LDST
Liverpool Diocesan Schools Trust

Artificial Intelligence Policy

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1. Introduction and General Principles

1.1. The Trust advocates the careful and considered use of artificial intelligence (AI) as a means to reduce staff workload, enhance student experience, and improve educational outcomes.

1.2. Any usage of AI must be undertaken with due regard and consideration to other existing Trust policies, particularly as they relate to the safeguarding of students and staff, security of data, and the management of sensitive and confidential information.

1.3. Publicly available AI tools, systems and models, whether paid for or free, do not fall within the data security of the Trust. That is, we should assume that the data sent to such tools/systems/models may be intercepted by unknown third parties. As such staff should exercise extreme caution when using such tools and never use them to process any specific data about students or staff.

1.4. Any breaches of this policy or other related policies will be dealt with in line with the Trust's performance management and, if appropriate, disciplinary procedures.

1.5. Any and all activity in school, including the use of AI, should be undertaken with a full and thorough understanding of the latest 'Keeping Children Safe in Education (KCSiE)' guidance, noting in particular within that document that:

'All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues'.

1.6. Department for Education (DfE) guidance also states that:

'[Schools should] ensure that children and young people are not accessing or creating harmful or inappropriate content online, including through generative AI – keeping children safe in education provides schools and colleges with information on: what they need to do to protect pupils and student online; and how they can limit children's exposure to risks from the school's or college's IT system.

1.7. OFSTED have also published guidance on the use of AI within educational providers. They state:

'OFSTED supports the use of AI by providers where it improves the care and education of children and learners. We recognise that these tools can help providers make better-informed decisions, reduce workload and lead to innovate ways of working.

1.8. Within the bounds of the regulatory principles applied by OFSTED the following are what providers are expected to do in relation to AI:

1.8.1. Safety, Security and Robustness – Providers are expected to: assure themselves that AI solutions are secure and safe for users and protect users' data; and ensure they can identify and rectify bias or error.

1.8.2. Appropriate transparency and explicability – Providers are expected to be transparent about their use of AI, and make sure they understand the suggestions it makes

1.8.3. Fairness – Providers are expected to only use AI solutions that are ethically appropriate. In particular, we expect providers to consider bias

relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate.

1.8.4. Accountability and governance – Providers are expected to ensure that providers and their staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI.

1.8.5. *Contestability and redress – Providers are expected to: make sure that staff are empowered to correct and overrule AI suggestions. Decisions should be made by the user of AI, not the technology; and allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment.*

2. Governance Roles and Responsibilities

2.1. The governance, roles and responsibilities pertaining to AI falls within the wider bounds of existing responsibilities as set out in the Trust ICT Regulations, Trust Data Protection Policy, other related policies and procedures. Staff and governors should refer to these policies in conjunction with this one.

2.2. Specifically in relation to AI:

2.2.1. The Board of Directors will oversee the Trust's strategic approach to the use of AI. They will consider through the Audit and Risk committee the risk presented by AI at the strategic level.

2.2.2. The Chief Operating Officer (COO) will direct the Trust's position on acceptable use of AI as defined within this policy document. The COO in collaboration with the Trust Data Protection Officer, Headteachers and other senior leaders will identify suitable training to support leaders, staff and governors to use AI safely and effectively.

2.2.3. Local Governing Bodies will be responsible for monitoring and understanding the AI systems, tools and models used by their school, including their impact on student outcomes, student experience and staff workload.

2.2.4. Headteachers will be responsible for understanding the requirements of this policy and ensuring that staff within their respective schools understand and adhere to the policy.

2.2.5. Staff will be responsible for complying with the requirements of this policy and other related policies.

3. Definitions and Understanding

3.1. What is AI?

AI is a fast growing and rapidly changing sector of computer science. There are numerous different forms of artificial intelligence ranging from Machine Learning to Generative AI and Large Language Models. Regardless of the terminology used or the particular methods used, AI refers to automated systems carrying

out tasks based on human/user input, often in a way than can learn, reason or deduce meaning and then act autonomously to produce an output.

3.2. How does AI work?

AI systems typically work by using large amounts of data which is available to it either from user input or more commonly from the wider internet and carrying out vast numbers of iterations to refine an output. Any AI system therefore is only as 'intelligent' as the information with which it is provided.

Given that much of the data resources used by AI come from the wider internet, staff should consider the degree to which any output provided by an AI tool is subject to bias which may be inherent within the wider internet resources which have been used to create the output.

3.3. What do we mean when we use AI in an educational context?

As set out in the general principles section of this policy, the use of AI to reduce workload and streamline otherwise administrative or 'non-value-adding' tasks is the most common usage of AI within the educational sector. Various government and other private resources are developing tools to support teachers and other education professionals to reduce workload and improve overall educational outcomes. The Trust will maintain a page on the Trust's intranet SharePoint to provide up-to-date resources available to staff.

In certain cases it may be appropriate for students to use AI tools to enhance their learning. Such cases should be carefully considered and any usage of such tools within the educational environment closely monitored by teaching staff.

4. Usage and Specific Risks

4.1. Any usage of artificial intelligence or AI tools is subject to the same policy framework as any other IT system or system through which data in processed. It is therefore essential than any AI tool is only used where the Trust's IT Regulations and various Data Protection policies have been considered.

4.2. Specifically, no sensitive, confidential, or otherwise restricted data or information about any member of school/Trust staff, governor, or student should be entered into any AI systems, tools or models, other than those designated by the Trust as secure.

4.3. Transcription AIs

Particular consideration should be given to any AI tools used to automatically transcribe or take notes from meetings. Where these tools are being used, no discussion of specific students, staff or otherwise sensitive or confidential data should be undertaken.

4.4. Bias

AI systems are trained on data, often publicly available through the internet. Such data can and does reflect the biases that exist in the real world. This means that AI systems may produce their outputs in a way that is biased against certain

groups of people. This could lead to students being exposed to biased information or being treated unfairly.

4.5. Misinformation

Generative AI is not always accurate and can be used maliciously to create various forms of misinformation. As with any source material, due regard should be given to its reliability, verifiability and veracity before it is used.

4.6. Costs

Many current AI tools are provided free of charge, however, it is likely that more sophisticated models will require payment and/or free resources will not be free forever. Due regard should therefore be given to the level of reliance placed on AI tools and their future financial sustainability.

Appendix A – Glossary of Common Terms

Term	Meaning
AI	Artificial Intelligence - The UK Government's 2023 policy paper on 'A pro-innovation approach to AI regulation' defined AI, AI systems or AI technologies as products and services that are 'adaptable' and 'autonomous'.
DL	Deep Learning - A subset of machine learning that uses artificial neural networks to recognise patterns in data and provide a suitable output.
Generative AI	An AI model that generates text, images, audio, video or other media in response to user prompts. It uses machine learning techniques to create new data that has similar characteristics to the data it was trained on. Generative AI applications include chatbots, photo and video filters, and virtual assistants.
LLM/LLP	Large Language Models/Large Language Processing - A type of foundation model that is trained on vast amounts of text to carry out natural language processing tasks.
ML	Machine Learning - A type of AI that allows a system to learn and improve from examples without all its instructions being explicitly programmed. Machine learning systems learn by finding patterns in training datasets. They then create a model (with algorithms) encompassing their findings. This model is then typically applied to new data to make predictions or provide other useful outputs, such as translating text.
NLP	Natural Language Processing - This focuses on programming computer systems to understand and generate human speech and text. Algorithms look for linguistic patterns in how sentences and paragraphs are constructed and how words, context and structure work together to create meaning. Applications include speech-to-text converters, online tools that summarise text, chatbots, speech recognition and translations.
Prompt	An initial input by an end user into an AI model, tool or system used to instruct the AI to produce the desired output.

Appendix B - Review and Revision Schedule

Review Schedule

Policy Author	Chief Operating Officer
Policy Approver	Chief Operating Officer
Current Policy Version	1.1
Policy Effective From	1 September 2026
Policy Review Date	By 31 October 2029

Revision Schedule

Version	Revisions	By whom
1.0	Original document produced	TSCD
1.1	Updates to reflect changes to risk environment	COO