



# THE USE OF AI POLICY

Approved by: Leanne Jarvis	Date: 15/01/2026
----------------------------	------------------

Last reviewed on:
-------------------

Next review due by: April 2027
--------------------------------

## Table of Contents

Introducing Springboard Education Artificial Intelligence Policy _____	2
AI Systems at Springboard _____	3
Scope and Responsibilities _____	4
Use of AI by Staff _____	4
Use of AI by Students _____	6
Potential Misuse of AI _____	7
Ethical Use of AI _____	7
Data Protection implications of using AI _____	8
Cyber security _____	9
Link to other policies _____	10

## Introducing Springboard Education Artificial Intelligence Policy

Artificial Intelligence (AI) is already widely used in commercial and everyday life, and its role is expected to grow across nearly all industries, including education. Generative AI refers to technologies that create new content, such as text, audio, code, images, or video, based on large datasets. As this technology rapidly evolves and becomes more accessible, it presents both valuable opportunities and potential risks for schools and students.

AI is becoming an essential part of modern life, offering significant potential to enhance teaching, learning, and school operations. This policy outlines our School's commitment to the responsible and effective use of AI. Our aims are to:

- Improve academic outcomes and student experiences
- Help teachers manage their workload more efficiently
- Promote safe, ethical, and responsible AI use among staff and students
- Integrate AI as a tool to build digital and AI literacy
- Prepare staff and students for an AI-integrated future
- Use AI to promote equity by addressing learning gaps and providing personalised support
- Streamline operations to reduce costs and increase efficiency

All AI use must comply with relevant laws and school policies, including those on safeguarding, copyright, intellectual property (IP), and data protection. Unauthorised use of copyrighted material or content that violates IP rights is prohibited. We will prioritise student safety and data privacy, and will not use AI tools that put either at risk. Staff must not allow student work or other IP to be used for training AI models without proper consent or copyright exemption.

We recognise the fast-paced nature of AI development and are committed to staying informed and adaptable. This policy aligns with guidance from the Department for Education's *Statement on Generative Artificial Intelligence in Education* and will be reviewed annually to stay current.

We are committed to transparency and accountability in our use of AI. Stakeholders, including staff, students, parents, and partners, will be informed of where and how AI is used, and who is responsible. Feedback or questions will be considered and responded to appropriately.

By following this policy, we aim to support a safe, inclusive, and forward-thinking environment for AI in education, one that upholds privacy, fairness, and transparency for the benefit of all.

## AI Systems at Springboard

The Senior Leadership Team have agreed that Teachmate and Microsoft Copilot are the systems that all staff and students can use at Springboard.

Teachmate is an AI-powered digital platform designed to optimize and streamline the operational and instructional workflows of educators and school leaders. The system provides access to more than 150 specialised tools, including lesson plans and schemes of work, presentation generators, assessment resources, personalised reporting, and SEND/adaptation support. Teachmate is fully compliant with GDPR and designed to match curriculum requirements.

Microsoft Copilot offers a secure and compliant solution for educational institutions. Operating entirely within the organization's Microsoft 365 environment, Copilot ensures that data remains subject to existing user permissions and access controls. All information is encrypted both at rest and in transit using enterprise-grade protocols, including TLS and BitLocker, thereby maintaining the same security standards as other Microsoft 365 applications. Furthermore, Copilot does not utilize institutional or student data to train its underlying models, ensuring that all prompts and responses remain confined to the school's secure environment. The platform incorporates robust content safety mechanisms to prevent exposure to inappropriate material and mitigate risks associated with misuse. In addition, Microsoft's adherence to GDPR, ISO 27001, and other internationally recognized compliance frameworks guarantees that sensitive data is managed in accordance with stringent privacy and regulatory requirements.

The use of any other AI tools for school-related work is strictly prohibited. The school will take appropriate action based on the severity of the breach and the extent of information shared or utilized by such tools.

## Scope and Responsibilities

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

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

All leaders are responsible for ensuring their staff team read and understand this policy before using AI technology and that they follow this policy, including reporting any suspected breaches of it.

There are a number of staff in the school who are key contributors to AI policy and development:

- SLT will oversee the use of AI technology, monitors 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.
- Our Data Protection Officer Judy Packham is responsible for advising us about our data protection obligations in relation to AI use.
- Our IT lead Lisa Lavers provides technical support and guidance on the operation of AI.
- Teaching staff will be responsible for the correct use of AI in their classroom.

Training will be explored and provided throughout the year, with a focus on how AI can support and enhance staff roles, freeing up time and resources for personalised teaching, student engagement, and the development of critical thinking skills.

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.

## Use of AI by Staff

Staff are permitted to explore and utilise the 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 whilst still incorporating professional judgment and expertise.

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

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

The Senior Leadership Team are currently exploring appropriate training opportunities on this topic. In the meantime, it is the responsibility of all staff to ensure that AI is used appropriately and in line with school policies. Staff should remain proactive in identifying any support or guidance they may need and discuss this with their line manager as necessary.

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 student learning objectives are met.

AI tools can be utilised to automate certain aspects of marking of student 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 students individually.

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.

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

Teaching staff can use AI to assist in writing student reports, ensuring accuracy and efficiency whilst maintaining their professional judgment. Where AI has been used to support with 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.

Staff can use AI as a starting point to gather relevant information and identify patterns in student attainment, but they should rely on their expertise to provide a comprehensive and holistic evaluation of each student's progress. By using AI

responsibly in student 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 students' academic achievements and overall development.

When staff incorporate AI into their work, they must clearly indicate where it has been used and specify any additional professional review or revisions undertaken. All data entered into AI tools must be anonymized, ensuring that real names of students, parents, or colleagues are not used. Staff are strictly prohibited from using any AI tool during the working day for **personal benefit** or in any way that contravenes applicable laws. While the Senior Leadership Team acknowledges that staff may use AI for purposes such as completing coursework for apprenticeships, staff are encouraged to do this outside of working hours.

## Use of AI by Students

As part of child protection and safeguarding policies and processes, the school will ensure that its students 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 students' 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 deep fake and impersonation materials.

Students will be permitted to explore and experiment with age-appropriate AI-based projects, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.

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

Students will be taught not to enter personal, sensitive or confidential data into Generative AI tools including their email addresses.

AI education will be incorporated into the curriculum to provide students 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.

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

Any misuse of AI technology, including the use of such tools to cause harm, spread misinformation, or negatively impact others and/or the school, will not be tolerated. The Senior Leadership Team will treat such incidents with the utmost seriousness and will respond in line with the school's Behaviour Policy and Discipline and

Exclusion Policy. Appropriate consequences will be applied to ensure accountability and to maintain a safe and respectful learning environment for all.

## Potential Misuse of AI

Students 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. Students will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.

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

The school will follow and adhere to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications or individual Exam Board requirements [set these out here- see <https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/> and <https://www.jcq.org.uk/exams-office/blogs/updating-the-jcq-guidance-on-ai-use-in-assessments/> for further information.

Teaching staff will employ various assessment methods to evaluate student 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 utilizing diverse assessment strategies, teaching staff can verify students' comprehension beyond what AI tools can assess, promoting deep learning and authentic student engagement.

Teaching staff will educate students on the potential misuse of AI by those seeking to deceive or trick students 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.

Any misuse of AI that puts students, staff and/or the school in jeopardy will not be tolerated. The Senior Leadership Team will act accordingly.

## Ethical Use of AI

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 school administrative purposes, or with students who will make use of this

technology, they should be mindful of, and instruct students 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.  
**Accuracy** – information may be inaccurate when generated so any content should be fact-checked.

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

## Data Protection implications of using AI

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

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 school Data Protection Policy (GDPR).

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.

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 student to take a certain subject at GCSE or A Level) and representational harms (for example, selecting groups of students 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 to 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 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.

## Cyber security

Our school 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 Headteacher, DSL, Virtual 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 students to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cyber-crime.

## Link to other policies

- Child Protection and Safeguarding policy
- GDPR Policy
- Student Mobile Phone Policy
- Staff Mobile Phone Policy
- Staff code of conduct
- Behaviour Policy
- Filtering and Monitoring
- ICT/Acceptable Use and Online Safety policy
- Curriculum policy
- Exams Policy and Marking policies