



Artificial Intelligence (AI): Acceptable Use Agreement

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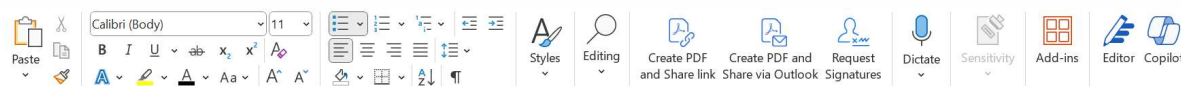
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Artificial Intelligence (AI): Acceptable Use Agreement

Before incorporating Artificial Intelligence (AI) into the workplace or educational setting, it is crucial for school and trust leaders, teachers, support staff, and students to have an awareness and understanding of the following key points:

- Exceed Academies Trust encourages the careful and considerate use Artificial Intelligence (AI) but advises using generative AI cautiously.
- AI presents significant opportunities for educational institutions, in terms of teaching, learning and administration, but it also carries inherent risks that necessitate awareness and mitigation.
- School and trust safeguarding, data protection, cyber, internet use, and security policies are applicable to AI usage, including compliance with GDPR requirements. You must be familiar with and adhere to all related policies applicable to the use of AI.
- *Unlicensed generative Artificial Intelligence models without commercial data protection:* Currently, these are the most common forms of generative AI. Under no circumstances should sensitive or personal information or data be uploaded to premium paid-for or free-to-use generative AI models, including but not limited to ChatGPT, Google Gemini, Anthropic Claude, Pi and Microsoft Copilot. These operate in an unsecure, unprotected online environment without commercial data protection. Such requirements also apply to commercial products powered by ChatGPT or other generative model (e.g. TeachMate.ai). This data includes sensitive information (commercial, finance, etc) and personal information (such as names and birthdates) shared or reproduced in text, images, audio, video, code, or simulations formats (including through file names).
- *Licensed versions of Microsoft Copilot with commercial data protection:* If personal or sensitive data is to be used for with generative Artificial Intelligence, the user must have an active and paid for Microsoft Copilot license associated with their work Microsoft 365 account provided, funded and managed by their school/organisation and/or the trust. Such licensed versions of Microsoft Copilot operate with commercial data protection in a secure environment and data is not used to train the generative Artificial Intelligence model. It is likely that most school and trust Microsoft 365 accounts will not have access to the license, and so sensitive and personal data must not be used with generative artificial intelligence (see above). Schools/organisations should not subscribe to licensed paid for generative AI models other than Microsoft Copilot. The trust, schools and organisations wishing to purchase one or more licenses should approach the Trust's IT lead and IT provider for support.
- Please check with your IT support if you are unclear about whether you have access to a licensed version with commercial data protection before you begin to use it. In Microsoft Copilot, accessible via your internet browser, log in with your work email address. The following green shield icon will be displayed if you have a commercial data protection licensed version of Microsoft Copilot. In applications such as Microsoft Word, a Copilot icon will be displayed on the Home tab:





- Incidents of inappropriate use of generative Artificial Intelligence, including the use of personal and/or sensitive data, will be dealt with in line with relevant school and Trust HR policies and procedures.
- AI tools are sometimes available for free use, and in such instances, the company offering the service often considers the user's data as the valuable commodity they seek or their loyalty resulting in future purchases and use. This is like social media, etc. The data is drawn upon is captured, stored, and used to train the generative AI model.
- Certain commercial procured AI powered resources chosen by a school may necessitate the sharing of some personal data. The Headteacher should explore these data protection requirements relating to such resources and seek support from the Data Protection Officer where required. They must ensure that data is securely stored in alignment with school and trust policies, including GDPR, before purchasing or implementing such systems/resources.
- Typically, generative AI tools such as Google Gemini and ChatGPT have age restrictions of 13, 16 or 18+. Age restrictions vary between models. Leaders, teachers, support staff and students must check and be mindful of these age limitations and adhere to the related terms and conditions. Written parental consent is required for students aged under 18 to use such tools.
- As well as data protection and online safety related professional development, staff should consider accessing AI-related training provided by the trust, school, and/or other relevant providers based on the need of their school or organisation.
- When applicable, schools and their staff should familiarise themselves with guidance from assessment bodies, including examination boards and The Joint Council for Qualifications, and effectively communicate this information to students and parents or carers.
<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>
- Do not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright. Students' work should not be used to train AI without written parental consent (if the student is aged under 18) or consent from the student (if aged 18 or over).
- Generative AI serves as a valuable tool for stimulating ideas and providing a starting point, but it usually requires user intervention to produce a high-quality finished product.
- Generative AI will return results based on the dataset it has been trained on. Therefore, for example, a generative AI tool may not have been trained on the English curriculum and may not provide results that are comparable with a human-designed resource developed in the context of our curriculum.
- Not all generative AI tools have access to the same training data and not all systems are able to access up-to-date information from the internet and other sources. Comparing and

contrasting outcomes from different generative AI tools, such as ChatGPT and Google Gemini, is recommended to get the best outcome.

- Generative AI can be inaccurate; inappropriate; biased; taken out of context and without permission; and out of date and unreliable. The effectiveness of generative AI depends on the quality of the training data it has received, which may become outdated, biased, or contain misinformation. This includes content that reinforces stereotypes and bias towards underrepresented groups. Users should not use content that reinforces such biases and actively seek inclusive and diverse content appropriate to the context. Users should only use such information if they are qualified to verify its accuracy before using it. Generative AI can create inaccurate but believable content.
- The quality of prompts (what the user asks AI to do) used in generative AI tools, such as Google Gemini and ChatGPT, directly influences the quality of the output. Outcomes always need quality assurance and often prompts require adjustments to achieve the desired high-quality results.
- Where generative AI is used by educators and support staff in schools for educational purposes in lessons, they should cautiously model (e.g. turn off the data projector until AI generated images have been created and quality assured) the use of generative AI tools such as ChatGPT and Google Gemini rather than allowing students to use it independently).
- To prepare students to contribute to society and the future workplace, students should be educated about appropriate use, benefits, risks, and mitigations associated with generative Artificial Intelligence whether they have consent to use it and direct access to it in school or not. Equity in access to such resources should also be considered.
- Information about the use of generative AI should be provided to parents and carers.
- The field of AI evolves rapidly. Users should try to stay current with developments that impact AI usage in education and apply a critical eye to developments.

Keeping Children Safe in Education (KCSIE)

KCSIE states:

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

DfE (Department for Education) states:

[Schools and colleges 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 students online*
- *how they can limit children's exposure to risks from the school's or college's IT system*

KCSIE is available here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Department for Education (DfE) Generative AI in Education

DfE guidance is available here:

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

Ofsted's approach to artificial intelligence (AI)

Ofsted states:

Ofsted will not directly inspect the quality of AI tools. It is through their application that they affect areas of provision and outcomes such as safeguarding and the quality of education. Leaders, therefore, are responsible for ensuring that the use of AI does not have a detrimental effect on those outcomes, the quality of their provision or decisions they take.

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 innovative ways of working.

Regulatory principle	Providers are expected to...
Safety, security, and robustness	Assure themselves that AI solutions are secure and safe for users and protect users' data Ensure they can identify and rectify bias or error
Appropriate transparency and explainability	Be transparent about their use of AI, and make sure they understand the suggestions it makes
Fairness	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
Accountability and governance	Ensure that providers and their staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance, and use of AI
Contestability and redress	Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology. Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment.

Ofsted's guidance is available here:

<https://www.gov.uk/government/publications/ofsteds-approach-to-ai>

Agreement

This agreement will be regularly reviewed to stay current as artificial intelligence and legal requirements evolve.

Further information and guidance is available at www.exceedacademiestrust.co.uk/ai and related [school/trust policies](#).

I have read and understood all the statements above relating to the acceptable use of Artificial Intelligence.

Signed:

Print name:

Date:

School/organisation: