Mosaic Schools Federation

Artificial Intelligence Policy

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1. Aims and Scope

Here at Mosaic Schools Federation (MSF) we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by school staff, governors and pupils. This includes generative chatbots such as ChatGPT and Google Gemini (please note, this list is not exhaustive).

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils, including in compliance with intellectual property law
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

2. Legislation and guidance

This policy reflects good practice guidelines / recommendations in the following publications:

- Generative artificial intelligence (AI) in education, published by the Department for Education (DfE)
- Generative AI: product safety standards, published by the DfE
- How Ofsted looks at AI during inspection and regulation, published by Ofsted
- AI use in assessments, published by the Joint Council for Qualifications

This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by The Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020
- Data Protection Act 2018 (DPA 2018)
- Data (Use and Access) Act 2025

3. Roles and responsibilities

3.1 Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation in line with the school's AI strategy
- Ensure the headteacher is are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school

Governors will adhere to the guidelines below to protect data when using generative AI tools themselves:

- Use only approved AI tools (see section 5 and appendix 1)
- Seek advice from the data protection officer (DPO), IT and the designated safeguarding lead, as appropriate
- Ensure there is no identifiable information included in what they put into generative AI tools (unless strictly necessary and they have been approved to do so – check with your DPO/IT where appropriate)
- Acknowledge or reference any use of generative AI in their work
- Fact-check results to make sure the information is accurate

3.2 Headteacher

The headteacher will:

- Take responsibility for the day-to-day leadership and management of AI use in the school
- Liaise with the data protection officer (DPO) to ensure that the use of AI in the school is in accordance with data protection legislation
- Liaise with the designated safeguarding lead (DSL) to ensure that the use of AI is in accordance with Keeping Children Safe in Education (KCSIE), and the school's child protection and safeguarding policy
- Ensure that the guidance set out in this policy is followed by all staff
- Review and update this AI policy as appropriate
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Make sure pupils are taught about the effective use and potential risks of AI
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO, IT and data protection impact assessments

3.3 Data protection officer (DPO)

The data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is Yvonne Rogers and is contactable via dpo@barkingabbeyschool.co.uk and dpo@eastbrookschool.org.

3.4 Designated safeguarding lead (DSL)

The DSL is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with KCSIE and the school's child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices

The DSL's for Mosaic Schools Federation are:

- Barking Abbey School: Stephanie Gibson (gibsons@barkingabbeyschool.co.uk)
- Eastbrook School: Reiss English (englishr@eastbrookschool.org)

3.5 All staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

Staff are permitted to use AI provided that they undertake training to mitigate data protection risks associated with AI. Staff must always use their school email address to create and log in to any generative AI account.

If AI is used party or wholly in the production of work or communication, it must be declared.

Staff remain ultimately responsible for the accuracy, quality, legality and reliability of all work produced in their name whether or not AI is used. Therefore, staff should always ensure that all work produced by them meets the school standards, abides by policies and is high quality.

To protect data when using generative AI tools, staff must:

- Use only approved AI tools (see section 5 and appendix 1)
- Seek advice from the data protection officer / IT / DSL, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Ensure there is no identifiable information included in what they put into generative AI tools (unless it is strictly necessary and they are approved to do so – they should check with the DPO/AI lead where appropriate)
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

3.6 Pupils

Pupils must:

- Follow the guidelines set out in section 7 of this policy ('Use of AI by pupils')

4. Process for approving AI use

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO.

Any use of generative AI by staff and pupils will be risk assessed, which will include plans for mitigating against unauthorised use cases. The intended use case will be specified and have clear benefits that outweigh the risks.

As part of this process, we will seek assurances from suppliers of AI tools about how their products meet the DfE's AI product safety standards.

If it is strictly necessary to use an AI tool to process personal data, we will carry out a data protection impact assessment (DPIA) in addition to the risk assessment. The DPO will advise on this. If the use case is approved, we will also update our privacy notices accordingly.

In the case of AI tools intended for use by pupils, the risk assessment process must consider:

- Age restrictions set by AI tools
- Statutory requirements of KCSIE and our child protection and safeguarding policy
- Filtering and monitoring standards to make sure we have the appropriate systems in place to protect pupils from harm
- The DfE's AI product safety standards

5. Staff and governors' use of AI

5.1 Approved use of AI

We are committed to helping staff and governors reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete, but cannot replace the judgement and knowledge of a human expert. Technology, including generative AI, should not replace the valuable relationship between teachers and pupils.

Any content produced using AI requires critical judgement to check for appropriateness and accuracy. Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.

Any plans, policies or documents created using AI should be clearly attributed. Any member of staff or governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or governors for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Always consider whether AI is the right tool to use. Just because the school has approved its use doesn't mean it will always be appropriate.

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. They should contact the headteacher to discuss any ideas they may have with regards to using AI, so they – in consultation with others, as appropriate – can assess whether they deem it to be a satisfactory new method of working.

5.2 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into generative AI tools or chatbots that have not been approved as safe for this use case.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Mosaic Schools Federation will treat this as a data breach and will follow the personal data breach procedure outlined in our Data Protection Policy.

Please also refer to section 11 of this policy.

5.3 Intellectual property

Most generative AI tools use inputs submitted by users to train and refine their models.

Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.

In addition, materials created by teachers may be copyright material. Examples of what may be deemed original creative work include:

- Essays, homework or any other materials written or drawn by a pupil aside from multiple-choice questions responses
- Lesson plans created by a teacher
- Prompts entered into generative AI tools

We will not allow or cause intellectual property, including pupils' work, to be used to train generative AI models without appropriate consent or exemption to copyright.

We are aware that secondary infringement could happen if AI products are trained on unlicensed material and outputs and then used in schools or published more widely, such as on the school's website This may include:

- Publishing a policy that has been created by an AI tool that used input taken from another school's policy without that school's permission
- Using an image on a website that has been created by an AI tool using input taken from the copyright holder without their permission

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.4 Bias

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output.

We will ensure we can identify and rectify bias or error by training staff in this area.

We also regularly review our use of AI to identify and correct any biases that may arise.

If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual complaints procedure.

5.5 Raising concerns

We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that led to adverse consequences or unfair treatment.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's child protection and safeguarding policy.

5.6 Ethical and responsible use

We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our school's equality policy when using generative AI tools.
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it

Staff and governors must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

6. Educating pupils about AI

Here at Mosaic Schools Federation we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

Pupils will be taught the potential benefits of using AI tools to aid their learning such as:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

7. Use of AI by pupils

We recognise that AI has many uses to help pupils learn.

Pupils may use AI tools:

- That have been approved for their use in school
- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images

All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

This list of AI misuse is not exhaustive.

Where AI tools have been used as a source of information, pupils should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

At Mosaic Schools Federation, we consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in our homework and exams policies.

Pupils must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate (including by digitally altering) or share explicit or offensive content, including, but not limited to, inappropriate or sexualised images of themselves or other people (known as 'deepfakes' or 'deep nudes')
- Input offensive, discriminatory or inappropriate content as a prompt

8. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. See our exams / assessment policy for more details.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on AI use in assessments.

9. Staff training

The school will provide information on AI's advantages, risks and ethical considerations. This ensures that staff are equipped to use AI effectively and responsibility to meet the schools' needs. Training will include:

- Understanding AI
- Safe internet use and online safeguarding
- Who will be responsible for ensuring staff have access to continuing professional development (CPD) opportunities on AI
- How the school will stay abreast of good practice and what mechanisms you have in place for sharing it

10. Referral to our child protection and safeguarding policy

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion

- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the specfic school's child protection and safeguarding policy, and child protection referral process.

11. Breach of this policy

11.1 By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct.

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location

Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (whether or not it is one authorised by the school)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to the headteacher immediately.

11.2 By governors

Governors found in breach of this policy will follow the procedures as set out in the staff code of conduct.

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with the school's behaviour policy.

12. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolve and change rapidly. Consequently, this policy is a live document that must be kept updated by Mosaic Schools Federation, whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full governing board at least annually.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Headteacher, Deputies, School Business Manager and DSL will monitor the effectiveness of AI usage across the school.

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

13. Links with other policies

This AI policy is linked to our:

- Data protection policy
- Safeguarding/child protection policy
- Assessment policy
- Exams policy
- Homework policy
- Behaviour policy
- Staff code of conduct
- Marking and feedback policy
- ICT acceptable use policy
- Online safety policy
- Equality policy
- Complaints policy

Appendix 1: Staff Guidance - Use of Artificial Intelligence (AI)

AI may be used to support staff in carrying out their work where its use is appropriate, secure and in accordance with school policies and procedures.

Core Principle

Staff remain fully responsible for any work, information, advice, material or communication that they produce, present, publish or send, regardless of whether AI has been used to support its production.

All AI-generated content must therefore be:

- Reviewed before use.
- Checked for accuracy, relevance and appropriateness.
- Amended where necessary to reflect the correct context and professional judgement.
- Verified against appropriate sources where factual information, guidance or advice is included.
- Declared where appropriate, particularly where AI has made a significant contribution to the production or development of the material.

AI must support professional judgement and decision-making. It must not replace them.

Approved AI Systems

- Staff must only use AI systems approved by the school for school-related work.
- The current list of approved AI software is available on each school's SharePoint homepage.
- Staff must use school accounts or approved access arrangements where these are provided.
- Staff must not independently introduce or use new AI systems for school business without approval.
- Where a member of staff wishes to use an AI system that is not on the approved list, they must follow the school's approval process.
- This requires the completion and submission of a Data Protection Impact Assessment (DPIA) for review and approval before the system is used.
- Approval must be obtained before any school information, documents or data are entered into the system.

Data Protection and Confidentiality

DO

- Anonymise information before entering it into an AI system.
- Ensure that pupils, staff, parents/carers or other individuals cannot be identified from the information provided.

- Use only the minimum information necessary to complete the task.
- Check the output carefully before using or sharing it.
- Consider whether information is confidential, sensitive or commercially sensitive before using AI.
- Seek advice from your line manager, IT team or Data Protection Officer where you are unsure.

DO NOT

- Enter names or identifiable personal information about pupils, staff, parents/carers or other individuals.
- Enter special category, sensitive or confidential personal data.
- Upload confidential correspondence, reports, casework, photographs, spreadsheets or records containing identifiable information.
- Enter passwords, usernames, security information or other access credentials.
- Upload information relating to safeguarding cases, HR casework, disciplinary matters or other confidential individual matters.
- Assume that information entered into an AI platform remains private unless this has been formally assessed and approved.

Information is not fully anonymised simply because a person's name has been removed. Staff must consider whether an individual could still be identified from other information provided.

Appropriate Uses of AI

Teaching and Curriculum Staff

AI may support activities such as:

- drafting lesson resources and activities;
- generating questions, quizzes and revision materials;
- adapting the language, reading level or format of resources;
- generating examples or alternative explanations;
- supporting lesson and curriculum planning;
- drafting routine communications;
- producing initial ideas or structures for resources.

Staff must check:

- curriculum and subject accuracy;
- age and stage appropriateness;
- accessibility and inclusion;
- bias, stereotyping or inappropriate content;
- that materials meet the needs and context of the pupils being taught.

The use of AI in examinations and assessments is covered separately by the school's AI and examinations guidance and relevant JCQ requirements.

Support and Business Staff

AI may support activities such as:

- drafting routine correspondence and communications;
- preparing first drafts of reports, guidance or procedures;
- summarising or restructuring non-confidential information;
- developing agendas, checklists and action plans;
- preparing templates and standard documentation;
- generating ideas for process improvement;
- supporting project planning;
- analysing anonymised information;
- supporting spreadsheet formulas or data presentation.

Additional care must be taken when working in areas including:

HR | Finance | Safeguarding | SEND | Complaints | Admissions | Attendance | Legal Matters | Contracts

AI may assist with drafting or structure in these areas, but it must not make decisions or replace the appropriate professional, legal or policy-based judgement.

Using AI Effectively

To improve the quality of AI outputs:

- Provide clear context – explain the purpose, audience and circumstances.
- Be specific – state exactly what you want the AI to produce.
- Set parameters – specify length, format, tone and level of detail.
- Provide relevant non-confidential information – without including personal or identifiable data.
- Ask AI to review or challenge – for example, identify gaps, risks or alternative approaches.
- Refine the output – do not rely on the first response.
- Verify information independently – particularly facts, figures, legislation, quotations, references and professional guidance.
- Apply your own professional judgement before using the output.

Useful instructions may include:

- “Identify any gaps or risks in this proposal.”
- “Summarise this into five key points.”

- “Make this clearer and more concise.”
- “Identify anything that requires independent verification.”
- “Provide three alternative approaches.”
- “Present this information as a checklist.”
- “Review this for clarity, consistency and accessibility.”

Before Using AI-Generated Work

Before sending, presenting, publishing or acting on AI-generated material, staff should confirm:

Is it accurate?
Is it appropriate?
Is the information secure?
Has personal data been protected?
Does it comply with school policy?
Have I applied my own professional judgement?
Would I be confident putting my name to it?

The member of staff using the material remains responsible for the final output.