AI Policy

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Introduction

Artificial Intelligence (AI) technology is already widely used in both commercial and everyday applications, and its influence is anticipated to grow exponentially, impacting almost all industries and job sectors, including education.

Whilst this offers opportunities for the Trust and their pupils, it also increases risk such as data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

Today's pupils are increasingly *digitally native*, having grown up with access to powerful devices that provide a heightened technological baseline upon which their education is built. Furthermore, as universities and industries call for greater AI literacy, schools have a responsibility to lay the foundational skills and understanding required for pupils to thrive in this evolving landscape.

1. Definitions

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

- **Artificial Intelligence (AI):** An AI system is a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. (OECD, 2024)
- **Generative Artificial Intelligence (GenAI):** An AI system that can create original content- such as text, images, video, audio or software code- in response to a user's prompt or request. (IBM, 2024)
- **Prompt:** Prompts are instructions or inputs given to an AI system to elicit a specific response. An AI prompt contains details that provide context and guide the AI to perform the desired task accurately. (Glean, 2024)
- **Prompt Engineering:** The process of designing prompts (= instructions given to an artificial intelligence by a human using natural language rather than computer language) that will give the best possible results or answers. (Cambridge Dictionary)

2. Overview

This policy establishes guidelines for the responsible and effective use of AI within the Effingham Schools Trust. By embracing AI technology, we aim to:

- Enhance academic outcomes and educational experiences for pupils
- Support teachers in managing their workload more efficiently and effectively
- Educate staff and pupils about safe, responsible and ethical AI use
- Incorporate AI as a teaching and learning tool to develop staff and pupils' AI literacy and skills
- Prepare staff 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
- Improve and streamline Trust operations to minimise cost and maximise efficiency.

2.1. All users of AI will comply with applicable laws, regulations, policies and guidelines governing Keeping Children Safe in Education, intellectual property, copyright, data protection and other relevant areas. There will be no unauthorised use of copyrighted

material or creation of content that infringes on the intellectual property of others. We will prioritise the safeguarding of our pupils and their online safety and will not knowingly use any AI technology that puts their safety or privacy at risk. Staff 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.

2.2. We recognise that the technology is rapidly evolving and are committed to remaining at the forefront of developments, adapting our ways of working as necessary. We recognise the leadership in the education sector provided by the Department of Education and the guidance set out in their Statement on Generative Artificial Intelligence in Education. This AI policy has been informed by that guidance. As guidance and technology change, the policy will therefore need to remain under regular review. This policy will therefore be reviewed annually.

2.3. We will be transparent and accountable about the use of AI technology so that stakeholders, including staff, pupils, parents and other partners, understand where and how AI is used and who is responsible. Any stakeholder feedback or questions about the use of AI will be considered and responded to appropriately.

2.4. By adhering to this policy, we aim to foster a responsible and inclusive environment for the use of AI in education, upholding privacy, fairness, and transparency for the benefit of all involved.

2.5. Artificial Intelligence is a rapidly evolving technology that often advances ahead of existing legislation and governance frameworks. As such, educational institutions must remain agile and prepared for the introduction of more formalised controls and regulatory expectations. The Department for Education has signalled that schools should anticipate increased scrutiny around AI use, particularly in relation to safeguarding, data protection, intellectual property, and educational integrity. It is therefore essential that the Trust continues to monitor developments and adapt its practices to ensure safe, ethical, and compliant use of AI.

3. Scope and Responsibilities

This Policy applies to all staff, including temporary staff, consultants, governors, volunteers, and contractors, and anyone else working on our behalf. It is also applicable to pupils, but this group will require support and guidance from staff as part of their learning.

3.1. All staff are responsible for reading and understanding this policy before using any AI technology.

3.2. There are a number of staff and groups within the Trust who are key contributors to AI policy and development:

- Our Head of IT acts as a lead for the Trust regarding the use of AI technology, oversees compliance with this policy and works with other staff to communicate, promote and regulate AI use, providing or arranging for training to be given where necessary.
    - Will oversee and collate centralised AI guidance and resources for staff.
    - A centralised register of AI tools submitted for review by staff, these will be checked for;
        - Age appropriateness against the site's terms and conditions
        - Data collected/stored/processed
        - Enhanced risk assessment to be carried out in conjunction with the requester for sites with AI Chat Bots

    - Coordinate procurement of AI tools for the Trust where appropriate.
    - Will carry out an annual AI readiness audit, based on the DfE recommendations.
        - The data will be used to inform the Trust's digital strategy and school-based professional development plans.
- Our Data Protection Officer is responsible for advising us about our data protection obligations in relation to AI use.
- Our Safeguarding leads;
    - Safeguarding leads 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.
        - Updating and delivering staff training on AI safeguarding threats.
        - Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE).
    - To agree on appropriate web-filtering rules for pupil access to AI with their SLT as appropriate.
- AI Discussion Forum
    - Schools to ensure AI is being discussed either in designated working groups or staff meetings, Head of Department groups etc.
    - To explore both the opportunities and challenges that AI presents, with the aim of supporting best practice and consistency in its use.
    - SLT and Head of IT to review feedback from colleagues and suggestions for improvement relating to resources available and training provided.

3.3. Heads of school will;

- Ensure their staff team read and understands this policy before using AI technology and that they follow this policy, including reporting any suspected breaches of it.
- Make sure pupils are taught about the effective use and potential risks of AI.
- Sign off on whole school paid for AI tools, taking into account advice from the DPO and Head of IT.

3.4. Training will emphasise how AI can augment staff roles, providing them with more time and resources to focus on tasks such as personalised instruction, pupil engagement, and critical thinking.

3.5. By combining the benefits of AI technology with professionals' expertise, experience, and professional judgment, we can create a collaborative and effective educational environment that maximises the benefits of both human and AI capabilities.

3.6. This policy also links to other Trust and School policies, including the Child Protection and Safeguarding, Data Protection, EST Online Safety, and Acceptable Usage and should be read in conjunction with them.

4. Use of AI by Staff

4.1. Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. Examples of such tasks may include marking and feedback, report writing, lesson planning, professional development and facilities management. AI can provide valuable support while still incorporating professional judgment and expertise.

4.2. Staff must register their intended use of AI using the AI Register form, which will allow compliance checks (and, where necessary, appropriate risk assessments) to be carried out based on the intended use and if direct use by pupils is intended.

4.3. Staff must refer to the AI Register of approved age-appropriate tools before using them with pupils, and submit new requests as necessary. All tasks set to pupils must be age-appropriate; AI chatbots, i.e for languages, introduce additional risk for pupils.

4.4. The baseline AI, which staff are welcome to use, is Microsoft CoPilot with their school account. CoPilot is included in the licensing for each school; prompts and data are private to each school's account. For this reason, this is the only AI permitted for uploading and referencing school data under the 'personal' GDPR category within a prompt, either through the CoPilot app or within CoPilot, which is now embedded in the Office products.

4.4.1. Personal category data examples- names, DOB, email eddresses, phone numbers and addresses

4.5. AI tools will be used responsibly, ensuring they complement staff professional judgment and expertise, without replacing them.

4.6. Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used.

4.7. Staff will receive effective CPD training and support to effectively integrate AI into their work, aligned closely to recommended standards from the DfE; this includes professional development opportunities focused on AI tools and their effective integration into Trust/school/administrative and teaching practices. Training and support will be planned as part of staff personal development reviews and appraisals or on an as-needed basis. Staff have a responsibility to identify any training and development needs to ensure they adhere to this policy and should discuss these with their line manager.

4.8. AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI-based platforms can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure pupil learning objectives are met.

4.9. AI tools can be utilised to automate certain aspects of marking of pupil work, such as multiple-choice or fill-in-the-blank assessments. Teaching staff can use AI-powered marking software to speed up scoring fact-based responses to objective questions, providing more time to support pupils individually.

4.10. Teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff will review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgment, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.

4.11. Teaching staff can also support pupils to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow pupils to receive instant personalised and valuable feedback and improvement strategies on their work, helping to identify misconceptions and gaps in knowledge, as well as helping them develop more structured or

creative writing. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.

4.12. Teaching staff can use AI to assist in writing pupil reports, ensuring accuracy and efficiency while maintaining their professional judgment. Where AI has been used to support report writing, the staff member will always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback.

4.13. Staff can use AI as a starting point to gather relevant information and identify patterns in pupil attainment, but they should rely on their expertise to provide a comprehensive and holistic evaluation of each pupil's progress. By using AI responsibly in pupil progress analysis, staff can streamline the process, save time, and ensure consistency. However, they remain the key decision-makers in evaluating and providing feedback on pupils' academic achievements and overall development.

4.14. Where staff use AI as part of their work, they will be clear where it has been used and what additional professional review or revision has been carried out. Staff will not use Trust AI tools or data for personal gain or for any means in contravention of applicable laws.

5. Use of AI by Pupils

5.1. As part of child protection and safeguarding policies and processes, the Trust will ensure that its pupils will continue to be protected from harmful content online, including that which may be produced by AI technology and that any AI tools used are assessed for appropriateness for individual pupils' age and educational needs. We will ensure that staff are aware of the risks of AI, which may be used to generate harmful content, including deepfake and impersonation materials.

5.1.1. According to Ofcom's 2024 Online Nation report, over half of children aged 8–15 have used generative AI tools. Staff must ensure pupils understand the risks and limitations of these tools and follow safeguarding protocols.

5.2. The baseline AI, which pupils aged 13 or older will have access to, is Microsoft CoPilot, which is accessed through their school account. CoPilot is a part of the Trust's Microsoft Education license, which includes the oversight and controls required to protect and monitor our pupils.

5.3. Pupils will be permitted to explore and experiment with age-appropriate AI-based projects provided from the Trust-approved list overseen by the Head of IT, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.

5.4. A culture of responsible AI use will be fostered through engaging pupils in conversations about data privacy, bias, safeguarding, and the social impact of AI applications.

5.5. Pupils will be taught not to enter personal, sensitive or confidential data into Generative AI tools, including any information that could be used to identify them.

5.6. AI education will be incorporated into the curriculum to provide pupils with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

5.7. AI tools and technologies may be integrated into teaching and learning activities across various subjects and year groups, providing pupils with hands-on experience and opportunities to develop AI literacy and skills.

5.8. Pupils must follow JCQ exam guidance regarding the use of AI in assessments. This includes clearly declaring any AI-assisted work in coursework or non-examination assessments, and strictly avoiding the use of AI tools during formal examinations.

5.9. Pupils using AI tools designed for educational interactions, such as chatbots for language practice, must remain strictly focused on the learning task and must not initiate or engage in broader, unrelated conversations.

5.10. In order to provide absolute clarity when AI can be used for tasks set by teachers, the following labels will be applied: **No AI Allowed** and **AI Enhancement**.
See **Annexe A**.

6. Potential Misuse of AI

6.1. Pupils will receive education on responsible and ethical AI use, including the potential risks and consequences of relying solely on AI tools to complete assignments, coursework, or homework. Pupils will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.

6.2. Teaching staff will emphasise the importance of critical thinking, creativity, and originality in pupil work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to pupils regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.

6.3. A poster geared for pupils, **Annexe B** to be published around the schools and discussed.

6.4. The Joint Council for Qualifications (JCQ) has produced guidance on the use of AI for teaching and learning, and the impact this may have on assessments. Their guidance, updated in 2025, provides much-needed clarity on the steps schools should take to maintain standards of academic integrity when conducting formal assessments (including coursework and non-examination assessments), as well as what to do in suspected cases of malpractice.

6.5. This guidance will be disseminated to pupils in exam years through assemblies and written communications. The full report can be found here.

6.6. A copy of the JCQ posters to be shared with GCSE and A Level pupils and staff can be seen in **Annexe C**. A copy should be displayed in the staff room.

6.7. Key messages are delivered as part of pupil awareness and reemphasised in all subjects where pupils are completing work for external grading.

6.8. Teaching staff will employ various assessment methods to evaluate pupil understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilising diverse assessment strategies, teaching staff can verify pupils' comprehension beyond what AI tools can assess, promoting deep learning and authentic pupil engagement.

6.9. Teaching staff will educate pupils on the potential misuse of AI by those seeking to deceive or trick pupils into actions that they would otherwise not contemplate, for example, interaction with others who are not who they claim to be but who can imitate who they claim to be using AI technology.

7. Ethical Use of AI

7.1. The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Whether staff are using AI for teaching or Trust/school administrative purposes, or with pupils who will make use of this technology, they should be mindful of, and instruct pupils about, the following considerations:

- Bias - data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.

7.2. Accuracy – information may be inaccurate when generated, so any content should be fact-checked.

7.3. Currency – some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

8. Data Protection implications of using AI

8.1. Staff and pupils should be aware that any information entered into a Generative AI model is no longer private or secure. Staff and pupils must not enter any personal information (personal data, intellectual property or private information (including commercially sensitive information, such as contracts) into any Generative AI model. Staff should make themselves aware of and inform pupils about the data collection, storage, and usage practices associated with AI technologies, particularly Generative AI.

8.2. Staff who wish to utilise AI tools must ensure that the potential new use is assessed to consider if a Data Protection Impact Assessment is required and follow the Trust Data Protection Policy and Data Protection Impact Assessment Procedure.

8.3. When signing up to use certain Generative AI models, names and email addresses may be required; this data sharing may require a Data Protection Impact Assessment to be carried out.

8.4. Any DPIA or assessment of the data protection aspects of the use of AI will include:

- The nature, scope, context and purposes of any processing of personal data and whether individuals are likely to expect such processing activities.
- What alternatives (both AI and non-AI) are there to the planned processing and what justification is there in choosing this method and how it is fair.
- A clear indication where AI processing and automated decisions may produce effects on individuals.
- Consideration of both individual and allocative harms (for example, where the harm results from a decision to not permit a pupil to take a certain subject at GCSE or A Level) and representational harms (for example, selecting groups of pupils for different interventions results in gender or racial bias).
- How the use of the AI tool is proportionate and fair by assessing the benefits against the risks to the rights and freedoms of individuals and/or whether it is possible to put safeguards in place.
- An analysis of any bias or inaccuracy of algorithms which may result in detriment to individuals.
- If the use of AI replaces human intervention, a comparison of the human and algorithmic accuracy in order to justify the use of the AI tool in the DPIA.
- If automated decisions are made, how individuals will be informed about this and how they can challenge those decisions.

- Relevant variation or margins of error in the performance of the system, which may affect the fairness of the processing (including statistical accuracy) and describe if/when there is human involvement in the decision- making process.
- The potential impact of any safeguarding or security threats.
- A summary of completed or planned consultations with stakeholders. These are recommended unless there is a good reason not to undertake them. It may be appropriate to consult with individuals whose data you process as they are important stakeholders.
- Whether processing is intentionally or inadvertently processing special category data- there are many contexts in which non-special category data is processed, but infers special category data (for example, where a postcode infers a particular race).
- A consideration of the rights and freedoms of individuals generally, not just in a data protection context, such as rights under the Equality Act 2010.

9. Cyber security

9.1. The Trust will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies, including:

- Implementing rigorous cybersecurity protocols and access controls through measures such as encryption, security patches and updates, access controls and secure storage.
- Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity.
- Ensuring that any suspected or confirmed security incidents are reported to the Head of IT and the Data Protection Officer.
- Carrying out an evaluation of the security of any AI tool before using it. This includes reviewing the tool's security features, terms of service and data protection policies. This work will form part of the DPIA process.
- Maintaining vigilance against material that may be a deepfake (a synthetic media which can be used to create realistic and convincing videos or audio of people saying or doing things they haven't. These can be used to spread misinformation or impersonate someone to commit cyber fraud).
- Training staff and pupils to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cyber-crime.

Annexe A – EST Pupil Guidance

Using AI at School – What You Need to Know

1. **Staying Safe Online**
   The school will make sure AI tools are safe for your age and learning needs.
   Staff know that AI can sometimes create harmful content, like fake images or videos, and will help protect you from this.
2. **Learning with AI**
   You can use AI for school work as directed by a teacher who has access to a list of approved AI resources. AI can help with learning, problem-solving, and creativity.
3. **Responsible Use**
   The school will educate you about things like privacy, fairness, and how AI affects society.
   You must never share personal or private information with AI tools.
4. **AI in Lessons**
   AI will be part of your learning. You'll learn what AI can and can't do, how to check if AI information is reliable, and the ethics of using it.
5. **Exams and Coursework**
   Follow exam board rules and ask a teacher if you are unsure.
   - Say if you used AI (if permitted) and reference the AI and text inputs used
   - Do not use AI in exams.
6. **Stay Focused**
   If you use AI chatbots for learning (like language practice), keep the conversation about the task only, do not enter personal information.
7. **Clear Rules**
   Teachers will label tasks so you know if AI is allowed:
   - No AI Allowed
   - AI Enhancement (you can use AI to help)**Annexe B** – EST Pupil Guidance Poster

The Modified AI Assessment Scale (mAIAS) for use at Effingham Schools Trust.

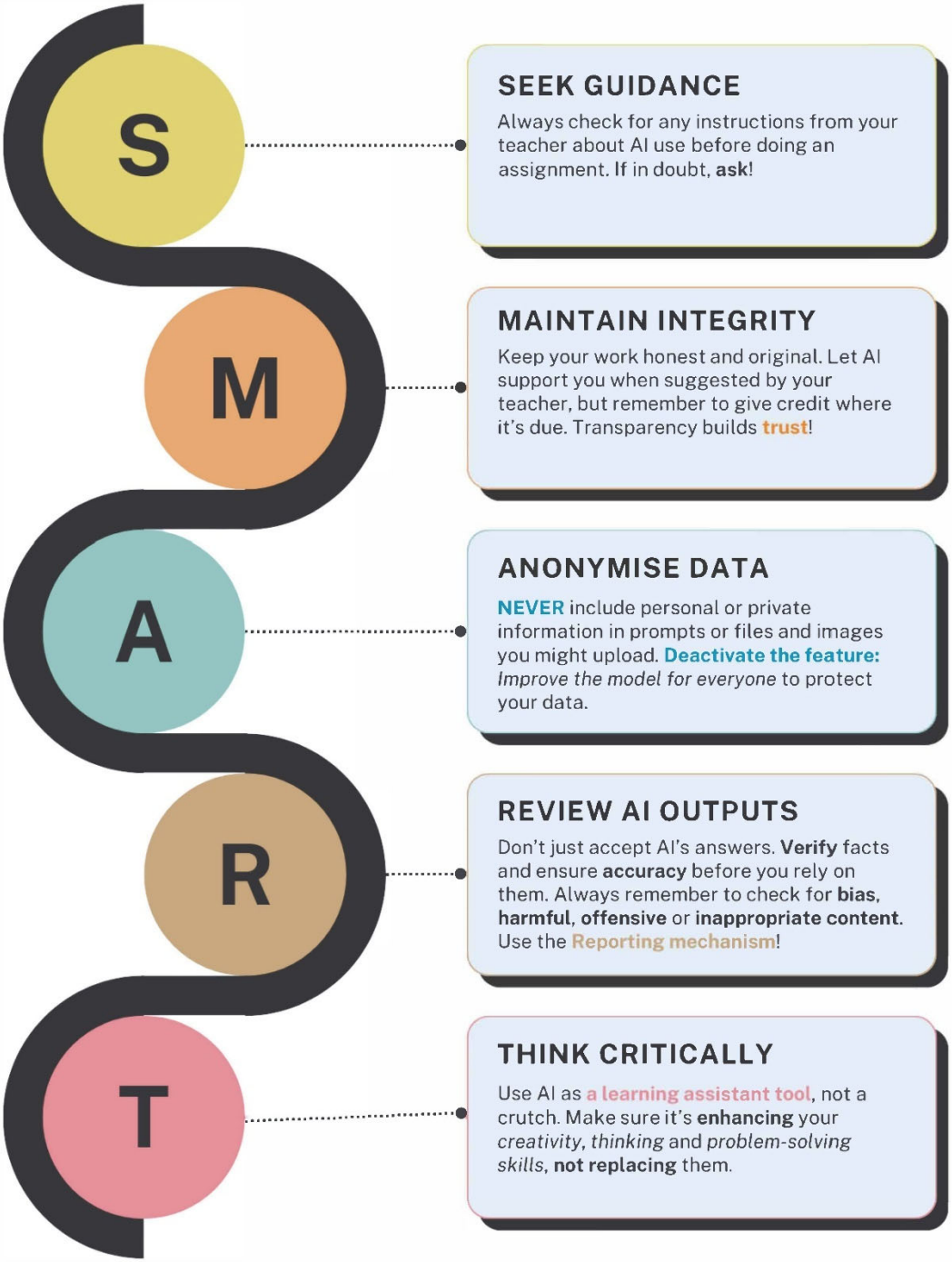
Level of AI Use	Level Descriptors	Evidence of AI Use
No AI Allowed	Task must be completed entirely without any use of AI Any use if AI is a violation of trust and compromises academic integrity A written declaration stating that AI was not used may be required	No evidence required Pupil declaration may be required for assessed pieces (e.g a signed statement clarifying the non-use of AI, similar to public examination coursework requirements)
AI Enhancement (AI used to augment critical thinking, creativity and could be used to generate new content for use in task submission)	Pupils use AI in a collaborative and innovative way to augment human intelligence by fostering creativity, problem-solving and critical thinking (e.g. knowledge curation, planning, musing) Pupils are responsible for critically appraising the outputs of the AI and, therefore, any chosen use of AI in their work	A link to the AI/CoPilot used for the task is to be shared by the pupil

A Framework for Ethical Integration of Generative AI in Educational Assessment https://doi.org/10.53761/q3azde36

Annexe B – Pupil AI Poster

EFFINGHAM SCHOOLS TRUST

HARNESS AI, THE S.M.A.R.T. WAY!



Annexe C – JCQ Pupil Guidance

JCQ CIC

AI and Assessments
A quick guide for students

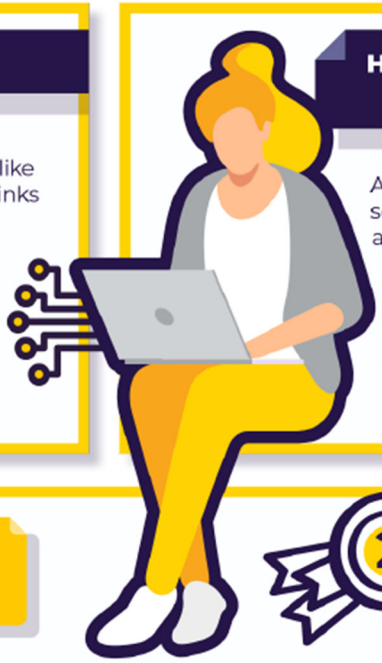
What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!





How do I make sure I don't misuse AI?

Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

Reference reference reference! If you're allowed to use AI tools, you must reference them clearly

- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

Declare it's all your own work – When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER

Misusing AI is cheating!

Know the rules

Talk to your teachers

Reference clearly

Annexe D – JCQ Teacher Guidance

Preventing AI Misuse in Assessments
A summary for teachers

As artificial intelligence (AI) technology is rapidly evolving, it's essential you understand how it can be used and misused within assessments. This summary provides key points to consider, to make sure assessment is fair for all.



1 Know your school or college's approach to managing AI in assessments

- Know what AI is and how it can be used
- Familiarise yourself with the JCQ *AI Use in Assessments* guidance
- Know what the risks are and how your school or college is managing them
- Understand how the approach applies to your subject

REMEMBER

Your malpractice policy MUST include the use of AI

- What AI is
- The risks of using AI
- What AI misuse is
- How AI misuse will be treated as malpractice
- When AI may be used
- How AI should be acknowledged

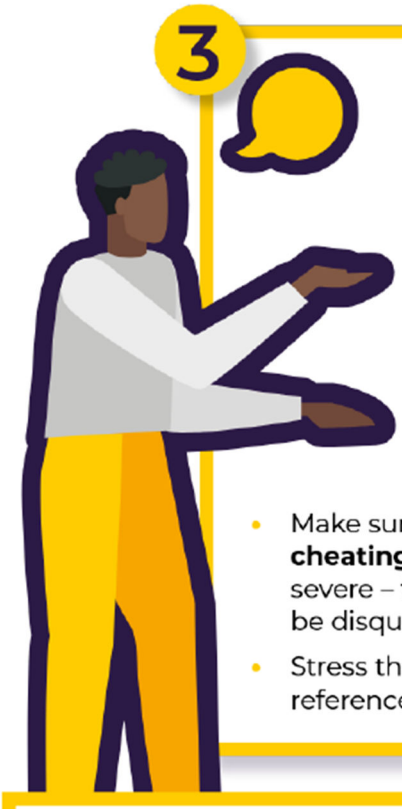
You're responsible for confirming the authenticity of students' work!



2 Plan how to prevent AI misuse in assessments

- If possible, find time for students to complete work under exam-like conditions/in class to help you understand the standard they are currently working at
- Talk to students about their work to check their understanding on an ongoing basis – before you start marking

Preventing AI Misuse in Assessments
A summary for teachers



3 Communicate the approach to students and parents/carers

- Be clear about when and if students can use AI tools
- If the qualification rules allow the use of AI tools, make sure students know how to reference clearly
- Remind students that any content produced using AI must be referenced and cannot be given marks – and a failure to reference use of AI is malpractice
- Make sure students and parents know that misusing AI is **cheating** and a form of malpractice. The consequences are severe – they could lose the marks for the assessment or even be disqualified from the subject
- Stress the importance of the candidate declaration (which references AI use) when they submit their work for assessment

If you suspect AI misuse... 4

Only accept work for assessment you consider to be the student's own!

- Compare with previous work for differences in quality, formatting, spelling, punctuation, grammar, vocabulary and tone
- Look out for AI indicators, for example, language style, lack of local knowledge, confidently wrong statements
- Consider the use of AI detection tools and discussing the work with the student as part of a holistic approach

IF YOU FIND AI MISUSE

If the student hasn't signed the declaration form, follow your school or college's malpractice policy

If the declaration form has already been signed, report to the awarding body

For more details, see the JCQ booklet –
AI Use in Assessments: Protecting the Integrity of Qualifications

Annexe E – Risk Assessment for CoPilot, pupils aged 13+

Risk Theme	Likelihood and Impact	Mitigation Strategies
Academic Integrity and Plagiarism **Risk**: Pupils may misuse CoPilot to plagiarise or generate assessed content without appropriate citations, violating JCQ guidelines, compromising academic integrity, and potentially committing academic malpractice.	Likelihood: 3-Medium Impact: 2-Limited Risk Priority: Low Risk exposure is currently acceptable. Further action may be taken as part of review processes and best practice improvements. Risk owner(s) should continue to monitor for factors that may affect.	Culture of Trust: Clear and transparent justification for why AI has been chosen for a task. Being open about why AI has been used (by pupils and staff) will support a culture of trust and transparency, aiming to reduce hidden AI use by enabling open, honest use. Clear Guidelines: Reinforce JCQ guidelines and school policies regarding plagiarism and the acceptable use of AI in all pupil-facing documents (e.g. Pupil AUP) and through assemblies/PSHE sessions. A programme of whole school awareness to begin delivering training to the school community (these include important background context to AI, ethical considerations about the use and development of AI models), tailored to year groups. Teacher Oversight: Teachers should clearly communicate expectations for each task using the modified AIAS framework (a summary 'sticker' must be provided with each relevant task – see the mAIAS guidance document for more information). Plagiarism Detection: Staff will be made aware of the strategies for identifying the use of AI for content creation. We do not endorse the use of AI detectors, as these have been shown to have variable efficacy.
Data Privacy and Security **Risk**: Pupils may inadvertently share personally identifiable information with CoPilot	Likelihood: 3-Medium Impact: 3-Low Risk Priority: Low Pupils to be trained to reduce exposure of personal data as best practice.	Microsoft Copilot for Education includes Responsible AI filters that block adult, violent, or harmful content, these filters are enabled. Image Generation is only permitted for staff. Activity logging is enabled, so any misuse can be traced and addressed. Policies enabled so pupils have a restricted Copilot experience compared to staff. Provide regular training for pupils (assemblies and PSHE sessions) on data privacy and the importance of not sharing personally identifiable information online.
Exposure to Inappropriate Content **Risk**: CoPilot may generate content that is inappropriate or not suitable for the age group, including offensive language or biased information.	Likelihood: 2-Low Impact: 3-Moderate Risk Priority: Low Risk exposure is currently acceptable. Normal management processes are sufficient to mitigate the risk. Further action may be taken as part of review processes and best practice improvements. Risk owner(s) should continue to monitor for factors that may affect.	Microsoft CoPilot for Education is intended to provide age-appropriate responses, and logs of interactions are kept, viewable by the IT Support Team. Reporting Mechanism: Staff and pupils have dedicated reporting mechanisms via forms (AI Disclosure Form) available on the main page of their respective Portal. These forms enable the user to flag inappropriate content or misuse of AI (including potential data breaches involving personally identifiable information). Regular reminders through emails and assemblies will ensure pupils and staff are continually aware of these facilities.

Over-reliance on AI **Risk**: Pupils may become overly dependent on CoPilot for assignments and problem-solving, hindering the development of critical thinking and independent learning skills.	Likelihood: 4-High Impact: 2- Limited Risk Priority: Medium Ongoing mitigating actions required to reduce exposure where possible Action should be taken where possible to reduce the level of risk within agreed resources including putting in place appropriate controls to mitigate. Monitoring of the risk by those with responsibility is expected. These risks may require contingency plans if likelihood is low, but impact is high.	Considerate AI integration in Assignments: Teachers will carefully evaluate the appropriateness of AI use in assignments to align with specific learning objectives. enhance pupils' AI literacy skills where relevant and help them develop their creativity as well as their critical thinking and problem-solving skills. The modified AI Assessment Scale (mAIAS) will model good practice for our pupils and foster transparency of motivation for using AI for a particular task. Our aim is to develop their ability to leverage this technology to enhance their own capabilities rather than replace them. Skill Development: Develop both digital and AI literacy as core skills for all pupils and expand awareness of the limitations of AI tools through the PSHE, form time and assembly provision for pupils.
Ethical and Legal Compliance **Risk**: Misuse of CoPilot could lead to non-compliance with school policies (e.g. non-school sanctioned tasks), legal regulations, and parental expectations, potentially resulting in disciplinary action or legal consequences.	Likelihood: 2-Low Impact: 3-Moderate Risk Priority: Low Risk exposure is currently acceptable. Normal management processes are sufficient to mitigate the risk. Further action may be taken as part of review processes and best practice improvements. Risk owner(s) should continue to monitor for factors that may affect.	Policy Communication: Regularly communicate school policies and legal obligations to pupils, staff, and parents. At the start of the year, all pupils confirm they have read the Pupil AUP to ensure they are up to date with the latest changes to this policy. Parental Involvement: Develop engagement through webinars and resources to keep parents informed and involved in their children's use of AI.