individual doesn't use it, students will:

- Seek advice from the Data Protection Officer / Trust IT Director, as appropriate
- Check whether they are using an open or closed generative AI tool
- Where AI is to be used to help generate official school, pupil or parent-facing correspondence clearance should be sought from an appropriate member of SLT until the staff member has had the appropriate training.
- Staff need to be transparent about the use of AI tools to mark or assess students and must be used inline with the school's subject assessment policy.
- Trust staff must not use AI tools to make pupil or other workplace-related decisions that could have significant educational, legal, social or other similar effects (for example, disciplinary, academic assessment or employment-related decisions).
- Trust staff have a responsibility to ensure, if AI is used, sensible and appropriate use, and to have read the JCQ guideline in full.