



Generative Ai Policy

This Policy has been adopted and approved by Oxlip Learning Partnership and is to be used by all members of the Trust.

History of Document:

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1. Introduction and scope

1.1 Ambition for generative AI use

Oxlip Learning Partnership (“the Trust”) aims to enable staff to use generative AI safely and effectively to improve the quality and efficiency of their work. We seek to support teachers in becoming confident and proficient users of AI, using it to enhance teaching, reduce workload, and improve productivity. Our approach is grounded in a commitment to improving pupil outcomes while ensuring that the use of AI is safe and responsible for staff, pupils, and the wider school community.

Safeguarding and data protection are paramount in all use of generative AI. We are also committed to promoting inclusion and equality in our use of AI technologies. All use of generative AI must align with our requirements around data protection, safeguarding and ethical practices. While safeguarding and data protection are central, we want to enable staff to innovate and explore AI tools in a safe, measured, and ethical way. AI tools will never be used as a final decision maker.

1.2 Objective of the policy

The objective of this policy is to maximise the benefits of generative AI for staff at Oxlip Learning Partnership, while ensuring safe use and compliance with relevant regulatory and safeguarding requirements.

1.3 Scope of the policy

This policy applies to all staff and trustees/governors (when undertaking school-related activities) at Oxlip Learning Partnership. It covers the use of web-based generative AI tools, such as ChatGPT, Gemini, or Microsoft Copilot, for school-related tasks.

This is a trust-wide policy. Where local school policies exist, they should be read alongside and in alignment with this document. In the event of any conflict, this trust-wide policy takes precedence.

1.4 Out of scope

This document does not cover the policy for bespoke AI (generative or non-generative) solutions being developed or procured. This will be managed separately in line with best practice guidance such as ISO 42001 and the Government AI Management Essentials Tool.

If there is a particular AI tool that staff wish to purchase or implement, they should speak to the Director of IT in the first instance, who can provide further guidance.

1.5 Data security

All use of generative AI must align with existing Trust policies on data protection, safeguarding, and information security.

Staff can freely use generative AI tools approved by the Trust for use with school data, including Microsoft Copilot or Google Gemini when using their work accounts. As the Trust pays for access to these tools, they may be used with sensitive, confidential, or personally identifiable information, in line with data protection requirements. Note, the use of Microsoft Copilot or Google Gemini with sensitive data depends on which software system your school uses. If unclear, staff should speak to the Director of IT.

Staff may use other well-known generative AI tools (i.e. ChatGPT, Perplexity or Claude) with caution. These tools must not be used to input sensitive, confidential, or personally identifiable information, including intellectual property belonging to the school or its stakeholders. Staff are expected to use their professional judgement when selecting and using generative AI tools, particularly when working with non-sensitive data or information. Staff must ensure that any tools used are appropriate, safe, and aligned with the school and Trust's policies and values.

If staff wish to use a generative AI tool beyond the approved list with sensitive data, they must first speak to the Director of IT. Depending on the level of risk and impact, this may require a Data Protection Impact Assessment (DPIA). The Trust will ensure that any approved tools for use with sensitive data meet appropriate security standards.

1.6 Limitations and risks

Generative AI tools must not be used to provide or generate financial, legal, or medical advice.

If a member of staff accidentally submits sensitive or personally identifiable information into a generative AI tool, they must follow the Trust's existing data protection and/or safeguarding (child protection) policies and report the incident accordingly.

The Trust recognises that genuine mistakes may occur. We are committed to fostering a culture where staff feel supported to report issues promptly and to be open and honest about any errors or concerns when using AI tools, so that appropriate action can be taken and lessons can be learned.

The staff code of conduct and acceptable use policy must always be adhered to when using AI tools.

2. Principles for using generative AI

AI technologies are developing at a rapid pace. These principles exist to guide staff when using generative AI tools and therefore ensure safe and responsible use. Staff must follow existing legal provisions, guidelines, and policies.

Principle 1: Be transparent

Generative AI will never be used as a final decision-maker. Responsibility for decisions remains with staff at all times.

Staff are encouraged to be transparent about their use of generative AI, and innovation is actively supported and celebrated at Oxlip Learning Partnership. A culture of openness will be developed in which staff feel empowered to share how they are using AI, particularly where it forms part of a decision-making process. Staff are also encouraged to constructively challenge one another on the use of AI where appropriate.

Where generative AI has formed part of a decision-making process, staff are expected to include a brief disclaimer outlining how it was used and be able to explain this if asked. Principals and senior leadership, including Department Heads, should create a culture where they have a good understanding of how AI tools are being used and ensure they are being used in a way that follows this policy.

Whilst the Trust will not routinely publicly disclose its use of generative AI tools. Where generative AI has been used as part of a decision-making process, this may be disclosed where appropriate. The Trust will ensure that its privacy notice is updated to reflect how generative AI tools are used within the organisation.

AI-enabled meeting tools

AI-enabled meeting tools (including those that record, transcribe, or summarise meetings) are not permitted for use within Oxlip Learning Partnership. Staff are empowered to refuse the use of AI-enabled meeting tools where they are introduced by external attendees. This should be read alongside existing policies on the recording of meetings.

Please see section 9.3 of the Trust Acceptable Use of ICT Policy.

Principle 2: Protect data privacy and security

All use of generative AI must align with existing Trust policies on data protection, safeguarding, and information security.

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Principle 3: Maintain human oversight

AI technologies should never be final decision-makers. Staff must treat generative AI tools as collaborators, not decision-makers. Where appropriate, tasks should be broken down into smaller steps, with staff guiding the AI tool incrementally. This approach supports greater control, higher quality outputs, and the effective application of professional judgement to identify and address inaccuracies, bias, or other risks.

Staff must ensure that the use of generative AI does not lead to deskilling and should not be used as a replacement for professional growth and development. This is particularly important for staff who are early in their careers, where building core professional skills is essential.

Staff should consider whether the use of generative AI is appropriate for a given task, particularly where the task involves decision-making, sensitive information, or areas requiring high levels of accuracy. Where staff are unsure, they should seek guidance from their line manager in the first instance.

Staff should consider whether generative AI is appropriate for the task they are undertaking, recognising that some uses carry greater risk and require increased caution and professional judgement. Staff should apply additional scrutiny when using generative AI for higher-risk tasks and ensure that all outputs are carefully reviewed (See Annex B for examples of higher and lower use cases).

Principle 4: Be accountable

Staff remain accountable for the outputs they produce (for example, content or resources), whether or not they are using generative AI tools. AI tools can be inaccurate, so staff are expected to check outputs for accuracy, potential bias, explainability, and other risks.

Generative AI tools must not be used to seek or generate professional advice (e.g. legal, medical, or financial advice or documentation). Staff should be aware of [The JCQ AI Use in Assessments: Your role in protecting the integrity of qualifications.](#)

Principle 5: Ensure ethical and fair use

All use of generative AI must align with existing Trust policies and values, including our commitment to inclusion and the prevention of harm.

The Trust's Equality and Inclusion Statement is in place alongside individual school Equality Information documents.

Staff must ensure their use of generative AI aligns with the Trust's commitment to fairness, inclusion, and the prevention of harm. Staff should actively consider the risk of bias, discrimination, or misinformation in AI-generated outputs, and take responsibility for ensuring that content is inclusive and appropriate.

Staff must not use generative AI tools in any way that could mislead others or cause harm to individuals or groups.

The Trust recognises that generative AI tools can also provide opportunities to support inclusion, for example by improving accessibility, differentiation, and communication. Staff should consider how AI can be used positively to support all learners.

AI-generated images

Staff are permitted to use generative AI tools to create images. However, staff should be mindful of the increased energy consumption associated with image generation. If AI is used to enhance an image, where possible it should be an existing stock image.

All use of AI-generated images must be responsible, safe, and appropriate. Staff should model good practice for pupils when using these tools. Staff must ensure that the use of generative AI does not infringe on copyright or trademark laws.

If pupil artwork is used as input, this must only occur within the enterprise environment (i.e. Microsoft Copilot or Google Gemini). Work created by pupils remains their intellectual property. Staff must not manipulate or generate images of members of the school community.

Environmental impact

Staff should be mindful of the environmental impact associated with the use of generative AI tools, particularly those that require significant computing power such as image generation.

Generative AI can offer benefits in improving efficiency and supporting innovation; however, it also consumes energy. Staff are encouraged to use these tools where they add clear value to the learning and development of pupils, and to consider lower-impact alternatives where appropriate. This approach supports the Trust's wider sustainability commitments.

Principle 6: Stay informed and monitor use and impact

The Trust will take an active approach to staying informed about developments in generative AI and how these align with our policy and practice.

Existing monitoring systems for filtering and safeguarding will be utilised to support oversight of generative AI use. In addition, Principals and department heads are encouraged to facilitate professional conversations within their schools about the use of generative AI, including monitoring its impact on workload, teaching and learning, and staff confidence.

Training for staff will be provided periodically, informed by insights gathered through monitoring and evaluation of AI use. Training provision may be coordinated at trust level or delivered locally, drawing on relevant staff expertise.

Staff are encouraged to stay up to date with developments in generative AI and to share their experiences and learning with colleagues to support collective understanding and good practice.

Insights from monitoring will be used to inform future guidance, training, and updates to this policy.

3. Policy governance and review

3.1 Policy review and updates

This policy will be reviewed on a six-monthly basis during its initial period to ensure it remains accurate, relevant, and aligned with the Trust's priorities and statutory requirements. Following this initial period, the policy will move to the standard trust review cycle.

In addition, the policy may be reviewed and updated sooner in response to significant technological developments, emerging risks, or changes in guidance.

3.2 Policy owner and contact

The Director of IT will act as the main point of contact for any queries relating to this policy and will be responsible for overseeing its implementation and review.

3.3 Reporting incidents

If a member of staff has a concern or becomes aware of an incident related to the use of generative AI, they must report this through the Trust's data protection or safeguarding processes, depending on the nature of the issue.

Staff should use their professional judgement in determining whether the concern relates to data protection or safeguarding. In all cases, the first point of contact should be their line manager or Principal, who can provide guidance and escalate the issue where necessary.

3.4 Links to related policies

This policy should be read alongside other relevant Oxlip Learning Partnership policies and guidance, including:

- Safeguarding and child protection policy
- Data protection policy
- Acceptable use of IT policy
- Cyber security policy
- Staff code of conduct

Annex A:

Definitions

AI-generated content	Any content created fully or partially by AI tools.
Approved tools	AI tools authorised by Oxlip Learning Partnership for use with school data. Currently: Microsoft Copilot and Google Gemini (via work accounts).
DPIA	Data Protection Impact Assessment. A process to assess and reduce data protection risks.
Generative AI	A type of artificial intelligence that can create new content such as text, images, audio, or code based on prompts provided by a user.
Generative AI tools	Applications that use generative AI to produce content (e.g. Copilot, ChatGPT, Gemini, Claude).
Large language models (LLMs)	A type of generative AI trained on large amounts of text data to understand and generate human-like language.
Personally identifiable information	Any data that can identify an individual, directly or indirectly.
Safeguarding information	Information relating to the safety and wellbeing of a child or vulnerable individual.
Sensitive data	Confidential information including pupil data, safeguarding information, and identifiable records.

Annex B:

Use cases

Lower risk uses may include:

- Working on a subject you know well
- Creating lesson plans, quizzes, or teaching resources
- Generating ideas or first drafts of content
- Changing the style, format, or tone of existing material
- Summarising or shortening text

Higher risk uses include:

- Working on a subject you know less about
- Supporting any form of decision-making
- Working with accurate facts, statistics, or data
- Working with safeguarding or pupil information
- Using or handling any personally identifiable information
- Delegating whole tasks or decisions to generative AI tools