



Mosaic Partnership Trust

Artificial Intelligence Policy (Ref 45 MPTAI)

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History of most recent policy changes

Version	Date	Page	Change	Origin of Change
V1.0	09/03/2026	Whole Document	Adoption by the Mosaic Partnership Trust and Implementation	Policy required for AI use and guidance
V1.1	20/05/2026	Whole Document	Review by Judicium DPO	Whole policy reviewed by the DPO to ensure legal compliance and best practice.



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1.0 Introduction

Artificial Intelligence (AI) and related digital technologies are rapidly transforming education, and organisational operations. AI has the potential to reduce workload, enhance teaching and learning that can improve pupil outcomes, improve operational efficiency, and support better decision-making. At the same time, AI introduces potential risks relating to safeguarding, data protection, academic integrity, bias, and over-reliance on automated systems.

A significant proportion of current AI tools are powered by **Large Language Models (LLMs)**. LLMs are advanced computer models trained on very large collections of text, enabling them to recognise patterns in language and generate human-like responses. They do not understand information in the way people do, nor do they possess intent or judgement; instead, they predict likely responses based on patterns in data. Examples of LLM-based tools include conversational assistants, text-generation tools, and systems that summarise, translate, or adapt written content, such as Co-Pilot, Chat GPT, Gemini and Claude (*not exhaustive*).

AI tools used in educational and organisational contexts typically fall into several broad categories, including:

- **Generative tools**, which create new content such as text, images, audio, or video (for example, drafting documents, creating learning resources, or generating visual materials).
- **Assistive and productivity tools**, which support tasks such as summarising information, organising ideas, improving accessibility, or supporting administrative efficiency.
- **Analytical tools**, which help identify patterns or trends within data, usually using anonymised or aggregated information.
- **Adaptive and personalisation tools**, which tailor content or support to individual needs, while remaining under human oversight.

This policy consolidates and aligns the principles and expectations into a coherent framework for the safe, ethical, and effective use of AI, while explicitly positioning **innovation and partnership** as central to our approach.

This policy and guidance recognises that responsible innovation, a Trust founding principle, is best achieved through collaboration with staff, pupils, parents, Trust partners, technology providers, and external agencies.

This policy is underpinned by a human-centred approach: AI is a tool to enhance professional judgment, not replace it. Accountability for decisions and outcomes always rests with people.



2.0 Purpose

This policy aims to:

- Set clear expectations for the responsible, ethical, and lawful use of AI by all members of the Trust/School community (Staff, Pupils, Parents and Carers, Trustees and Academy Community Councillors)
- Enable innovation by encouraging thoughtful experimentation and continuous improvement.
- Maintain academic honesty and encourage critical thinking when using AI, in line with professional standards and DfE Digital and Technology Standards in Schools and Colleges.
- Support staff in using AI to enhance teaching, personalise learning, reduce workload, strengthen capacity and capability, and streamline administrative tasks.
- Mitigate risks associated with AI, including safeguarding concerns, data protection, and intellectual property infringements.
- Promote transparent, accountable, and fair use of AI, informed by an understanding of its capabilities, limitations, and wider societal impact.

3.0 Scope

This policy applies to:

- All staff, leaders, volunteers, supply staff, and trainees.
- Pupils when using AI in connection with learning or school activities.
- **All** AI tools used for organisational, educational, or administrative purposes, whether provided centrally or accessed independently.
- AI tools that are used on MPT-owned or personal devices used for work purposes.

3.1 Contractors

Contractors must not use AI for any personal data held by the Trust.



4.0 Core Principles

All use of AI must align with the following principles:

4.1 People Oversight and Accountability

AI may be used to support decision-making but does not replace personal responsibility. Staff remain accountable for professional judgments, educational outcomes, and operational decisions, and must critically review AI-generated outputs for accuracy, bias, and appropriateness, recognising that AI systems can produce errors or “hallucinations” (An AI hallucination happens when an AI gives an answer that sounds confident and realistic but is incorrect, misleading, or completely invented) and lack real-world understanding.

4.2 Safety, Safeguarding and Wellbeing

Safeguarding is paramount. AI must never be used in ways that expose pupils or staff to harm, inappropriate content, manipulation, or exploitation.

4.3 Transparency and Integrity

The use of AI should be explicit and transparent, with acknowledgement where it has made a meaningful contribution to work or learning, ensuring accountability remains with staff and learners.

4.4 Data Protection and Privacy

Personal and sensitive data must be protected at all times and processed only in accordance with data protection legislation and Trust policies.

Personal data of:

- **teaching staff**
- **support staff**
- **children**
- **parents**
- **carers**
- **volunteers**
- **Academy Community Councillors**
- **Trustees**

must not be entered into, uploaded to, or processed by AI tools under any circumstances.

4.5 Fairness, Inclusion and Accessibility

AI should promote inclusion, reduce barriers, and support diverse needs. AI Outputs must be checked for bias or discriminatory impact.



4.6 Innovation Through Partnership

Innovation is most effective when developed collaboratively, through working parties etc. We will actively seek partnerships that support ethical innovation, shared learning, and improved outcomes.

4.7 Sustainability

Users should be mindful of the significant energy and water consumption associated with AI systems and consider if AI is truly the most appropriate tool for a task.

5.0 Governance and Oversight

Clear governance enables responsible innovation, ensuring that new approaches are explored in a controlled manner and do not compromise compliance with statutory guidance, legal obligations, or organisational standards.

5.1 Strategic Oversight

Trustees provide strategic oversight, ensuring that AI use aligns with statutory duties, organisational values, and long-term strategy.

They must:

- Approve the Artificial Intelligence (AI) Policy and Guidelines, and any significant updates, at least once annually.
- Ensure the policy aligns with statutory guidance, legal requirements, and the Trust's strategic vision.
- Hold leaders to account for policy implementation and risk management.
- Ensure leaders have guidance and processes for safe and effective AI use.

5.2 Central Team

The Central Team are responsible for:

- Collaboratively setting the strategic direction for AI Policy, and innovation.
- Approving significant AI initiatives and partnerships.

5.3 Headteachers

Headteachers are responsible for:

- Ensuring staff are trained and supported.
- Monitoring impact, risk, incident management and compliance.



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5.4 Data Protection Officer (DPO)

The DPO oversees compliance with data protection requirements, advises on AI tools where required, and ensures Data Protection Impact Assessments (DPIAs) are completed should AI tools involve processing of personal data.

The Trust engages with a third-party provider to oversee its DPO responsibilities and duties.

5.5 Staff and Users must:

- Read, understand, and comply with this policy.
- Use only Trust approved AI tools for permitted purposes.
- Undertake responsible experimentation with AI, in line with this policy and relevant statutory requirements (e.g. DFE guidance Use of Generative AI in Schools).
- Attend required training and seek clarification if unsure.
- Report concerns, misuse, or incidents promptly to the headteacher

6.0 Acceptable Use of AI

AI may be used to support, but not replace, professional practice, providing all data protection, safeguarding and professional standards are met.

Permitted uses include:

- Drafting and improving documents and communications.
- Lesson planning and resource creation.
- Supporting feedback and formative assessment (with human review).
- Summarising information and supporting research.
- Improving accessibility and inclusion.
- Administrative and operational efficiency.
- Analysing anonymised data to identify patterns and trends.

All outputs must be reviewed for accuracy, appropriateness, bias, and sensitivity before use.

Incident Reporting and Escalation:

- All staff are required to report suspected misuse, data breaches, or safeguarding concerns related to AI to their headteacher who will refer to the DSL, the Central Team and the DPO immediately, as appropriate.
- The Central Team in conjunction with the DPO will investigate and escalate as needed to the board of trustees, where appropriate.
- Outcomes, lessons learned, and updates will be shared with stakeholders as appropriate.

7.0 Prohibited Uses

AI must not be used :

- To make final or automated decisions about pupil outcomes, staff performance, or operational matters that should be subject to professional judgement.



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- To process personal, sensitive, or otherwise identifiable information about staff or pupils.
- To create or distribute harmful, deceptive, or misleading content.
- To generate deepfakes or impersonations.
- To circumvent assessment rules or undermine academic integrity.
- On personal AI accounts for school or Trust work.

8.0 Data Protection and Intellectual Property

8.1 Data Protection

Personal or sensitive data must not be entered into or processed by AI systems.

Users must be aware that some AI systems, particularly free or public tools, may retain or learn from inputted data, creating risks of unauthorised processing or storage outside the Trust's control.

AI tools used must undergo a Data Protection Impact Assessment (DPIA) to ensure appropriate privacy protections. This has completed for those tools on the approved list.

8.2 Intellectual Property

The intellectual property of original creative work, that includes pupil work, remains with the creator. Original work must not be used to train generative AI systems unless a lawful copyright exception applies.

Copyrighted materials must not be used with AI tools that train on uploaded content without permission from the rights holder. As a result, pupil work must not be uploaded to AI tools, as doing so may constitute a breach of copyright law and expose the school and individuals to legal and regulatory risk.

Care should also be taken when sharing AI-generated content publicly, as doing so may risk secondary copyright infringement, particularly where outputs are derived from models trained on copyrighted material.

9.0 Safeguarding and Professional Standards

All use of AI must comply with:

- **Safeguarding:** Keeping Children Safe in Education (KCSIE), including ensuring pupils are not exposed to inappropriate or harmful content, and that all online interactions are safe and secure.
- **Professional Standards:** Teachers' Standards and the Trust's Professional Expectations and Conduct Policy ensuring respect, confidentiality, and appropriate boundaries in all AI-assisted communications and outputs.



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- **Institute of School Business Leadership (ISBL) – AI, Digital and Data Standards:** Ensuring AI use supports strong governance, risk management, and responsible digital and data practices in line with ISBL standards.

10.0 Innovation Framework

We actively encourage responsible innovation through a structured approach:

- **Purpose-led experimentation:** AI should address clearly identified educational or operational needs.
- **Controlled testing:** New tools or approaches should be trialled in a managed and collaborative way, e.g. through working parties.
- **Evaluation:** Impact, risks, and benefits must be assessed before wider adoption.
- **Continuous improvement:** AI should be embedded within a culture of continuous improvement, supporting review, learning, and iterative development to continually improve practice over time.
- **Learning culture:** Successes and lessons learned should be shared across the organisation.

Innovation must always align with safeguarding, data protection, ethical standards, and the Trust's principles.

11.0 Monitoring, Review and Reporting

This policy will be regularly reviewed and updated by the Central Team and the MPT AI Working Group to reflect rapid technological changes and new guidance from the DfE and other relevant bodies.

Any concerns or incidents related to AI use, particularly safeguarding concerns or potential data breaches, must be reported immediately to the headteacher who will refer to the Designated Safeguarding Lead (DSL) and/or the Central Team / Data Protection Officer (DPO) following established Trust/school procedures.

12.0 Training and Support

All staff will receive training on this policy and complete initial DfE AI training within two months of joining the trust as part of the induction training provided for new starters.

<https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials>

Headteachers will need to complete the training for leaders within two months of appointment.

<https://www.gov.uk/government/publications/using-ai-in-education-support-for-school-and-college-leaders>

The Area Improvement Lead will provide annual refresher training to ensure continued understanding of expectations and requirements. This will ensure all staff are up-to-date on best practices for safe and effective AI use.



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All staff will read the AI policy, including any updates, annually and this will form part of the Annual Declaration.

13.0 Information for Parents and Carers:

- **Supporting learning and staff:** We use Artificial Intelligence (AI) to help improve teaching and learning and to reduce staff workload, allowing teachers to spend more time focusing on pupils and classroom learning.
- **Responsible use and strong oversight:** School leaders, teachers, and support staff work together to explore how AI can be used safely and effectively. Staff receive clear guidance and ongoing training to ensure AI is used responsibly to support tasks such as lesson planning, creating resources, and improving efficiency, without replacing professional judgement.
- **Protecting children's data:** Staff do not enter pupils' personal information or identifiable work into AI tools. Data protection and safeguarding remain a priority at all times.



Appendix A – Guidance for staff

Specific Guidelines for Staff

Prompting: The output quality of generative AI heavily depends on the prompt given. Users should aim for high-quality, detailed prompts, specifying context, desired format, and tone.

Output Verification: Always critically evaluate AI-generated outputs for accuracy, bias, and appropriateness. Cross-reference information with trusted, authoritative sources such as curriculum plans and national curriculum documents.

Bias Mitigation: Be aware of potential biases in AI outputs stemming from training data or prompt wording. When prompting, avoid assumptions and use open-ended language to ensure a balanced response.

Human Agency and Anthropomorphism: Remember that AI is a tool and not a human; it does not think, feel, or understand in the same way humans do. Avoid using language that anthropomorphises AI (e.g., "the AI thinks" or "the AI learns").

Ethical Considerations: Adhere to ethical principles such as "do no harm," proportionality, non-discrimination, sustainability, human determination and transparency.

Guidelines for Teaching and Learning:

Pedagogy First: AI tools should always be chosen and used to support pedagogical objectives and enhance human capabilities, not replace critical thinking or human interaction.

Resource Creation: AI can generate lesson resources, support lesson planning, and help in adapting content (e.g., simplifying complex texts or changing reading difficulty). Teachers can use AI to design activities, generate quizzes, or create custom images for descriptive writing.

Personalised Learning: AI can assist in providing differentiated and personalised learning resources, breaking down complex tasks, and adapting content for children with diverse needs, including those with SEND. AI tools can also provide low-pressure environments for practicing conversations.

Integration with Curriculum: Utilise tools designed to be curriculum-aligned, such as Teachmate AI / Aila from Oak National Academy, for generating appropriate and relevant content.

Detection Tools: AI detection tools are unreliable and can produce false positives. Teachers should rely on professional judgment and understanding of a pupil's typical work to identify potential misuse.

Workload Reduction and Administrative Tasks: AI can significantly reduce time spent on administrative tasks such as composing emails and letters, policy writing, summarising documents, generating checklists for school trips, and identifying CPD opportunities.



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Data Analysis (Anonymised): AI can analyse anonymised data (e.g., school assessment data, survey responses) to identify patterns, create data visualisations, and inform school leadership decisions, provided no identifying data is inputted.

Human Oversight in Policy: When drafting or updating policies, AI can structure documents and suggest wording, but Trust leaders remain responsible for understanding legal requirements, are accessible and ensuring policies are fit for purpose. The thinking process must not be outsourced entirely to AI.

Guidelines for Supporting Children's Use of AI

Original Work

Staff should ensure that children's work reflects their own ideas and understanding. Over-reliance on AI-generated content can undermine genuine learning and the development of thinking skills, particularly in a primary context.

Homework

AI tools may be used to support learning, for example by explaining concepts or sparking ideas, but should not be used to complete homework tasks. Activities that encourage discussion, reasoning, creativity, or practical application are less likely to be misused.

Transparency and Misinformation

Children should be encouraged to be open with teachers about how they have used AI. Staff should help children develop early critical thinking skills, including understanding that AI can provide incorrect or misleading information, such as false images or videos.

Acknowledgement

Where AI has been used to support schoolwork (for example, to generate ideas or help plan work), this should be clearly acknowledged, in line with school guidance and at a level appropriate to the child's age.

Safety and Data Protection

Staff should reinforce the importance of not sharing personal information (such as names, photos, school details, or passwords) with AI tools or online services, particularly those that require free accounts.

Safeguarding

Children should be taught, in an age-appropriate way, that some AI chatbots or avatars may seem realistic. They should know to stop using the tool and tell a trusted adult if anything online makes them feel unsure, worried, or uncomfortable.



Appendix B – Approved AI Tools

All staff and children may use approved AI tools to support them for school-related purposes.

Staff must only use enterprise-licensed accounts on the approved AI tools listed below when undertaking school or Trust business.

Personal accounts and free public Large Language Models (LLMs) (for example, free versions of ChatGPT, Gemini, or Copilot that are not specifically licensed for educational or enterprise use) must not be used for any schoolwork or administrative tasks. These services present significant data protection risks and offer limited assurance over data usage, retention, and security.

Enterprise accounts (school email accounts) must be used at all times, as they provide enhanced protections, security controls, and compliance with data protection requirements.

Permitted AI Tools Tool	Purpose	Restrictions
Microsoft CoPilot	Document drafting, summarisation, and productivity support	Personal, sensitive and confidential data must not be uploaded unless the user has a paid for Microsoft 365 CoPilot license.
Ask Arbor	Generate letters and emails, productivity support	Arbor is a secure data environment and is GDPR compliant. The data does not train the underlying AI model.
TeachMateAI	Education content creation, document drafting, productivity support	Approved for use in schools where it has been found useful. Should not be used to process or store sensitive or confidential personal data.
Aila	Education content creation, document drafting, productivity support	Approved for use in schools where it has been found useful. Should not be used to process or store sensitive or confidential personal data.



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The Key GPT (GovernorHub)	Content creation, policies, letters etc	Not to be used for storing or sharing sensitive or confidential personal data.
SLT AI	Content creation, policies, letters etc	Not to be used for storing or sharing sensitive or confidential personal data.
Google Notebook LM	Note-taking, summarisation, AI-assisted research and writing, podcast production.	Not approved for use with personal or confidential data. WMAT does not use Google Workspace; access is via Azure only, limiting integration and data protections.
Canva (Education License)	Educational content creation and visual design	Must only be used for educational purposes; commercial use is restricted under the education license.

Other AI Tools

Any AI tool not listed above is not permitted for use unless it has been approved through the process described below.

Approval Process for New AI Tools

Only tools that meet the Trust's AI standards will be included on the approved AI tools list.



Appendix C Prohibited Data: Protecting School Data When Using AI

Unless specifically authorised to do so, you must not input into a publicly-accessible generative/approved/etc. AI tool:

- The schools' trademarks, brands, logos or any other identifying material;
- The schools' name, email or other contact details (other than where required to input your work email address);
- Propriety school information;
- School materials or data;
- Trade secret, confidential or valuable information;
- Usernames, passwords (other than for the AI tool itself) and security tokens; or
- Personal data, i.e., information or data from which any living individual can be identified—including personal data relating to employees, parents, pupils, governors, suppliers and unconnected third parties.



Appendix D - National Guidance

Below is a brief overview and/or link to some of the key considerations. Users must ensure they consult the complete guidance.

Keeping Children Safe in Education (KCSIE)

KCSIE states: All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE (Department for Education) states: [Schools and colleges should] ensure that children and young people are not accessing or creating harmful or inappropriate content online, including through Generative AI - keeping children safe in education provides schools and colleges with information on:

- what they need to do to protect students and students online
- how they can limit children's exposure to risks from the school's or college's IT system.

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

Ofsted's approach to artificial intelligence (AI)

Ofsted states: Ofsted will not directly inspect the quality of AI tools. It is through their application that they affect areas of provision and outcomes such as safeguarding and the quality of education.

Leaders, therefore, are responsible for ensuring that the use of AI does not have any detrimental effect on those outcomes, the quality of their provision or decisions they take.

Joint Council for Qualification (JCQ) AI Use in Assessments: Protecting the Integrity of Assessments https://www.jcq.org.uk/wp-content/uploads/2025/04/AI-Use-in-Assessments_Apr25_FINAL.pdf

Information Commissioner's Office (ICO) Guidance on AI and Data Protection

<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/guidance-on-ai-and-data-protection/>



Appendix E - Definitions

To ensure clarity and shared understanding, the following definitions apply throughout this policy:

- **Artificial Intelligence (AI):** Technologies that enable machines to perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and decision-making.
- **Generative AI**:** A subset of AI that can produce new content (e.g., text, images, audio, or code) based on patterns learned from existing data. Examples include tools like ChatGPT and CoPilot.
- **AI Tool:** Any software, platform, or system that uses AI technologies to support educational, operational, or administrative functions.
- **Bias in AI:** Systematic and unfair discrimination embedded in AI outputs due to biased training data or flawed algorithms. Mitigating bias is essential to ensure fairness and equity.
- **Large Language Model (LLM):** A type of generative AI trained on vast amounts of text data to understand and generate human-like language. LLMs underpin tools like ChatGPT and CoPilot.
- **Machine Learning (ML):** A method of data analysis that enables systems to learn from data, identify patterns, and make decisions with minimal human intervention.
- **Deep Learning:** A subset of machine learning that uses neural networks with multiple layers to model complex patterns in data. It powers many advanced AI applications including image recognition and natural language processing.
- **Hallucination:** When an AI system generates false, misleading, or fabricated information that appears plausible but is not based on factual data.
- **Anthropomorphism:** The attribution of human traits, emotions, or intentions to AI systems. This can lead to misunderstandings about the capabilities and limitations of AI.
- **Prompt:** Is the input or instruction given to an AI tool like ChatGPT or CoPilot to generate a response. It can be a question, command, or statement, and the quality, clarity, and specificity of the prompt directly influence the accuracy and relevance of the AI's output.
- **Output:** Is the response or content generated by an AI tool (such as ChatGPT or CoPilot) in reply to a user's prompt. Outputs can take many forms, including text, summaries, lesson plans, reports, code, or creative writing. The quality and reliability of the output depend on the clarity of the prompt and the AI model's training data.
- **Shadow IT** - the use of technology or digital tools within an organisation without approval or oversight. Unapproved AI platforms fall into this category.

***For the purposes of this policy, and for added clarity, we will be referring mainly to the use and application of **generative AI (GenAI)**.*



Appendix F - Policy Breaches

Definition of a Breach:

A breach occurs when any member of staff, volunteer fails to comply with this policy or uses AI tools in a way that contravenes the Trust's requirements, relevant laws, or guidance.

Examples of Breaches Include:

Using unapproved AI tools for Trust/school work

Uploading or sharing personal, sensitive, or confidential data with AI tools without appropriate approval

Failing to report incidents, misuse, or suspected breaches

Using AI to make decisions that should be made by staff

Any use of AI in a way that could harm the Trust's reputation, safety, or compliance

Breaches of this policy may result in:

Investigation under the Trust's disciplinary procedures

Restriction or removal of access to AI tools and digital systems

Further action in line with safeguarding, data protection, or other statutory policies

In cases where the law may have been broken, referral to the relevant authorities

Process:

All suspected or actual breaches must be reported immediately to the headteacher who will refer to the Central Team and / or Data Protection Officer (DPO) as appropriate.

The DPO (and, if appropriate, senior leaders) will investigate and determine the appropriate course of action.

Outcomes of investigations and any subsequent actions will be recorded and, where necessary, reported to trustees/governors.