



Policy:	TDET Artificial Intelligence Policy
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Version	Description of Change	Date of Policy Release by Judicium
1	Initial Issue of TDET AI Policy	November 2025
2	Updated guidance and approved applications list	01.06.2026

Background to the policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2024) 'Keeping children safe in education 2025
- DfE (2025) 'Generative artificial intelligence (AI) in education'
- DfE (2025) 'Meeting digital and technology standards in Trusts and colleges'
- ICO Artificial Intelligence

Introduction

The use of AI is changing how we work at TDET. Used responsibly, AI can help staff work more efficiently and make better decisions. However, it also brings risks—such as data protection issues, confidentiality concerns, and the need to follow legal and ethical standards.

Our aim is to ensure AI is used safely and effectively to support teaching, learning, and administration. Staff should always use approved AI tools, apply professional judgment, and be aware that AI-generated content may not always be accurate or appropriate.

This policy sets out the main rules for using AI at TDET. It applies to all staff, pupils, and anyone working with or for the Trust. Where personal data is involved, we follow strict data protection processes.

For full details, refer to the Data Protection policy and the latest guidance from the DfE and ICO.

Core AI Use Requirements

The following summary of requirements applies to all use of Artificial Intelligence (AI) across the Trust:

- AI tools must only be used where they are approved by the Trust (see 'Authorised AI Applications' and Appendix 1).
- Staff must not input identifiable personal or special category data into AI tools unless explicitly permitted [see Appendix 1).

- All AI-generated content must be reviewed and approved by a member of staff; responsibility for outputs remains with that individual.
- AI outputs must be checked for accuracy, appropriateness, and bias.
- AI must not replace professional judgement, safeguarding responsibilities, or subject expertise.
- All use of AI must comply with Data Protection, Safeguarding, and Acceptable Use policies.
- Use of unapproved AI tools (“Shadow AI”) is prohibited (see Appendix 2).

Authorised AI applications

For an AI application to be authorised for use across the Trust a DPIA must be carried out and approved by the DPO before the application is used with any Trust data. Failure to do this may put the Trust or schools at risk of data breaches and may result in disciplinary action. The Trust maintains the authority to enable or block access to AI Tools based on suitability and compliance in line with GDPR, Safeguarding and Privacy policies. For a list of authorised AI applications and their permitted use please see Appendix 1.

Pupil usage of AI

Whilst not currently permitted onsite within the Trust as a solo exercise, we recognise there will be some cases where, with teacher supervision, AI enabled apps or websites may be used. We will review this to ensure that our pupils are not disadvantaged, and DPIAs will be completed before use.

Approved Tools are outlined in Appendix 1.

Authorised usage of AI for staff

Authorised AI applications must only be used on Trust staff devices by staff for the business and educational purposes outlined in Appendix 1. Staff must not use TDET data on personal devices.

All other purposes must be authorised in advance by the Trust IT Lead.

Before using any AI applications, staff must accept and recognise that AI systems can make mistakes or include bias. A professional and role-based evaluation of the results must be applied each and every use.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply knowledge from Cyber and GDPR Training, professional judgment, and common sense to manage cyber-security risks effectively and ensure that the DfE’s [cyber standards](#) are followed at all times.

Staff members will only be permitted to use AI for personal or special category data-related activities with applications that are approved for personal or special category data. See Appendix 2 for a list of approved AI applications for personal or sensitive data. [See Shadow AI].

If it is necessary to use personal and special category data in AI tools, the Trust will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data. Use of AI Tools outside of those specified for these types of data interactions/processing will not be permitted.

The Trust will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

Using AI Tools

The Trust will ensure that AI tools are used appropriately to achieve the following aims:

- To reduce workload
- To assist with the production of high-quality and compliant administrative plans, policies and documents
- To support the teaching of a knowledge-rich computing curriculum.
- To teach pupils:
 - How to use emerging technologies safely and appropriately.
 - About the limitations, reliability and potential bias of AI tools.
 - How information on the internet is organised and ranked.
 - How online safety practices can protect against harmful and misleading content.
 - To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.

Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the Trust will keep in mind that the content produced by AI tools can be:

- Inaccurate.
- Inappropriate.
- Biased.
- Taken out of context and without permission.

- Out of date or unreliable.

AI tools will not be used for educational resources without appropriate factchecking and quality assurance measures in place, by Teachers and Support Staff in line with their professional duties and responsibilities.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remain the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the Trust.

Staff will make Pupils aware of the importance of referencing AI tools correctly when using AI tools to produce work [see 'Pupil usage of AI], especially if the work is for an assessment [See Appendix 4], to allow teachers and assessors to review how AI has been used and whether it was appropriate. Pupils' references to AI sources will show the name of the AI source and the date that the content was generated.

Staff will ask Pupils to retain a copy of the questions and AI generated content for reference and authentication purposes in a non-editable format, e.g. a screenshot. Pupils will also provide a brief explanation of how AI tools have been used.

When using AI tools, staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

- Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work. First-pass Marking/Assessing Pupil work is permitted only when strictly followed by staff review and grading.

Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

Some AI tools use the data entered to train the AI tool to become more accurate and better at solving queries (Example: Open AI's ChatGPT (basic/free) uses the users conversation history to train its models). The Trust will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought from students over 18; however, for pupils under 18, consent will be sought via their parents. A list of approved AI tools for such work can be found in Appendix 1.

Misusing AI Tools

Preventing misuse

The Trust acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The actions the Trust will consider taking to prevent the misuse of AI are outlined in Appendix 2.

Identifying misuse

Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own when attempting to identify a misuse of AI tools. How staff will identify misuse is detailed in Appendix 2.

Shadow AI – Unauthorised Use of Artificial Intelligence

Shadow AI is understood as the use of AI enabled tools, platforms, or services by staff outside of those approved within this Policy. This includes the use of publicly available AI tools where appropriate data protection, safeguarding, and other assurances are not in place. Further guidance on this can be found in Appendix 2. Use of unauthorised AI tools could result in a Data Breach and constitute a breach of policy.

Teaching pupils about the safe use of AI

Any AI-related pupil education is delivered as part of existing online safety, safeguarding, and assessment integrity arrangements.

Teaching about the safe and appropriate use of AI, in the broader context of online safety, will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

Exams and Assessments

The Trust will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding exams and assessments. The Trust will always follow the Exam policies and ensure that these policies address the appropriate and inappropriate use of AI tools. More details on this can be found in Appendix 4.

Data Privacy

The Trust is aware of the data privacy and cyber-security implications that come with using generative AI tools and will ensure that all AI tools are used in line with the

Trust's Data Protection policy. Staff must follow the procedures in the policy to continue to protect pupils from harmful online content that could be produced by AI tools.

The Trust will use data anonymisation techniques, e.g. by using pseudonyms, to ensure that any pupil data processed through AI tools for administrative purposes is not identifiable.

Data audits will be carried out to ensure that AI tools are being used in line with this Policy.

Safeguarding and Monitoring

The Trust acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The Trust will follow the procedures set out in the Safeguarding and Child Protection Policy and the IT Acceptable Usage Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

We reserve the right to monitor all content on any AI applications used for business purposes. This will only be carried out by the Trust to comply with a legal obligation or for our legitimate business purposes, in order to:

- (a) prevent misuse of the content and protect confidential information (and the confidential information of our pupils, staff or other stakeholders).
- (b) ensure compliance with our rules, standards of conduct and policies in force.
- (c) ensure that staff do not use AI for any unlawful purposes or activities.
- (d) comply with legislation for the protection of intellectual property rights.

The Trust will also conduct monitoring under our IT Acceptable Usage and Data Protection policies.

The Trust's IT Services will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's [filtering and monitoring standards](#).

Breach of this policy

Breach of this policy may, where appropriate, result in disciplinary action up to and including dismissal or termination of your employment or engagement with us.

Where disciplinary action is appropriate, it may be taken whether the breach is committed during or outside normal hours of work and whether or not use of AI is on an individual's own device or one of our devices, and whether at home, in the office or from a remote working location.

You are required to assist with any investigation into a suspected breach of this policy. This may involve providing us with access to AI applications whether or not this is an authorised application and any relevant passwords and login details.

You must report any breach of this policy immediately by completing the [Data Breach Report form](#) in the first instance. We advise referring to the Trust’s current Data Breach Policy which can be found on the [Trust website](#) and SharePoint.

Changes to this Policy

We reserve the right to update this notice at any time, and we will provide you with a new policy when we make any substantial updates.



Monitoring






We will monitor the effectiveness of this policy and conduct a full review every year or sooner as appropriate.

Our monitoring and review will include looking at how our policies and procedures are working in practise to reduce the risks posed to the Trust.


Appendix 1 – Approved AI applications – As of June 2026

Authorised AI applications must only be used by staff and pupils for the following business purposes:

Tool	Staff Uses Permitted	Pupil Uses Permitted	Notes
<p>Microsoft Copilot  Copilot This includes the following Co-Pilot enable apps: Word, Excel, PowerPoint, Paint, Teams, Outlook, OneNote, Edge,</p>	<p>Drafting internal guidance, training and presentations.</p> <p>Lesson planning</p> <p>Conducting research</p> <p>Providing summaries</p> <p>Idea generation</p> <p>Lesson resource creation</p> <p>Educating staff and pupils the advantages and disadvantages of AI use when creating content.</p> <p>First-pass report writing</p> <p>First-pass Marking/Assessing Pupil work [followed by staff review and grading]</p>	<p>None.</p>	<p>Enterprise protection in place, signed into Work Account</p> <div data-bbox="1107 1711 1353 1818" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;">  <p>Enterprise data protection applies to this chat.</p> </div>







Tool	Staff Uses Permitted	Pupil Uses Permitted	Notes
	Any of the above using Personal and/or Special Category Data		
Oak AI 	Lesson/resource creation, planning, research	None.	No data-related tasks
Canva AI Tools 	Resource creation, presentations, document and image creation	Yes, including under 13s	No data-related tasks
Adobe Creative Cloud AI Tools 	Resource creation, presentations, document and image creation	Yes, if aged 13 or over	No data-related tasks
Bromcom AI 	See separate Bromcom processing table below	None	See separate Bromcom processing table below
Air Education AIR 	First-pass Marking/Assessing Pupil work [followed by staff review and grading]	None	
Other Tools	Only with DPIA and explicit approval from Trust GDPR	None.	Complete DPIA request via IT Services

Bromcom AI tools, functions and processing:

Feature / Area	AI Model / Provider	Purpose / Function	Data Handling Summary
Bromcom AI 			
SMS, Email and Quick Letters: Uses general AI Bot, Learning Resource Creator, and Communications Bots	OpenAI GPT models (global API)	Generate lesson plans, learning content, or communication drafts.	Processes only user-entered free-text; no MIS data is automatically shared unless manually included by the user.
Quick Reports – Uses AI Data Bot	Azure OpenAI (UK instance managed by Bromcom)	Enables secure, conversational queries on MIS	Processes data from user-defined report columns. Data remains within the UK Azure environment and under Bromcom control.

		data selected by the user.	
Help Centre, Community, and Out-of-Hours Support Agents	Google Gemini / Mistral / ElevenLabs	Provide automated assistance based on help content and user questions.	Use Bromcom documentation and anonymised queries only. No student or MIS data transmitted.

Approved AI applications that have a DPIA

App\Task	Lesson Planning	Resource Creation	First-pass Marking/ Assessing Pupil work [followed by staff review and grading]	Report Writing	Data – Related tasks	Pupil Use
	Risk: Low	Risk: Low	Risk: High	Risk: High	Risk: High	Risk: Medium
 Copilot Signed in with Work Account	✓	✓	✓	✓	✓	✗
 Oak National Academy	✓	✓	✗	✗	✗	✗
 Canva AI TOOLS	✓	✓	✗	✗	✗	Supervised
Adobe Creative Cloud AI Tools 	✓	✓	✗	✗	✗	Supervised
 Bromcom	✗	✓	✗	✓	✓	✗
 AIR	✗	✗	✓	✗	✗	✗
Other AI Tools	DPIA + Approval Only	DPIA + Approval Only	✗	✗	✗	✗

Remember: AI is a tool to support, not replace, your professional expertise and judgement. When in doubt; review, evaluate, check policy and ask for support.

Risk: Risk ratings reflect the potential impact of AI use on pupil outcomes, professional judgement, and data protection. **Low** risk uses generally support staff preparation and should not involve identifiable personal data. **High** risk uses are those where AI may process or generate information about pupils, assessments, reports, or other records, creating greater risk of error, bias, and unlawful handling of personal data, including special category data. Pupil use is rated **medium** risk because, while often lower impact than staff decision-making, it still raises concerns around safeguarding, accuracy, and the possible sharing of personal information.

GDPR Identifiable Data Categories with examples:

Regular Personal Data

Data Type	Example
Name	John Smith
Address	123 High Street, Peterborough
Attendance	93% attendance, Late to lesson P3
Behaviour	Detention Monday, -3 Behaviour Points
Performance	Grades, Teacher Comments
Email	john.smith@example.com
Phone Number	+44 7911 123456
Employee ID	EMP00123
Location Data	GPS coordinates from a mobile device

Special Category Data

Special Category	Example
SEN Status	K code, need requirements
Free School Meal	Yes / No to FSM
Racial or Ethnic Origin	Ethnicity recorded in HR systems
Political Opinions	Survey responses about political views
Religious or Philosophical Beliefs	Dietary preferences based on religion
Trade Union Membership	Payroll records noting union affiliation
Genetic Data	DNA test results
Biometric Data (for ID purposes)	Fingerprint or facial recognition used for access control
Health Data	Medical records, disability status, mental health notes
Sex Life or Sexual Orientation	Sex Life or Sexual Orientation and support group membership

Appendix 2 - Preventing and Identifying Misuse of AI

Actions taken by the Trust to prevent misuse:

- Restricting access to online AI tools on Trust devices and networks, especially on devices used for exams and assessments
- Setting reasonable deadlines for submission of work and providing pupils with regular reminders

- Allocating time for sufficient portions of pupils' work to be completed in class under direct supervision, where appropriate
- Examining intermediate stages in the production of pupils' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material
- Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
- Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
- Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use

Identifying misuse:

When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.
- General understanding and working level.
- The mode of production, i.e. whether the work was handwritten or word-processed.

Staff members will be aware of and look out for potential indicators of AI use, which include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not appropriate to the working or qualification level.

- A lack of direct quotations and/or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.
- The submission of pupil work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.
- Overly verbose or hyperbolic language that may not be in keeping with the pupil's usual style.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Where necessary, the Trust will make use of programmes and services that are able to analyse content and determine the likelihood that it was produced by AI.

Staff members will be mindful that the tools will give lower scores for AI-generated content which has been subsequently amended by pupils and should spend time getting to know how the detection tools work to understand their capabilities.

Teachers will also use their own understanding of pupils' past work to gain a holistic oversight of the authenticity of work that has been submitted.

Shadow AI

Shadow AI is understood as the use of AI enabled tools, platforms, or services by staff outside of those approved within this Policy. This includes the use of publicly available AI tools where appropriate data protection, safeguarding, and other assurances are not in place.

Illustrative Example

A member of teaching staff uses, at home or work, a publicly accessible or paid-for AI tool to support workload (e.g. drafting reports, lesson materials, or communications) and inputs content that includes pupil names, assessment data, behavioural notes, or safeguarding-related information etc.

Risk and Data Protection Considerations

The use of Shadow AI presents a material risk to the Trust's information governance and safeguarding responsibilities:

Loss of organisational control: Information entered into external AI tools may be stored, processed, or retained outside the Trust's managed environment, with no visibility or control over its lifecycle.

Unlawful data disclosure: Personal data, including special category or safeguarding information, may be shared with third-party providers without a lawful basis or appropriate safeguards.

Absence of contractual protections: Where AI tools are not approved, there is no Data Processing Agreement or assurance regarding compliance with UK GDPR, data residency, or security standards.

Potential data reuse or exposure: Submitted data may be used to improve AI models or processed in ways that create a risk of unintended disclosure.

Safeguarding and reputational impact: Any loss or exposure of pupil information may constitute a reportable data breach and carry significant safeguarding, legal, and reputational consequences.

Appendix 3 – Teaching Pupils about safe usage of AI

Schools must ensure pupils receive age-appropriate education which enables them to:

- Prepare pupils for changing workplaces.
- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.

- Understand that AI-generated content may be **inaccurate, incomplete, biased or misleading**
- Help pupils to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Teach about the impact of technology, including disruptive and enabling technologies.
- Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.
- Teaching about AI within the Trust focuses on **awareness, safety, and responsible use**, rather than training pupils to use AI tools independently
- Understand that AI tools do **not replace human judgement**, subject knowledge, or original thinking
- Recognise the **risks associated with AI-generated content**, including misinformation, inappropriate material, and over-reliance
- Know how to **behave safely and responsibly** when encountering AI-generated content online
- Know **how and where to report concerns** relating to harmful or inappropriate use of AI
- Understand expectations around **academic integrity**, including when the use of AI may constitute malpractice

Pupils will be supported to identify and use appropriate resources to support their ongoing education using age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

Teaching and awareness-raising about AI is to be delivered through **existing curriculum and safeguarding provision**, such as:

- RSHE / PSHE and online safety education
- Computing or digital literacy teaching
- assemblies, tutor time, or safeguarding briefings

Pupils may only use **Trust-approved / permitted AI tools**, and only under **direct staff supervision**. The approval of AI tools for pupil use is managed centrally and may change over time following appropriate risk assessment.

Schools are **not required** to provide standalone AI lessons or an AI curriculum in order to meet Trust expectations.

Appendix 4 – Exams and Assessments

Pupils will be made aware of the Trust's approach to plagiarism and malpractice, appropriate and inappropriate uses of AI tools, and the consequences of its misuse. Pupils will be made aware that it is not acceptable to submit work that has been produced with an AI tool. Pupils will also be made aware of the risks of using AI tools to complete exams and assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/or harmful answers.
- Submitting work that contains fake references.

The Trust provides students with a candidate examination handbook which includes use of AI. AI guidance from the JCQ and the candidate examination handbook are viewable on the school's websites.

Teachers, assessors and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing pupils' use of AI tools in the Trust.

Pupils will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the pupil is able to demonstrate that the final submission is the product of their own independent work and thinking.

Pupils are required to sign a declaration for NEA (Non-Examined Assessment) where they agree to the conditions set out by the exam board. Pupils will be made aware of the consequences of submitting a false declaration, and any AI misuse that is detected after a declaration has been signed will be reported to the relevant awarding organisation. The misuse of AI constitutes malpractice, as defined in the [JCQ's guidance](#). Pupils will be made aware that possible sanctions for committing malpractice through the misuse of AI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. Misuse of AI tools includes, but is not limited to, the following:

- Copying or paraphrasing sections, or whole responses, of AI generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations

- Failing to acknowledge the use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references and/or bibliographies

The Trust will not, under any circumstances, accept work which is not the pupils' own.