



GENERATIVE ARTIFICIAL INTELLIGENCE POLICY

for adoption by all CDAT schools

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalms 106:3

Approved by	Date	Review Schedule	Date of next review
Trust Board	October 2026	Annually	October 2027 – A&R committee

1. Purpose and Vision

At Chester Diocesan Academies Trust (CDAT), our commitment to educational excellence is grounded in a human-centred approach to innovation. We recognise that Generative Artificial Intelligence (AI) presents significant opportunities to transform administrative efficiency, support teaching practice, reduce workload, and enrich learning outcomes across our Trust.

Our strategic intention is to adopt a human-centred approach inspired by leading trust practices. As a dedicated Google trust, we actively promote the use of Google Workspace tools to support our daily operations and learning environments. AI technology is welcomed as an assistant, a partner, and a powerful tool to enhance human capacity, but it will never replace the expert professional judgement, empathy, and relational connection provided by our teachers and support staff.

This policy sets out our framework for the safe, ethical, and responsible integration of Generative AI, aligning strictly with the Department for Education (DfE) guidance on Generative AI in Education, UK GDPR, the Data Protection Act 2018, and Keeping Children Safe in Education (KCSIE).

2. Strategic Pillars and Scope

Our strategic approach to AI across CDAT rests on four core pillars:

1. **Human-Centred Innovation:** AI supports human expertise; it does not substitute for professional judgement, pastoral care, or pedagogical leadership.
2. **Workload Reduction and Operational Efficiency:** AI tools are used to streamline administration, lessen teacher workload, and maximise available resources for direct pupil support.
3. **Data Protection, Safeguarding, and Ethical Safety:** Protecting pupil and staff personal data, safeguarding welfare, and preventing algorithmic bias remain paramount.
4. **AI Literacy and Future Readiness:** We equip staff and pupils with the skills, critical thinking, and ethical understanding required to thrive in an increasingly AI-enabled world.

This policy applies to all staff, trustees, governors, pupils, contractors, and agency personnel across all CDAT academies.

3. Core Operating Principles

When selecting, deploying, and using AI technologies within CDAT, the following principles apply:

- **Human Accountability:** Staff remain fully accountable for all content, resources, communications, or assessments produced with the assistance of Generative AI. AI-generated outputs must always be reviewed, fact checked, and quality assured before use.
- **Transparency:** Staff and pupils must be open regarding where and how Generative AI has been used.
- **Equity and Inclusion:** AI applications must promote fair access and support pupils with Special Educational Needs and Disabilities (SEND), ensuring bias is actively identified and mitigated.
- **Privacy and Security:** CDAT maintains strict data boundaries. Unapproved third-party AI platforms must never be used for processing sensitive or confidential information.

- **Educational Value:** AI tools must directly align with our curriculum ambitions and contribute meaningfully to educational delivery or operational efficiency.

4. Guidelines for Staff

4.1 Approved Google Ecosystem and Permitted Uses

As CDAT is a Google trust, staff are encouraged to utilise Trust-approved Google for Education tools (such as Gemini for Google Workspace and NotebookLM) within our secure domain. Under our enterprise environment, interactions stay within our domain, and inputs are not used to train public models or reviewed by external parties.

Permitted uses using approved tools include:

- Assisting with lesson planning, resource creation, and scheme of work development.
- Streamlining administrative activities such as drafting correspondence, report templates, or scheduling assistance.
- Producing differentiated learning materials and adaptive resources for diverse pupil needs.
- Generating ideas, summaries, and research frameworks for educational purposes.

4.2 Strict Data Protection Mandate (Non-Google and Open Tools)

- Staff are strictly prohibited from inputting sensitive, confidential, personal, or special category data into external, third-party, or consumer-facing AI platforms (such as public versions of ChatGPT or Claude).
- Sensitive data includes pupil names, addresses, assessment records, safeguarding notes, EHCP documents, or staff personnel records.
- Open or external platforms may only be explored for general ideation where no proprietary or personal information is shared.
- Any proposed adoption of new non-Google AI software across an academy must be formally submitted for a Data Protection Impact Assessment (DPIA) and approved by the Trust IT and Data Protection leads prior to deployment.

4.3 Professional Judgement and Hallucinations

Generative AI tools can produce incorrect information, biased statements, or convincing inaccuracies (known as hallucinations). Staff must carefully inspect and verify all AI-generated outputs for accuracy, currency, tone, and suitability before distributing them or relying upon them for administrative or instructional decisions.

5. Guidelines for Pupils and Academic Integrity

5.1 Safe and Responsible Pupil Use

- Pupil engagement with AI must be age appropriate, supervised, and conducted in accordance with Trust online safety guidelines.
- Pupils will be taught how AI works, its capabilities, its limitations, and how to critically evaluate AI output.
- Pupils must never enter personal information, home addresses, or private details into AI platforms.

5.2 Academic Integrity and Qualifications

- Educational work submitted by pupils for internal assessment must be their own.
- Passing off AI-generated content as a pupil's own work constitutes malpractice.
- All CDAT academies adhere to the malpractice rules and guidance issued by the Joint Council for Qualifications (JCQ), Ofqual, and individual awarding bodies.
- Where Generative AI is permitted as a research or brainstorming tool for a project, pupils must clearly acknowledge and cite its use according to subject-specific instructions.

6. Special Educational Needs and Disabilities (SEND)

AI offers valuable opportunities to break down barriers to learning by providing assistive tools, text to speech transformations, simplified text structures, and adaptive content.

- AI tools will be used to enhance accessibility and personalise support for pupils with SEND, following consultation with the SENCO and relevant teaching staff.
- AI recommendations will never replace professional diagnostic assessments, EHCP reviews, or specialist interventions.
- All AI-generated differentiated materials must be reviewed by qualified teaching staff to ensure they accurately meet the specific needs of the individual pupil.

7. Safeguarding, Cyber Security, and Risk Management

7.1 Safeguarding

Safeguarding remains our highest priority. AI technologies must not expose pupils to inappropriate, harmful, or radicalising content. Existing filtering, monitoring, and KCSIE protocols apply fully to all AI tools used within the Trust network or on Trust devices.

7.2 Intellectual Property and Copyright

Staff and pupils must respect intellectual property rights. Original pupil work or proprietary Trust assets must not be fed into public AI platforms that retain data to train external models without explicit consent or statutory exemption.

7.3 Data Breaches and Misuse

Any accidental disclosure of personal data via an unapproved AI platform, or any deliberate misuse of AI technology, must be reported immediately to the Trust Data Protection Officer and IT Lead so that mitigation procedures can be enacted promptly.

8. Governance, Roles, and Responsibilities

- **Trust Board and Leadership Team:** Oversee the strategic implementation of AI, ensure compliance with legal and DfE standards, and monitor risk.
- **Trust AI and Digital Lead:** Coordinates AI strategy, evaluates Google and associated ecosystem technologies, supports staff training, and reviews policy adherence.
- **Data Protection Officer (DPO):** Advises on DPIAs, data compliance, UK GDPR alignment, and Google Workspace processing agreements.
- **Headteachers and Local School Leaders:** Ensure staff and pupils within individual CDAT academies are aware of and adhere to this policy.

- **All Staff:** Responsible for checking AI outputs, protecting data privacy, maintaining academic integrity, and reporting any concerns.

9. Policy Review and Continuous Improvement

The field of Generative AI evolves rapidly. CDAT will review this policy annually, or earlier in response to new statutory guidance from the Department for Education, legal updates, or emerging technological developments. Stakeholder feedback from staff, parents, and pupils will inform future policy iterations and strategy development.