

Artificial Intelligence (AI) Policy

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| Policy Owner | CET Educational Technology Lead |
| Approved by | CEO |
| Last reviewed on | January 2025 |
| Next review date | January 2026 |



1. Introduction

- 1.1 Creative Education Trust is committed to using Artificial Intelligence (AI) to enhance teaching, learning and administrative processes while fostering an inclusive and supportive environment for staff, pupils and the wider community. Generative AI tools offer immense potential to transform how we operate, but they cannot replace the critical judgement, expertise and deep knowledge that human professionals bring.
- 1.2 AI tools can analyse, structure and generate content rapidly, yet their outputs are not always accurate, appropriate or impartial. Effective use of AI requires us to critically assess its outputs and use it as a complement to, not a replacement for, human expertise. Ensuring pupils and staff develop the skills to evaluate AI critically is essential for maintaining educational integrity and responsible use of technology.
- 1.3 The Trust also recognises the importance of data security to protect the sensitive information we hold about pupils, staff and parents. When implementing and using AI, we are committed to ensuring that robust measures are in place to safeguard data.
- 1.4 For the latest list of Trust-approved AI tools, along with guidance on their use, example AI prompts and practical use cases, staff can access the CET AI Hub through ElevatEd or via the following link: cetcloud.org.uk/ai.

2. Purpose

- 2.1 The Trust values the transformative potential of AI and is committed to its safe, thoughtful and appropriate implementation. This policy sets out clear guidelines for the responsible, ethical and safe use of Artificial Intelligence (AI) across the Creative Education Trust. The Trust is committed to using AI thoughtfully to enhance education and operations while protecting privacy, meeting legal requirements and maintaining the trust of our stakeholders.

3. Scope

- 3.1 This policy applies to all staff, pupils, contractors and stakeholders interacting with AI tools, whether provided by the Trust or accessed independently in the course of their roles. It encompasses all uses of AI, including generative AI tools, data-driven analytics and adaptive learning technologies.

4. Statutory Guidance

- 4.1 This policy has been informed by the Department for Education's "Statement on Generative Artificial Intelligence in Education"¹, which provides guidance on the use of generative AI in education and AI regulation. Additional perspective has been drawn from the UK National AI Strategy (September 2021)² and the AI guidance issued by the Information Commissioner's Office (ICO)³.
- 4.1 The following policies, procedures, documents and resource material are relevant to

¹ Department for Education (DfE). (2023). Generative artificial intelligence (AI) in education. <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

² DfE. (2021). National AI Strategy. <https://www.gov.uk/government/publications/national-ai-strategy>

³ Information Commissioner's Office (ICO). (2024). Artificial Intelligence. <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/>



this policy:

- Online Safety Policy
- Data Protection Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Framework
- Curriculum and Assessment Framework

5. Principles of Ethical AI Use

5.1 The Trust is committed to ethical use of AI that ensures fairness, accountability and transparency. These principles guide the implementation and use of AI tools within the Trust.

- **Transparency:** Being open and clear about when and how AI is being used.
- **Fairness:** Ensure that AI applications promote inclusivity and do not perpetuate biases.
- **Accountability:** Establishing clear lines of responsibility and oversight for AI development, deployment and use.
- **Privacy:** Respecting the privacy rights of individuals and safeguarding their personal data.
- **Human rights:** Upholding fundamental human rights and avoiding AI applications that infringe upon these rights.

6. Benefits of AI Integration

6.1 AI provides significant opportunities to transform education and streamline operations. When implemented thoughtfully, AI can support the work of the Trust by enriching learning experiences, increasing efficiency and encouraging innovation across its schools. Below are some of the key benefits of incorporating AI into educational and operational practices:

- **Enhancing Learning:** AI can provide tailored marks, constructive feedback, suggestions and explanations to support pupils' understanding of selected topics.
- **Reducing Staff Workload:** AI supports the efficient creation of educational materials, such as lesson plans, teaching resources, presentations and communications, saving valuable time for staff.
- **Enhancing Quality of Output:** AI can improve the accuracy, precision and consistency of work across educational and administrative tasks, helping to maintain high standards in lesson planning, feedback and reporting.
- **Fostering Collaboration and Consistency:** AI offers real-time responses to queries about policies, assessment criteria and exemplar materials, promoting alignment within teams.
- **Skill Development:** By guiding staff and pupils in crafting effective prompts, critically evaluating AI-generated outputs, and practicing safe and ethical technology use, AI supports the development of essential digital literacy skills.
- **Data-Driven Insights:** AI can quickly analyse large datasets to uncover patterns and trends, enabling targeted interventions in critical areas such as safeguarding, assessments, compliance and wellbeing.

7. Limitations of AI and Mitigation Strategies



7.1 AI offers substantial benefits in education and administration, but it has inherent limitations that must be acknowledged and managed effectively. Key challenges and mitigation strategies include:

- **Adapting to Individual Needs:** AI may struggle to accommodate diverse learning styles or special educational needs. Users should provide additional support or alternative resources when necessary.
- **Bias and Stereotyping:** AI can reflect biases in its training data. Regular monitoring and the use of inclusive content are essential to promote fairness.
- **Data Privacy and Security:** AI interactions may involve data sharing with external platforms. Compliance with UK GDPR and the use of approved tools safeguard sensitive information.
- **Dependency on External Platforms:** Reliance on third-party AI platforms requires careful evaluation of their data handling and security practices.
- **Emotional Limitations:** AI lacks emotional intelligence, making human oversight crucial in addressing sensitive or mental health-related topics.
- **Accuracy and Accountability:** AI outputs can be inaccurate or misleading, and responsibility for decisions must remain with users. Verification of outputs is mandatory.
- **Overreliance on AI:** Excessive dependence on AI tools may diminish critical thinking. AI should complement, not replace, human expertise.
- **Cybersecurity Risks:** AI systems can be exploited by attackers. Robust cybersecurity measures and ongoing staff training are necessary.
- **Educational Integrity:** Ensuring pupils' work genuinely reflects their own efforts is essential. AI-generated content must be acknowledged, and any suspected misuse must be investigated and addressed.

7.2 The Trust addresses these limitations through the following measures:

- **Bias and Fairness:** Train staff to identify and address bias in AI outputs, ensuring equitable outcomes.
- **Data Protection:** Enforce strict cybersecurity protocols, including encryption, access controls and regular audits.
- **Teacher Training:** Provide ongoing professional development to improve AI literacy and competency.
- **Online Safety:** Educate staff and pupils on recognising and managing harmful AI-generated content.
- **Educational Integrity:** Teachers and assessors must only accept work they believe to be genuinely the pupils' own, in line with JCQ General Regulations for Approved Centres. If AI-generated content is suspected but not acknowledged, teachers are required to investigate and take appropriate action.
- **Accountability:** Maintain clear guidelines ensuring human oversight for AI-driven decisions.

7.3 By addressing these limitations and applying these strategies, the Trust ensures AI use remains ethical, effective and aligned with its educational objectives.

8. Cybersecurity risk of AI

8.1 The rapid advancement of AI introduces potential cyber threats and vulnerabilities that could impact staff, pupils, and parents. To safeguard our digital environment, this section outlines key risks associated with AI and provides strategies to mitigate them. By understanding these challenges, our community can navigate AI safely and responsibly, ensuring a secure and enriching educational experience.



8.2 This list below summarises relevant cybersecurity concerns and how staff, pupils and parents can mitigate these:

- **Audio Clone Attacks:** Verify unusual requests, especially financial demands, to protect against scams using voice cloning.
- **Data Privacy Compliance:** Follow data protection regulations and ensure secure data handling practices.
- **Deepfake Threats:** Be cautious with suspicious media content and verify authenticity before taking action.
- **Phishing Attacks:** Look out for deceptive AI-generated emails or messages. Verify sender details before clicking links or sharing information.
- **Social Engineering:** Identify tactics such as pretexting or baiting and verify sensitive information requests before responding.

8.3 This list below summarises additional ways that staff will mitigate cybersecurity risks:

- Staff will complete their annual cybersecurity training and implement best practice into their use of AI tools.
- Staff will monitor Trust communication channels, including email and the EdTech bulletin, for updates on cybersecurity and AI.
- Staff will report any suspicious activities promptly to the IT team.

9. Staff: Guidelines for Using AI

9.1 The Trust encourages staff to explore and experiment with AI using Trust-approved tools to better understand its functionality and how it can support their work. By adhering to the guidelines below, staff can responsibly integrate AI into their work while upholding ethical and professional standards, protecting sensitive information and fostering academic integrity.

Data Protection and use of AI tools

- Never input personal, identifiable or sensitive information into non-approved AI tools.
- Always use Trust-approved AI tools to minimise risks of data security breaches and inappropriate use.
- When using approved AI tools, avoid entering or uploading highly sensitive information, such as FSM, SEND, or HR-related data. An exception applies to approved AI tools, such as Ask Arbor AI, that already have access to this data and do not require manual entry or uploads by the user.
- Any new AI tools that process personal, identifiable or sensitive information must be reviewed and approved before use. A list of approved tools, and details of the approval process are available on the [CET AI Hub](#).
- The Trust may block specific AI tools if they are deemed to pose risks to sensitive, personal or proprietary information.

Content Review and Adaptation

When using AI-generated content, staff must ensure it is:

- **Personalised and Appropriate:** Avoid relying on content that appears overly generic or AI-generated, as this may undermine trust in communications.
- **Accurate and Unbiased:** Review outputs to eliminate inaccuracies or bias.
- **Aligned with Intended Use:** Adjust AI-generated content to match your writing style and ensure suitability for your audience.



Content Verification

- Always verify AI-generated content for accuracy, especially when it is used for research or educational materials.
- Cross-reference outputs with reliable sources and review citations provided by AI tools.

Professional Accountability

- AI tools are a complement to professional expertise, not a replacement for judgment or responsibility.
- Staff are professionally accountable for the quality and accuracy of any output generated using AI.

Teaching and Learning

- **Critical Thinking and Originality:** Teaching staff will encourage pupils to approach work with creativity, originality, and critical thinking.
- **Guidelines for Pupils:** Clear expectations will be set for pupils regarding the appropriate use of generative AI tools for homework and assessments.
- **Academic Integrity:** Pupils' work must reflect their own efforts, and where appropriate, AI is used solely as a supplementary resource.

- 9.2 For the latest guidance on use of approved AI tools, example prompts, and use cases, staff can access the [CET AI Hub on ElevatEd](#).

10. Pupils: Guidelines for Using AI

- 10.1 Pupils are expected to be transparent about any work generated with the help of AI and adhere to the following key principles:

Digital Citizenship

- Pupils will learn about digital citizenship and online safety.
- Learning will include an understanding of the risks of sharing personal data and intellectual property online, protecting privacy and respecting the intellectual property rights of others.
- Pupils will learn to navigate digital environments responsibly and ethically.

Responsible Use

- AI tools may be used to supplement understanding, not replace independent thought.
- Pupils must avoid entering personal or sensitive information into generative AI tools.
- Pupils should only use AI tools if they meet the age requirements.
- Support will be available for teachers and staff to assist pupils when clarification or guidance is needed.

11. Controlled Assessments and Examinations

- 11.1 This section highlights the importance of pupils understanding the risks associated with using AI in their submitted work and assessments. It also emphasises the role of teachers in ensuring the authenticity of submitted work and the consequences of AI misuse in line with JCQ regulations. Clear communication and acknowledgement of AI-generated content are essential in all cases.



- 11.2 Both pupils and staff must be aware of the risks associated with using AI in academic work: a clear comprehension of what constitutes malpractice is essential. The below sets out the key responsibilities and requirements:

Pupils

- Submitted work must be demonstrably their own.
- Any portion of work reproduced from AI-generated content must be clearly identified. However, such content will not be rewarded, as it does not demonstrate independent fulfilment of marking criteria (refer to the "Acknowledging AI Use" section in the JCQ AI Use in Assessments guidance).
- Misuse of AI to submit unoriginal work will be treated as a violation of JCQ regulations and may result in severe sanctions.

Teachers and Assessors

- Must only accept work they believe to be genuinely the pupil's own, in accordance with JCQ General Regulations for Approved Centres.⁴
- If the authenticity of a pupil's work is in doubt, particularly where AI-generated content is suspected but not acknowledged, staff should follow the relevant guidance and procedures as outlined by their school and JCQ regulations.

12. Evaluation and Continuous Improvement

- 12.1 AI technologies are evolving rapidly, and the Trust is committed to ensuring its policies remain relevant and effective. This document will be kept under review through feedback from pupils, families, and staff, as well as input from external stakeholders, including the Department for Education and AI specialists.
- 12.2 The CET AI Hub on ElevatEd will be regularly updated with the latest guidance on the use of approved AI tools, example prompts, and practical use cases to support staff in leveraging AI responsibly and effectively.

⁴ Joint Council for Qualifications (JCQ). (2024) AI Use in Assessments: Protecting the Integrity of Qualifications.
<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>