Flying High Partnership: Artificial Intelligence (AI) in Education – Guidance & Acceptable Use Policy

For Partnership School Leaders, Teachers, and Support Staff

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1. Purpose and Context

At Flying High, AI empowers **exceptional** learning; guided by a **unique** insight into each child, making every day count and delivering **sustainable** impact.

Empowering learning, guided by insight, grounded in care.

AI has potential to:

- Support personalised learning through adaptive technologies
- Enhance opportunities to develop deep and meaningful relationships with children and families.
- Develop sustainable ways of working.
- Enhance administrative efficiency.

Flying High Partnership supports the careful and strategic use of Artificial Intelligence (AI) in education to empower exceptional learning and deliver sustainable impact. With growing access to tools such as Microsoft Copilot, this document provides a framework to ensure AI is used safely, ethically, and effectively, aligned with our values of unique, exceptional and sustainable.

2. Legislation

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 expectations, published by the Department for Education
- The Department for Education's Guidance on AI in Education
- KCSIE standards on online safety and pupil wellbeing including the additional online safety risks presented by AI.
- Cyber Essentials standards where applicable
- Generative artificial intelligence (AI) and data protection in schools, published by the Department for Education (DfE)

This policy 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)

3. Understanding AI Systems: Open vs Closed

Type	Definition	Examples	Risks
Closed AI Systems	Operate within a secure, enterprise-controlled environment. Data is not used to train public models.	Microsoft Copilot (licensed via M365)	Lower risk of data leakage. Suitable for sensitive tasks.
Open AI Systems	Publicly accessible tools that may store, learn from, or share user inputs.	ChatGPT, Gemini, Claude	High risk of data misuse, bias, and privacy breaches. Not suitable for sensitive data.

Important: Personal or sensitive data must **never** be entered into **any** AI system—open or closed

4. Roles and responsibilities

To ensure responsible use of AI, the following roles are accountable:

Role	Responsibilities
Board of Trustees	Approves the AI policy and monitors its implementation across the trust.

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	Ensure school leaders are appropriately supported to make informed decisions regarding effective and ethical use of AI across the trust
Trust AI Lead- DCEO	Provides strategic oversight of AI use, ensures alignment with trust values and DfE guidance.
School Leaders	Manage day-to-day AI use, ensure staff compliance, and liaise with DSL and DPO. 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
Data Protection Officer (DPO)	Ensures AI use complies with UK GDPR and data protection law.
Designated Safeguarding Leads (DSLs)	Monitor AI-related safeguarding risks and deliver staff training.
All Staff	Follow this policy, complete training, and report misuse or concerns.

5. Ethical Considerations

5.1. 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.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Flying High Partnership will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

5.2.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.

The Flying High Partnership 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.

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

5.3.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 AI applications. This means fact and sense-checking the output.

The Flying High Partnership will ensure we can identify and rectify bias or error by training staff in this area.

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.

5.4. Loss of Pedagogical Skill

An excessive dependence on AI-generated lesson plans may impede teachers from developing or sustaining their expertise in lesson design, adaptation, and differentiation. Over reliance on AI has the potential to reduce the exceptional standards that we expect of each and fail to appropriately respond to the needs of

each child. In Flying High AI should empower exceptional learning; guided by a unique insight into each child, making every day count and delivering sustainable impact. While AI serves as an effective tool for automating administrative tasks and offering personalised support, it should complement, not replace, the expertise and unique insight of staff.

5.5. Raising concerns

We encourage staff to speak to their school leader in the first instance if they have any concerns about the potential use of AI, or the use of AI that may have resulted in errors that lead 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 the school's trust's child protection and safeguarding policy.

Where there are significant concerns, which are not addressed at a school level, these should be raised through the Trust Whistleblowing POLICY

6. Microsoft Copilot – Our Trusted AI Platform

- Microsoft Copilot is our preferred and partnership supported AI tool due to its integration with Microsoft 365 and its enterprise grade commercial data protection.
- Only licensed Microsoft 365 accounts provided by the Partnership may use Copilot. These are assigned automatically to each partnership-based Microsoft account.
- A green shield icon in Copilot confirms commercial data protection.
- Staff unsure of their license status must confirm with their school technician or the FHP IT Services and Development Manager

7. Use of AI by staff across the trust, trustees and local governors

7.1. Approved use of AI

At the Flying High Partnership, we are dedicated to empowering our staff, trustees, and local governors by leveraging artificial intelligence to enhance effectiveness and reduce workload. While generative AI tools can streamline and expedite various written tasks, they do not substitute for the expertise and discretion of human professionals.

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 member of staff, trustee or local governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff, trustees or local 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 trust has approved its use doesn't mean it will always be appropriate.

The lists below set out the approved AI tools and the approved uses. Please note that these lists are not exhaustive and in in each case require human oversight.

Permitted Uses of Microsoft Copilot (with a licensed account- connected to a work email address):

- Creating and refining lesson resources
- Summarising meeting notes or CPL readings
- Generating planning templates or policies
- Strategic school/partnership tasks
- Supporting administrative tasks
- Support the analysis of anonymised data.

Other Generative AI Systems (e.g., ChatGPT, Gemini, Claude)

Use of third-party generative AI tools should be:

- For non-identifiable content only

- Never used to upload or generate content from personal, pupil, or school-sensitive data
- In alignment with DfE guidance, GDPR, data protection and FHP safeguarding procedures

7.2. Prohibited Use

- Utilising work produced, without personalising, checking and ensuring accuracy.
- Resources development without human oversight.
- Use AI for formative or summative assessment without human moderation
- Use AI tools with pupils unless content has been pre-reviewed and quality-assured.
- Illegal or harmful activities which deviates from our commitment to British Values and prevention of radicalisation.
- Inputting deliberately biased content, which may influence the training of the AI.
- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

8. Staff Training

All staff must exercise due diligence when integrating AI systems into educational settings, recognising the limitations and possible unintended consequences of these technologies. Clear protocols should be established for the development, review, and deployment of AI-driven resources, ensuring that all content meets established standards for accuracy, appropriateness, and alignment with institutional values.

Ongoing professional development is essential to maintain staff awareness of emerging risks, evolving best practices, and the ethical landscape surrounding AI in education. The areas covered by the training will equip staff with the knowledge and skills needed to use AI safely and effectively in educational settings.

9. Educating pupils on AI

Educating students about artificial intelligence should encompass its capabilities, potential advantages, and inherent risks, with an emphasis on ethical considerations and the promotion of responsible usage. Instruction should include an overview of AI's operational principles, its diverse applications across multiple sectors, and awareness of issues such as bias, privacy concerns, and possible over-dependence. Fostering critical thinking and digital literacy is essential to equip learners to effectively navigate the complexities of AI.

10. Safeguarding

The trust is aware that the use of generative AI may in some circumstances lead to safe-guarding 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 trust's child protection and safeguarding policy.

11. Breach of Policy

Breach of this policy by staff will be dealt with in line with the trust's 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 the trust with access to:

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

You must report any breach of this policy, either by you or by another member of staff, to your senior leader immediately.

12. Monitoring

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by The Digital Steering Group whenever there is a significant change to either AI use by the trust 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 board of trustees at least annually.

All staff are expected to read and follow this policy. Schools Leaders are responsible for ensuring that the policy is followed.

The Digital Steering Group will monitor the effectiveness of AI usage across the trust.

We will ensure we keep members of the trust community up to date on the use of AI technologies for educational purposes.