

Artificial Intelligence (AI) policy

Inspired Learning Group

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1 Aims and introduction

- 1.1 This is the Artificial Intelligence (AI) policy of Inspired Learning Group (ILG), which applies to all ILG schools. Each school may supplement this policy with school-specific information and procedures, provided that these remain consistent with the requirements of this policy.
- 1.2 The Digital Strategy lead is responsible for implementing this policy and the appropriate use of AI tools.
- 1.3 ILG Schools are committed to using Artificial Intelligence (AI) technologies in an ethical, transparent and responsible manner. We acknowledge that AI technologies have the potential to significantly enhance student learning and engagement, but we also recognise the importance of protecting student privacy and ensuring that the use of these technologies is consistent with ethical considerations.
- 1.4 AI technologies have the potential to support personalised learning and help teachers identify areas where pupils need extra support. They can also support research and writing activities and provide opportunities for pupils to develop skills related to critical thinking, problem solving and digital literacy. AI can also support personalised learning where tools have been approved, risk assessed and used with staff oversight.
- 1.5 Generative AI represents a transformative leap in technology, enabling machines to create text, images, audio, and video with remarkable accuracy and creativity. 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.
- 1.6 The integration of Artificial Intelligence (AI) in UK schools has evolved significantly over recent years, reflecting both technological advances and the educational community's response to the opportunities and challenges it presents.
- 1.7 The main purpose of this policy document is to establish guidelines for the ethical, secure and responsible use of AI technologies in our school setting. It is designed to provide a framework for the appropriate use of AI technologies while ensuring that students' privacy, security and ethical consideration are fully addressed.
- 1.8 In order to support consistent implementation across ILG, practical supporting documents such as an approved tools list, risk assessment template, and staff and pupil guidance have been provided for schools to adopt.

2 Scope and application

- 2.1 This policy applies to the whole School.
- 2.2 This policy encompasses all members of the School, including pupils, teachers, support staff, which includes learning support and administrative support, and other stakeholders who may use AI technologies in the school environment. It particularly covers, although is not limited to, generative AI technologies, such as large language models (LLMs).

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under the following legislation, guidance and advice:
 - 3.1.1 Education (Independent School Standards) Regulations 2014 (as amended 2026);

- 3.1.2 Keeping children safe in education (DfE, September 2026) (**KCSIE**);
 - 3.1.3 Working together to safeguard children (DfE, March 2026) (**WTSC**);
 - 3.1.4 Digital and Technology Standards (DfE, last updated June 2026);
 - 3.1.5 Generative artificial intelligence (AI) in education (DfE, August 2025)
 - 3.1.6 Generative AI: product safety standards/expectations (DfE, January 2026)
 - 3.1.7 The UK Online Safety Act 2023;
 - 3.1.8 Data Protection Act 2018 (DPA) and General Data Protection Regulation (UK GDPR), Data (Use and Access) Act 2025, including relevant ICO Guidance on AI and Data Protection;
 - 3.1.9 Meeting digital and technology standards in schools and colleges (DfE, March 2022. Last updated August 2026);
 - 3.1.10 Equality Act 2010, including duties relating to discrimination, disability and reasonable adjustments.
- 3.2 The following School policies and procedures are relevant to this policy:
- 3.2.1 Child protection and safeguarding policy;
 - 3.2.2 Online safety policy;
 - 3.2.3 Curriculum policy;
 - 3.2.4 Assessment policy;
 - 3.2.5 Data Protection policy;
 - 3.2.6 Cyber security policy;
 - 3.2.7 Staff code of conduct;
 - 3.2.8 Behaviour and discipline policy;
 - 3.2.9 Special educational needs and learning difficulties policy;
 - 3.2.10 Acceptable use agreements;
 - 3.2.11 Examinations/NEA policy.
- 4 Publication and availability**
- 4.1 This policy is available in hard copy on request.
 - 4.2 A copy of the policy is available for inspection from the school office during the School day.
 - 4.3 This policy can be made available in large print or other accessible format if required.
 - 4.4 This policy is made available to staff through normal communication channels.
 - 4.5 The School will make appropriate information about its approach to AI available to pupils and parents/carers, including relevant expectations for pupil use.

5 Responsibilities

5.1 The following individuals and groups within the School are responsible for the implementation and maintenance of the policy:

- The Head and Senior Leadership Team are responsible for the strategic planning of how AI will be used in the School, including providing resources, guidance, support and training for the effective implementation of this policy. They will ensure that staff are aware of the potential risk for discrimination and bias in the outputs from AI tools.
- Teachers are responsible for implementing this policy in their classrooms, including providing instruction on the ethical and responsible use of AI technologies. This includes reviewing AI generated content for accuracy, bias, age-appropriateness, safeguarding suitability and curriculum alignment before using it with pupils.
- Support staff are responsible for ensuring that AI technologies are used in compliance with the policy, including data privacy and security policies.
- It is the responsibility of all staff to read and understand this policy and Acceptable Use Agreements. They will report any incidents or suspected incidents concerning the use of AI in line with school policy, or to a member of the SLT. They will challenge any inappropriate behaviour to ensure that pupils understand the ethics and use of AI, and the potential benefits and risks of its use. The School recognises the importance of equipping pupils with the knowledge, skills and strategies to engage responsibly with AI tools.
- Pupils are responsible for using AI technologies in an ethical and responsible manner, as outlined in this policy.
- Parents and carers are encouraged to support their children to use AI safely, appropriately and ethically and to reinforce the expectations communicated by the School.
- The Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs) and Online Safety Lead (OSL) have responsibility for online safety in the School. They are expected to have knowledge of AI and its safeguarding implication and an in-depth working knowledge of key guidance.
- The Data Protection Officer (DPO) is responsible for providing advice and guidance about data protection obligations in relation to the use of AI, including related Data Protection Impact Assessments (DPIAs). Any AI tool processing personal data should be reviewed by the DPO and, where appropriate, supported by a DPIA before use.
- Any IT providers and technical staff are responsible for technical support and guidance, with particular regard to cyber security and the effectiveness of filtering and monitoring systems. Filtering and monitoring arrangements should consider generative AI tools, browser-based AI, extensions and unauthorised apps.
- An ILG AI Steering Group will be established, with responsibility to support consistency, tool approval and shared learning.
- All users of AI are expected to take on board the following:
 - Transparency in AI-Generated Content: To ensure that documents, presentations, and other outputs influenced by AI include clear labels or notes indicating AI assistance. Clearly marking AI-generated content helps build trust and ensures that

others are informed when AI has been used in documents. An example template has been provided for how pupils and staff should acknowledge AI use.

- Copyright: To 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. Some practical examples are not uploading pupil work, exam materials, commercial resources or schemes of work into AI tools unless approval is in place.
- Technology use: To ensure that only AI technologies approved by the School may be used. Staff and pupils should always use school-provided AI accounts for work purposes. An example template has been provided for a live approved AI tools register showing the tool name, approved users, approved purpose, age limits, data rules, risk rating, DPIA status and review date. No AI system may be used within the School unless it has been approved through the School's AI approval process, including consideration of safeguarding, data protection, cyber security, contractual, intellectual property and age-appropriateness requirements.
- Accuracy of information: To 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.

6 Ethical considerations, transparency and accountability

- 6.1 The School recognises the potential benefits of integrating AI technologies into the educational environment. This policy outlines the principles and guidelines for the responsible use of AI within the school community, in accordance with the standards set forth by the Joint Council for Qualifications (JCQ) and the Department for Education (DfE).
- 6.2 The School will communicate how AI technologies are being used, providing information about the purpose, functionality, and potential impact on pupils and staff. For example, this can be done through acceptable use agreements, parent information or website wording.
- 6.3 There will always be human oversight and control over any AI systems, particularly in decision-making processes that may impact pupils' education. We will ensure that staff and pupils are adequately trained to understand and interpret the outputs of AI technologies including its limitations and potential biases. Pupil facing AI use should only take place where the tool is approved, age-appropriate, supervised and supported by suitable filtering and monitoring.
- 6.4 AI should not make automated decisions about pupils, admissions, behaviour, SEND support, safeguarding assessment outcomes or staff performance.

7 Safeguarding

- 7.1 The School recognises the safeguarding risks associated with AI-generated synthetic media (including deepfakes and voice cloning). The creation, sharing or possession of harmful, abusive, deceptive or sexually explicit AI-generated content involving pupils, staff or other individuals will be treated as a safeguarding concern and may result in disciplinary action.
- 7.2 Any incident involving AI-generated nude or sexual imagery, bullying, harassment or impersonation will be treated as a safeguarding concern and managed in accordance with the School's safeguarding procedures. Where such behaviour involves one pupil harming another, it will be considered within the School's approach to child-on-child abuse.

- 7.3 Safeguarding consideration must also be given to risks arising from AI chatbots, companions and other interactive AI systems, including manipulation, grooming, inappropriate emotional dependency, harmful or developmentally inappropriate advice, self-harm content, eating-disorder content, sexualised material, radicalisation, fraud and other harmful interactions.
- 7.4 Pupil-facing AI tools must be age-appropriate, approved and risk assessed. Schools must consider the potential impact on pupils' cognitive development, emotional and social development, mental health and wellbeing, as well as the risk of manipulation or dependency.
- 7.5 Staff must not use AI to create or materially alter identifiable images, video or voice recordings of pupils unless there is a clearly authorised educational or operational purpose and appropriate safeguarding and data-protection controls are in place.

8 Acceptable use

- 8.1 The School recognises the fundamental importance of student wellbeing and the safe use of the internet. Pupils should only use AI in a safe and responsible manner. Staff must educate pupils on the safe use of AI and the internet. The school's safeguarding and e-safety policies must be followed to ensure the safety and wellbeing of students.
- 8.2 The School prohibits the use of AI technologies for any activities that violate laws, regulations, or ethical standards. This includes but is not limited to cheating, plagiarism, and any form of academic dishonesty.
- 8.3 Personal, special-category, safeguarding, SEND, HR or other confidential information must not be entered into or uploaded to an AI system unless that specific processing activity and AI system have been expressly approved, appropriate data-protection requirements have been met and, where required, the DPO has been consulted and a DPIA completed.
- 8.4 Users must not use AI to impersonate another person, bypass filtering or monitoring, generate deliberately harmful or discriminatory material, fabricate evidence or school communications, or access/create content contrary to safeguarding or school behaviour expectations.

9 Academic integrity

- 9.1 AI can be used as an aid for academic purposes, such as research, prep, and assignments, where permitted by the teacher. However, it is essential to note that students MUST not solely rely on AI to complete their work. The use of AI must be in line with academic integrity guidelines as outlined in this policy and underpinned by the JCQ guidance (April 2025).

JCQ AI Use in Assessments

- 9.2 Staff must ensure that pupils are aware of this policy and the consequences of violating in school work contributing to public exams. Pupils completing coursework or non-examined assessments should receive explicit guidance on JCQ AI rules before work begins.
- 9.3 The School is committed to upholding academic integrity. Students are prohibited from using AI technologies to engage in cheating or plagiarism. Clear consequences will be outlined for academic misconduct related to AI use. Suspected breaches of academic integrity related to the use of AI technologies will be treated in line with our behavioural policy and / or examinations / non-examinations policies as appropriate. Any breaches of the policy will result in disciplinary action.

9.4 Staff must design assessments in a manner that reasonably mitigates against inappropriate AI assistance where independent pupil work is required.

9.5 Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or misleading acknowledgment of AI tools.
- Submitting work with intentionally incomplete or misleading references of bibliographies.

10 Training

10.1 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. It ensures that AI is used to enhance educational outcomes, streamline workloads, and promote equity while safeguarding ethical practices and data privacy. By fostering AI literacy, staff can confidently prepare pupils for a future where AI is a key driver of innovation and opportunity.

10.2 The school will keep a separate AI training matrix showing what Heads, DSLs, teachers, support staff, pupils, governors and parents need to know and share them with the relevant stakeholders.

10.3 Comprehensive training will be provided to staff on the effective, responsible, and ethical use of AI technologies in education, ensuring these tools enhance teaching, learning, and administrative processes. AI-related risks and safeguards will be integrated into annual safeguarding training, aligning with statutory guidance.

10.4 Staff will be 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.

10.5 Staff will be trained to identify, assess, and mitigate risks associated with AI technologies, including issues such as biased algorithms, privacy breaches, and harmful content.

10.6 Staff will be trained on robust data protection practices, ensuring compliance with UK GDPR and other relevant regulations while using AI systems. The ICO has designed an AI toolkit to provide further practical support organisations to reduce the risks to individuals' rights and freedoms caused by their own AI systems: <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/guidance-on-ai-and-data-protection/ai-and-data-protection-risk-toolkit/>

10.7 Ethical practices in the use of AI will be promoted, ensuring that these technologies contribute to equity, fairness, and inclusivity in education.

10.8 Educators will be empowered 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.

10.9 Staff will be trained to use AI responsibly as a tool to monitor and address online risks, reinforcing our commitment to a safe learning environment.

11 Risk assessment

11.1 The School's approach to managing risks will align with and complement our broader safeguarding approach. An example AI risk assessment template has been provided to cover areas such as purpose, users, pupil age, data entered, provider, safeguarding risks, bias risks, cyber risks and mitigations and approval. Simple risk levels can be used such as low, medium, high and prohibited.

11.2 It is understood that despite many positive benefits in the use of AI, there are some risks that will need to be identified and managed, including but not limited to:

11.2.1 Legal, commercial, security and ethical risks

11.2.2 Data protection

11.2.3 Cyber security

11.2.4 Fraud

11.2.5 Safeguarding and well-being

11.2.6 Duty of care

12 Monitoring and review

12.1 This policy will be reviewed at least annually. However given how quickly AI guidance is changing, some elements may be reviewed earlier (for example as a result of changes in DfE, ICO or JCQ guidance (where applicable).

12.2 An interim review may be triggered by significant developments in AI technology; changes to legislation or statutory guidance; updated advice from the DfE, ICO, JCQ or another relevant body; changes to the functionality, terms, age restrictions or data-processing arrangements of an approved AI system; emerging safeguarding, cyber-security or data-protection risks; or learning arising from an AI-related incident.

12.3 Any AI related incidents will be followed by a review of this policy by the SLT, to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to safeguarding arrangements at any time will be remedied without delay. A standard template has been provided for AI incidents to be recorded, covering data breaches, unsafe outputs, pupil misuse, suspected academic misconduct, deepfake or impersonation concerns, cyber issues and safeguarding concerns.

12.4 The ILG AI Steering Group will monitor significant AI developments and review the Approved AI Tools Register at least termly. Formal governance reporting will take place at least annually and sooner where a significant regulatory development, risk or incident requires escalation.

13 Record keeping

- 13.1 All AI incidents (including data breaches and/or inappropriate outputs) must be reported promptly to the relevant internal teams. Effective reporting helps mitigate risks and facilitates a prompt response. These will be recorded through the School's normal recording systems, and using the AI incidents template referred to above.
- 13.2 The School response will be based on sound safeguarding principles and will follow safeguarding and disciplinary processes.
- 13.3 Where relevant / required, incidents will be reported to external agencies as appropriate, eg. police, LADO, social care, DPO, ICO.
- 13.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data for the benefit of pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow ILG's data protection policies and procedures when handling personal data created in connection with this policy.
- 13.5 All records created in accordance with this policy are managed in accordance with the School's and ILG's policies that apply to the retention and destruction of records.

14 Version control

Date of adoption of this policy	April 2025
Date of last review of this policy	September 2026
Date for next review of this policy	September 2027 with interim review as per section 12
Policy owner	ILG Head Office
Implementation owner (School)	Head

Appendix 1 DfE guidance

1 DfE guidance

- 1.1 Taken from <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- 1.2 The Department for Education (DfE) is committed to supporting the [AI Opportunities Action Plan](#). Generative artificial intelligence (AI) presents exciting opportunities to improve people's lives, including by making our public services better. AI will support with the delivery of the [Plan for Change](#) and our opportunity mission.
- 1.3 If used safely, effectively and with the right infrastructure in place, AI can ensure that every child and young person, regardless of their background, is able to achieve at school or college and develop the knowledge and skills they need for life.
- 1.4 AI has the power to transform education by helping teachers focus on what they do best: teaching. This marks a shift in how we use technology to enhance lives and tap into the vast potential of AI in our classrooms.
- 1.5 To make the opportunity a reality, we will continue to explore this technology safely to encourage innovation and maximise the benefits for education.
- 1.6 Generative AI has demonstrated that it can help the education workforce by reducing some of the administrative burdens that hard-working teachers, staff and school leaders face in their day-to-day roles.
- 1.7 Research demonstrates that generative AI could also be used for tasks such as feedback and tailored support in schools.
- 1.8 Evidence is still emerging on the benefits and risks of pupils and students using generative AI themselves. We will continue to work with the education sector to develop understanding of effective and safe use cases.

2 What is generative AI

- 2.2 Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.
- 2.3 ChatGPT, Microsoft Copilot and Google Gemini are some current examples of generative AI tools, built on large language models (LLMs). LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.
- 2.4 Tools such as ChatGPT, Microsoft Copilot and Google Gemini can:
 - answer questions
 - complete written tasks
 - generate images, text or code
 - respond to prompts in a human-like way

- 2.5 Other forms of generative AI can produce:
- audio
 - simulations
 - videos
- 2.6 AI is the defining technology of our age, and it is evolving at incredible speed. This technology has the potential to benefit the economy and meet societal challenges. This is not new, and we already use AI in everyday life for:
- email spam filtering
 - media recommendation systems
 - navigation apps
 - online chatbots
- 2.7 Advances in technology mean that we can now use these tools to produce AI-generated content. This creates opportunities and challenges for the education sector.
- 3 **Opportunities and challenges for the education sector**
- 3.1 We have limited evidence on the impact of AI use in education on learners' development, the relationship of AI use and educational outcomes, and the safety implications of children and young people using this technology in the classroom.
- 3.2 We are working with the education sector, educational technology (edtech) industry, experts and academics to build evidence and support the education sector to use AI safely, responsibly and effectively.
- 3.3 From our research and engagement with the sector, we have learned that generative AI could be used for:
- creating educational resources
 - lesson and curriculum planning
 - tailored feedback and revision activities
 - administrative tasks
 - supporting personalised learning
- 3.4 When used appropriately, generative AI has the potential to:
- reduce workload across the education sector
 - free up teachers' time, allowing them to focus on delivering excellent teaching
- 3.5 However, the content produced by generative AI could be:
- inaccurate
 - inappropriate or unsafe

- biased
- taken out of context
- taken without permission (intellectual property infringement)
- out of date or unreliable
- low quality

3.6 This is because generative AI:

- returns results based on its training dataset, which may not be specific to our curriculum
- stores and learns from input data – any data entered should not contain information that could allow an individual to be identified
- may not provide results that are comparable with a human-designed resource developed in the context of our curriculum
- can generate believable content, including credible scam emails
- can provide instructions for illegal or harmful activities
- can produce nonsensical, inaccurate or false information presented as fact, known as hallucination

3.7 We see more immediate benefits and fewer risks from teacher-facing use of generative AI.

3.8 If schools and colleges choose to use pupil-facing generative AI, they must take great care to ensure they are abiding by their legal responsibilities, including those related to:

- data protection
- keeping children safe in education
- intellectual property law

3.9 They should also consider possible impacts on learning, the importance of the teacher-learner relationship, and the risks of bias and misinformation.

3.10 Teachers, leaders and staff must use their professional judgement when using these tools. Any content produced requires critical judgement to check for appropriateness and accuracy. The quality and content of any final documents remains the responsibility of the professional who produced it and the organisation they belong to, regardless of the tools or resources used.

3.11 Generative AI tools can make certain written tasks quicker and easier, but it cannot replace the judgement and deep subject knowledge of a human expert.

3.12 The education sector should:

- make the most of the opportunities that technology provides
- use technology safely and effectively to deliver excellent education that prepares pupils and students to contribute to society and the future workplace
- be aware of the limitations and risks of this technology

- 3.13 Technology, including generative AI, should not replace the valuable relationship between teachers and pupils.

4 Using AI safely and effectively

- 4.1 **Safety should be the top priority when deciding whether to use generative AI in your education setting.**

- 4.2 Any use of generative AI by staff, students, and pupils should be carefully considered and assessed, evaluating the benefits and risks of use in its education setting.

- 4.3 The intended use should be specified and have clear benefits that outweigh the risks. Different considerations will apply depending on whether it is staff or pupils (especially those under 18) using AI tools.

- 4.4 Safety should not be compromised. Schools and colleges should also consider that there may be uses of generative AI by staff or pupils that have not been explicitly approved or adopted in their setting.

- 4.5 Risk assessments should include plans for mitigating against unauthorised use cases. For example, students may use generative AI to create emails from the school to parents that seem realistic.

- 4.6 Schools and colleges are free to make their own choices about the most suitable use cases for generative AI tools in their settings, as long as they comply with their wider statutory obligations such as Keeping Children Safe in Education (DfE, September 2024).

- 4.7 For example, schools and colleges may choose to only use AI tools with teachers, or only on administrative tasks. Others may choose to use AI tools with students, but only in particular subjects, year groups or key stages.

- 4.8 Pupils should only be using generative AI in education settings and with appropriate safeguards in place, such as close supervision and the use of tools with safety and filtering and monitoring features.

- 4.9 For any use of AI, schools and colleges should:

- comply with age restrictions set by AI tools and open access LLMs
- consider online safety, including AI, when creating and implementing their school or college approach to safeguarding and related policies and procedures
- consult [Keeping children safe in education](#)
- refer to [generative AI product safety expectations](#)
- refer to the [filtering and monitoring standards](#) to make sure they have the appropriate systems in place, including filtering and monitoring approaches that cover generative AI.

- 4.10 Keeping children safe in education provides schools and colleges with information on:

- what they need to do to protect pupils and students online
- their responsibilities with regards to limiting children's exposure to risks from the school's or college's IT system

- how to review and strengthen their cyber security by referring to our guidance on [cyber security standards](#) for schools and colleges – generative AI could be used to increase the sophistication and credibility of attacks
- 4.11 Schools and colleges may wish to review homework policies, and other types of unsupervised study to account for the availability of generative AI. This may include developing guidance on when it is acceptable or appropriate to use generative AI tools for educators, students and pupils. Schools and colleges may also wish to consider how they engage with parents around the use of AI tools.
- 4.12 The following articles from the National Cyber Security Centre have more information on security and generative AI:

- [ChatGPT and LLMs: what's the risk](#)
- [Machine learning principles](#)

5 Data privacy

5.1 It is important to be aware of the data privacy implications when using generative AI tools

5.2 Personal data must be protected in accordance with data protection legislation. It is recommended that personal data is not used in generative AI tools.

5.3 If it is strictly necessary to use personal data in generative AI tools within a setting, the school or college must ensure that all steps are taken to protect the data and the products and procedures comply with:

- data protection legislation
- their data privacy policies

5.4 Schools and colleges should:

- be open and transparent where consideration is being given to the use of automated decision-making and profiling – this includes when they are developing their own in-house AI tools, such as AI chatbots or AI digital assistants
- ensure the data subjects (pupils and parents or legal guardians) understand that their personal data is being processed using AI tools
- seek agreement to use data in an AI tool

5.5 Use the guidance on [Data protection in schools](#) to find out more about:

- AI and data protection in schools
- personal and special category data

5.6 The Information Commissioner's Office (ICO) has guidance on automated decision-making: [What if we want to profile children or make automated decisions about them?](#)

6 Intellectual property

6.1 It is important to be aware of the intellectual property (IP) implications when using generative AI tools.

- 6.2 Materials protected by copyright can only be used to train AI if there is permission from the copyright holder, or a statutory exception applies.
- 6.3 Materials created by pupils and teachers may well be copyright material, assuming the statutory standard for what comprises copyright material is satisfied. This standard is generally considered to be low and does not factor in the quality of the work produced.
- 6.4 Copyright law is distinct from data protection law, so any consents or data processing agreements for personal data are separate from issues of compliance with copyright law.
- 6.5 Many free-to-access generative AI tools will use the inputs submitted by users to further train and refine their models. Some tools, largely paid tools, allow users to opt out of inputs being used to train the models.
- 6.6 Examples of what may be deemed original creative work include:
- essays, homework or any other materials written or drawn by a student – it is unlikely that multiple-choice questions responses will constitute copyright work
 - lesson plans created by a teacher
 - prompts entered into generative AI tools

7 Permission to use

- 7.1 Schools and colleges must not allow or cause students' original work to be used to train generative AI models unless they have permission, or an [exception to copyright applies](#).
- 7.2 Permission would need to be from the:
- student, as the copyright owner
 - student's parent or legal guardian, if the copyright owner is unable to consent because of being a minor

- 7.3 Exceptions to copyright are limited, and settings may wish to take legal advice to ensure they are acting within the law.

8 Secondary infringement

- 8.1 Schools and colleges should also be aware of this risk of secondary infringement. This could happen if AI products are trained on unlicensed material and outputs and then used in educational settings or published more widely – for example, on a school or college website.
- 8.2 Examples of this may include:
- publishing a policy that has been created by an AI tool that used input taken from another school or college's policy without that setting's permission
 - using an image on a website that has been created by an AI tool using input taken from the copyright holder without their permission
- 8.3 Find out more about:
- [How copyright protects your work](#)

- [Intellectual property: copyright](#)
- [The government's code of practice on copyright and AI](#)

8.4 The ICO has [guidance on AI and data protection](#) and [what is personal data](#).

9 **Formal assessments**

9.1 Schools, colleges and awarding organisations need to continue taking reasonable steps where applicable, to prevent malpractice involving the use of generative AI.

9.2 The Joint Council for Qualifications has published guidance on [AI use in assessments](#). This guidance provides teachers and exam centres with information to help them prevent and identify potential malpractice involving the misuse of AI. It includes information on:

- what counts as AI misuse and real-life examples of malpractice
- the requirements for teachers and exam centres to help prevent and detect malpractice
- AI use and marking
- an expanded list of AI tools, including AI detection tools