

Artificial Intelligence (AI) Policy

More Than Ed | Independent School

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Responsible Persons: Jess Temple / Jonathan Munding

1. Introduction and Purpose

This policy provides clear guidance for all staff at More Than Ed on the appropriate and responsible use of artificial intelligence (AI) tools in their professional work. As an independent special school for students with social, emotional and mental health (SEMH) needs, we work with vulnerable young people, many of whom have experienced significant trauma.

We recognise that AI now plays a substantial role in supporting staff with lesson planning, resource creation, research, policy and document writing, compliance checking and other administrative tasks, and that it can save time and improve consistency. This policy sets out how staff may use AI safely, lawfully and effectively, while maintaining the highest standards of data protection, safeguarding and professional judgement.

It reflects the Department for Education's expectation that schools decide whether and how AI is used in their setting and set clear rules for its use, within their wider legal and statutory duties.

2. Scope

This policy applies to all staff, including teachers, support staff, administrators and leadership, and to any contractors or volunteers who use AI tools for school purposes. It covers all generative AI tools – such as Claude, ChatGPT, Microsoft Copilot, Gemini and Twinkl's AI tools – or any similar platform.

3. Students and AI

Students do not use AI at More Than Ed. They are not permitted to access or use generative AI tools in school. Many AI tools are intended for users aged 18 and over and are not designed with the safeguarding of children in mind.

Where AI is referred to in lessons, it is staff-led and used only to model safe, critical and responsible attitudes to technology. Any AI-generated material used with students is selected, checked and adapted by staff beforehand.

4. Approved Tools

The school maintains a list of approved AI tools, and staff must only use tools on this list for school purposes. When selecting tools, the school gives preference to products that meet recognised data protection and safety expectations – including the Department for Education's generative AI product safety standards – and that offer appropriate data handling and privacy terms (for example, education or enterprise accounts that do not train on user data). New tools must be approved by the Senior Leadership Team, with a data protection assessment completed before use where required.

5. Permitted Use of AI

Staff are trained and encouraged to use approved AI tools to enhance their professional efficiency. Appropriate uses include:

- planning lessons and creating schemes of work, templates and differentiated resources;
- generating generic educational resources, worksheets and example texts;

- drafting assessment criteria and banks of generic report comments;
- research and summarising information to inform teaching and planning;
- drafting and reviewing policies, documents and other written materials;
- compliance checking and reviewing documents against guidance;
- brainstorming teaching strategies for common SEMH needs; and
- routine administrative tasks and correspondence that contain no personal data.

All requests should be framed in general terms. For example, ask for “strategies to teach mathematics to students with anxiety” rather than referring to any individual student or situation. AI should be used to create the framework and structure of a piece of work, with all personalisation completed separately, without AI.

6. Data Protection: No Personal Data

This policy ensures compliance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. The most important principle of this policy is absolute: no student, family or staff names, personal information, or any identifiable data must ever be entered into any AI tool.

This includes names, dates of birth, addresses, parent or carer details, specific medical or SEMH diagnoses, detailed behavioural incidents, assessment scores linked to individuals, EHCP content, safeguarding information, and any combination of details that could identify a person. Even with names removed, contextual details can be identifying, so staff must exercise extreme caution.

Most AI platforms store, and may train on, the information entered by users, and the school cannot control where that data goes, who accesses it, or how long it is retained. By prohibiting the entry of personal data, we remove these risks. Where a new AI tool is to be used in a way that could involve personal data, a Data Protection Impact Assessment (DPIA) must be completed first, and advice sought from the school's Data Protection Lead, Jonathan Munding.

7. Professional Responsibility and Quality Assurance

AI is a tool to support staff, not a substitute for professional expertise. All staff remain fully responsible and accountable for any content they use, whether or not AI assisted in its creation. Every piece of AI-generated content must be reviewed before use for:

- factual accuracy – AI can produce plausible but incorrect information, so mathematical, historical and scientific content must be checked against reliable sources;
- bias, fairness and inclusivity, in line with the Equality Act 2010;
- age-appropriateness and suitability for our SEMH students, including potential triggers for students with trauma histories; and
- alignment with school values, policies and curriculum requirements.

Resources must always be adapted to the specific needs of our students, as AI cannot understand the unique context of our school community.

8. Safeguarding

AI must never be used for safeguarding purposes. Staff must not use AI to analyse safeguarding concerns, respond to disclosures, make decisions about a student's welfare, or draft safeguarding reports. All safeguarding matters must be handled through established procedures with appropriate human professional judgement, in line with Keeping Children Safe in Education and the school's Safeguarding and Child Protection Policy. Any safeguarding concern must be reported to the Designated Safeguarding Lead. If personal or safeguarding information is accidentally entered into an AI tool, staff must stop immediately and report it to the Data Protection Lead within two hours.

9. Intellectual Property and Transparency

Staff should be aware that AI outputs may raise intellectual property and copyright considerations. Staff must not enter third-party copyrighted material, or students' or colleagues' own work, into AI tools in a way that breaches copyright or data protection. The school will be transparent with students, parents and carers about how staff use AI, and AI is not used to make significant decisions about individual students without human oversight.

10. Training and Compliance

All staff receive training on this policy before using AI tools, including practical examples of acceptable and unacceptable use, techniques for using AI safely and effectively, and the data protection and safeguarding implications. The school maintains the list of approved tools and provides ongoing support and shared good practice. Staff are required to confirm they have read and understood this policy, and to confirm their understanding again whenever it is updated.

11. Breaches of this Policy

If a staff member accidentally breaches this policy – for example, by entering personal data into an AI tool – they must immediately stop using the tool, report to the Data Protection Lead, document what information was shared, and cooperate with the school's data breach procedures. Deliberate or negligent breaches may result in removal of AI access, additional training, and formal action under the school's Disciplinary Policy. Where a breach involves personal data, the school will follow its data breach procedure, including reporting to the Information Commissioner's Office (ICO) where required.

12. Monitoring and Review

The Senior Leadership Team regularly reviews AI use within the school, ensuring compliance with this policy and identifying opportunities for improved practice. Given the pace of change in this area, this policy will be reviewed annually, and sooner if there are significant changes in technology, guidance or legislation. Staff will be notified of any updates.

13. Related Policies

This policy should be read alongside the school's other policies, including:

- Acceptable Use Policy
- Data Protection Policy and Privacy Notices (UK GDPR)
- Online Safety / E-Safety Policy

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Disciplinary Policy
- Assessment, Recording and Reporting Policy
- Curriculum and PSHE & RSHE policies

14. Legislation and Guidance

In drawing up this policy, the school has had regard to the following:

- Generative artificial intelligence (AI) in education (DfE policy paper)
- Using AI in education settings: support materials (DfE)
- Generative AI: product safety expectations / product safety standards (DfE)
- Keeping Children Safe in Education (DfE, current edition)
- Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Information Commissioner's Office (ICO) guidance on AI and data protection
- Equality Act 2010

15. Summary for Quick Reference

The Golden Rule: never enter any names or personal information into AI tools.

Students do not use AI.

Safe to use AI for: generic lesson planning, resources, teaching strategies, research, policy and document drafting, compliance checking, and general administration.

Not safe for AI: anything containing names, personal details, specific incidents, medical information, safeguarding matters, or any potentially identifying information – and any safeguarding decision.

If you make a mistake: stop immediately and contact the Data Protection Lead within two hours.

Remember: you remain responsible for all content you use, even if AI-generated. Always review and adapt AI content before use.