



Artificial Intelligence (AI) Policy

Policy last reviewed:	September 2026
Next review due:	September 2027
Member of staff responsible:	Head of School
Governor's Committee:	N/A SLT

Vision Statement: Our vision is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.

Mission Statement: Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.

Values Statement: The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its students.

Dignity Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.

Community Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.

Wisdom As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.

Hope As we prepare our students for the future we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.

1. Introduction

At Holy Trinity Church of England Secondary School, we recognise that Artificial Intelligence (AI) is increasingly shaping the world in which our students learn, work and live. AI presents significant opportunities to enhance education, improve efficiency, support inclusion and develop future-ready learners. It also raises important questions regarding ethics, privacy, safeguarding, academic integrity and human judgement.

As a Church of England school, our approach to AI is informed by our commitment to human dignity, community, wisdom and hope. We believe technology should serve people rather than replace them, helping individuals flourish while promoting justice, responsibility and the common good.

This policy establishes the principles and expectations governing the use of AI across the school community.

2. Purpose

The purpose of this policy is to:

- Promote the safe, ethical and effective use of AI.
- Support teaching, learning and school improvement.
- Protect students, staff and school data.
- Maintain academic integrity and authenticity.
- Ensure compliance with safeguarding, data protection and regulatory requirements.
- Develop students' understanding of AI and its impact on society.
- Encourage innovation while managing risk appropriately.

3. Scope

This policy applies to:

- All staff, governors and volunteers.
- All students.
- Contractors and third parties working on behalf of the school where appropriate.
- Any use of AI systems in connection with school activities, whether on school-owned or personal devices.

4. Definition of Artificial Intelligence

For the purposes of this policy, Artificial Intelligence refers to computer systems capable of performing tasks that normally require human intelligence, including:

- Generating text, images, audio or video.
- Analysing information and data.
- Summarising documents.
- Creating lesson materials and educational resources.
- Providing conversational responses.
- Supporting decision-making processes.

Examples include generative AI platforms, intelligent tutoring systems, predictive analytics tools and embedded AI features within software applications.

5. Our Guiding Principles

The school's use of AI will be underpinned by the following principles.

Dignity

Every person is created in the image of God and possesses inherent worth.

AI should enhance human flourishing and support individual needs whilst recognising that meaningful relationships, care, empathy and moral judgement remain uniquely human responsibilities.

Community

Technology should strengthen rather than weaken relationships by providing efficiencies in administrative functions which provide humans with more time to strengthen relationships. AI should be used in ways that promote collaboration, inclusion and belonging across our school community.

Wisdom

AI tools can provide information but cannot replace wisdom.

Staff must exercise critical thinking, professional judgement and ethical decision-making when using AI-generated outputs.

Students must exercise critical thinking and ethical decision-making when using AI-generated outputs.

Hope

AI offers opportunities to address global challenges and is a tool to help prepare young people for the future.

We will equip students with the knowledge, skills and character required to engage confidently and responsibly with current and emerging AI technologies and adjusts accordingly to the frequency of their future use.

6. Principles for Educational Use

The school acknowledges that AI is likely to become an increasingly important part of education and employment.

Our approach is to:

- Teach students how AI works and where its limitations lie.
- Support responsible and age-appropriate use.
- Develop critical evaluation skills.
- Encourage creativity, curiosity and innovation.
- Ensure students continue to develop core knowledge and skills independently.
- Promote transparency when AI has been used in the production of assessed educational work.

AI should support learning, not replace learning.

7. Staff Use of AI

Staff may use approved AI tools to support professional practice where doing so improves efficiency, effectiveness or accessibility.

Examples of appropriate use include:

- Lesson planning.
- Resource creation.
- Curriculum development.
- Drafting communications.
- Data analysis.
- Administrative support.
- Supporting accessibility and differentiation.

Staff remain professionally accountable for all outputs generated through AI.

All AI-generated content must be:

- Reviewed for accuracy.
- Evaluated for bias or inappropriate content.
- Checked for safeguarding concerns.
- Adapted to suit the needs of learners.
- Approved by a line manager before use.

Staff must never rely solely upon AI-generated outputs when making professional decisions.

8. Student Use of AI

The school recognises that students will encounter and use AI both within and beyond school.

Students may use approved AI tools when:

- Directed by a teacher.
- Explicitly permitted within a task.
- Using AI for learning support, revision, feedback or research purposes.

Students should:

- Critically evaluate AI-generated responses.
- Verify information from reliable sources.
- Be transparent about AI use when required and state/reference the AI source used.
- Continue to develop independent thinking and subject knowledge.

The school will provide guidance to students regarding responsible AI use and digital literacy.

9. Academic Integrity and Assessment

Academic honesty remains a fundamental expectation.

Students must not:

- Pass off the use of AI in the production of work as their own as this would be plagiarism.
- Use AI where examination regulations prohibit it.
- Submit AI-generated coursework without appropriate acknowledgement where permitted.
- Use AI to gain an unfair advantage.

Where AI use is permitted, expectations regarding attribution and disclosure will be clearly communicated.

The school will follow guidance issued by examination boards, the Joint Council for Qualifications (JCQ), the Department for Education and other relevant authorities.

Suspected misuse of AI during assessments may be investigated in line with existing academic misconduct procedures.

10. Safeguarding

Safeguarding considerations must remain central to all AI use.

The school will:

- Assess the safeguarding implications of AI tools before adoption.
- Ensure age-appropriate access.
- Educate students regarding risks associated with AI-generated content.
- Monitor emerging safeguarding concerns relating to AI technologies.

Staff must remain vigilant regarding:

- Harmful or inappropriate content.
- Manipulated media and deepfakes.
- Online exploitation.

- Misinformation and disinformation.
- Bias and discrimination.

AI systems must never replace safeguarding responsibilities or professional judgement.

11. Data Protection and Privacy

All use of AI must comply with:

- UK GDPR.
- Data Protection Act 2018.
- School data protection policies.

Staff must not enter:

- Sensitive personal data.
- Special category data.
- Confidential safeguarding information.
- Information that could identify individual students or staff.

Unless approved through appropriate data protection and procurement processes.

Any new AI systems considered for adoption must undergo appropriate privacy, security and risk assessments.

12. Inclusion and Accessibility

The school recognises the potential of AI to support inclusion and remove barriers to learning.

Appropriate uses may include:

- Reading support.
- Language support.
- Accessibility tools.
- Adaptive learning technologies.
- Support for students with SEND.

All AI-enabled support should complement, rather than replace, high-quality teaching and personalised support.

The school will strive to ensure equitable access whilst being mindful of potential digital disadvantage.

13. Leadership and Governance

School leaders will:

- Promote responsible innovation.
- Monitor developments in AI.
- Provide guidance and training.
- Ensure compliance with statutory responsibilities.
- Review risks and opportunities regularly.

Governors will:

- Provide strategic oversight.
- Monitor implementation of this policy.
- Ensure alignment with the school's vision and values.
- Review annual reports on AI use where appropriate.

14. Professional Development

The school is committed to developing staff confidence and competence in the use of AI.

Professional development will focus on:

- Ethical use.
- Classroom applications.
- Assessment implications.
- Safeguarding.
- Data protection.
- Inclusion and accessibility.
- Emerging developments in educational technology.

15. Communication with Parents and Carers

The school recognises the importance of engaging parents and carers in discussions regarding AI.

The school will:

- Provide information regarding the school's approach.
- Promote safe use of AI at home.
- Support digital literacy among families.
- Respond transparently to emerging concerns.

16. Monitoring and Review

The implementation and impact of this policy will be reviewed annually.

The review will consider:

- Emerging technologies.
- Regulatory developments.
- Educational effectiveness.
- Safeguarding implications.
- Stakeholder feedback.
- National guidance and best practice.

17. Conclusion

Artificial Intelligence presents significant opportunities and challenges for education. At Holy Trinity Church of England Secondary School, we are committed to embracing innovation with wisdom, ensuring technology supports rather than diminishes human flourishing.

Guided by our Christian vision and values of dignity, community, wisdom and hope, we will seek to prepare young people not merely to use AI, but to engage with it thoughtfully, ethically and responsibly as global citizens of the future.

Linked Documents:

[JCQ Exam Documents](#)

Appendices:

- Appendix A: AI Principles Statement
- Appendix B: Staff Guidance on Approved AI Uses
- Appendix C: Student AI Expectations
- Appendix D: AI Risk Assessment Framework
- Appendix E: AI Tool Evaluation Checklist

Appendix A

Holy Trinity Church of England Secondary School

Artificial Intelligence Principles Statement

Innovation with Wisdom

Our Vision

At Holy Trinity Church of England Secondary School, we believe that education is about enabling every individual to flourish and fulfil their God-given potential. As Artificial Intelligence (AI) becomes an increasingly important part of society, we are committed to helping our students develop the knowledge, skills and character needed to engage with these technologies confidently, critically and responsibly.

We recognise that AI has the potential to transform learning, improve accessibility, enhance efficiency and create new opportunities. At the same time, it raises important ethical questions about truth, trust, creativity, responsibility and what it means to be human.

As a Church of England school, our approach is guided by our Christian vision and our core values of **Dignity, Community, Wisdom and Hope**. These values shape how we evaluate, adopt and use AI across our school.

Dignity

We believe that every person is made in the image of God and possesses inherent worth, value and unique gifts.

AI can support learning and productivity, but it can never replace the relationships, compassion, moral judgement and human connection that lie at the heart of education. We are committed to ensuring that technology serves people rather than people serving technology.

We will always prioritise the wellbeing, safety and flourishing of our students and staff. Human judgement and professional responsibility will remain central to decision-making, teaching and care.

We believe AI should enhance human potential, not diminish human dignity.

Community

We are called to live and learn together in relationships characterised by respect, service and belonging.

Technology should strengthen our community rather than isolate individuals or undermine trust. We want our students to learn how to use AI collaboratively, responsibly and ethically, recognising its impact on others and on wider society.

We will encourage open conversations about the opportunities and challenges presented by AI and work in partnership with parents, carers, staff, governors and students to shape our approach.

We believe AI should strengthen relationships and contribute to the common good.

Wisdom

Knowledge alone is not enough. Education must also develop wisdom: the ability to make good decisions, exercise sound judgement and discern what is right.

AI systems can generate information quickly, but they do not possess understanding, wisdom or moral responsibility. They can be inaccurate, biased or misleading. For this reason, we will teach students and staff to question, evaluate and verify AI-generated content.

We will promote critical thinking, digital literacy and ethical reflection so that students learn not simply how to use AI, but how to use it wisely.

We believe wisdom must always guide innovation.

Hope

We believe education should prepare young people with confidence for the future.

AI will shape the world our students enter as citizens, employees, leaders and lifelong learners. Rather than fearing technological change, we seek to engage with it thoughtfully and positively, helping students understand both its possibilities and its limitations.

We are committed to ensuring that young people are equipped not only with technical skills but also with the character, resilience and ethical understanding needed to navigate a rapidly changing world.

We believe AI can be a force for good when used with responsibility, integrity and compassion.

Our Commitments

As a school, we commit to:

Supporting Learning

We will explore how AI can enhance teaching and learning while ensuring students continue to develop deep knowledge, creativity, critical thinking and independent learning skills.

Promoting Ethical Use

We will encourage honesty, transparency and academic integrity and will help students understand when and how AI may be used appropriately.

Protecting People and Data

We will prioritise safeguarding, privacy and data protection and carefully evaluate AI systems before they are adopted within school.

Advancing Inclusion

We will seek opportunities to use AI to reduce barriers to learning, improve accessibility and support the participation and success of all learners.

Developing Understanding

We will help students become informed and reflective users of technology who understand both the opportunities and challenges associated with AI.

Continuing to Learn

As AI develops rapidly, we recognise that our understanding and practice must also evolve. We are committed to learning, reflection and continuous review.

Our Aspiration

Artificial Intelligence is one of the defining developments of our age. Our responsibility is not simply to teach students how to use new technologies, but how to engage with them in ways that reflect wisdom, integrity and care for others.

At Holy Trinity Church of England Secondary School, we aspire to develop young people who can use AI thoughtfully and responsibly; people who value truth, respect human dignity, contribute positively to their communities and approach the future with confidence and hope. In all that we do, we seek to ensure that technology remains a tool for human flourishing, guided by our Christian vision and rooted in our values of **Dignity, Community, Wisdom and Hope**.

Appendix B: Staff Guidance on the Use of Artificial Intelligence (AI) and Intelligence Augmentation (IA)

Purpose

At Holy Trinity Church of England School, we use the term **Intelligence Augmentation (IA)** to emphasise that technology should enhance, rather than replace, human intelligence, judgement, creativity and relationships. Staff are encouraged to make thoughtful use of AI tools where they support professional practice, improve efficiency and enable greater focus on the work that only people can do.

All AI use must be consistent with the school's IA Principles, particularly:

- Technology must serve human flourishing.
- Human dignity and agency matter more than speed.
- Learning and development come before efficiency.
- Professional judgement and critical thinking cannot be outsourced.
- Safeguarding always requires human oversight.
- Our Christian vision shapes our use of technology.

1. Core Expectations for All Staff

Staff remain professionally responsible for all decisions, communications, resources and actions, regardless of whether AI has been used to assist.

Staff must:

- Review and evaluate all AI-generated content before use.
- Fact-check information generated by AI.
- Adapt outputs to reflect professional expertise and contextual knowledge.
- Exercise professional judgement at all times.
- Follow safeguarding, data protection and confidentiality requirements.

Staff must never:

- Allow AI to make decisions regarding safeguarding, wellbeing, behaviour or personnel matters.
- Upload confidential or personally identifiable information into unapproved AI systems.
- Present AI-generated content as having been professionally reviewed when it has not.
- Use AI in ways which undermine student learning, academic integrity or human dignity.

2. Approved Technology Environment

Holy Trinity's preferred technology ecosystem comprises:

Microsoft 365

Including:

- Microsoft Copilot
- Word
- PowerPoint
- Excel
- Outlook
- OneNote
- Forms
- Teams

Where AI tools are available within Microsoft's education environment, these should normally be the first choice for staff use due to security, account management and integration advantages.

Apple iPads

iPads provide access to approved educational applications and Microsoft 365 services. Staff should ensure that AI-enabled applications installed on iPads have been approved through the school's normal procedures.

3. Appropriate Uses of AI

Teaching and Learning

AI may be used to:

- Generate lesson starters and retrieval activities.
- Create differentiated resources.
- Produce scaffolded writing examples.
- Adapt reading materials for different ability levels.
- Generate quiz questions.
- Suggest enrichment and extension activities.
- Create revision materials.
- Support curriculum planning.
- Produce exemplars for analysis and critique.

Staff should ensure that AI enhances learning but does not replace the thinking that learning requires.

A useful question is:

Does this use of AI increase learning, or remove learning?

If it removes the need for thinking, it is unlikely to be educationally beneficial.

Administrative Tasks

AI may be used to assist with:

- Drafting routine communications.
- Summarising meeting notes.
- Creating agendas.
- Preparing presentations.
- Producing first drafts of policies and reports.
- Generating templates.
- Organising information.
- Drafting newsletters and website content.

All outputs must be reviewed and edited by the member of staff responsible.

Professional Development

Staff may use AI to:

- Explore educational research.
- Summarise articles.
- Generate reflective questions.
- Support professional reading.

- Develop subject knowledge.
- Create training materials.

AI should be treated as a starting point for professional enquiry rather than an authoritative source.

4. Student Learning and AI

Staff are expected to help students develop AI literacy and responsible use.

Students should learn:

- How AI systems work.
- The strengths and limitations of AI.
- How to evaluate AI outputs critically.
- The importance of originality and independent thinking.
- Issues relating to bias, misinformation and reliability.
- Ethical implications of emerging technologies.

Whenever students use AI, teachers should ensure that the purpose is educationally sound and supports rather than replaces learning.

5. Assessment and Academic Integrity

Staff must follow current JCQ and awarding-body guidance regarding AI and assessments.

When designing assessments, staff should consider:

- What thinking students are expected to undertake independently.
- Whether AI assistance is permitted.
- How AI use should be acknowledged.
- How authentic learning can be demonstrated.

AI may assist staff in generating draft questions, mark schemes or feedback points, but:

- Final assessment decisions remain with teachers.
- Professional judgement cannot be delegated to AI.
- AI-generated feedback should be reviewed before use.

Work submitted by students must represent the student's own understanding and achievement.

6. Safeguarding

Safeguarding remains a human responsibility.

AI tools must never:

- Make safeguarding judgements.
- Assess risk without human oversight.
- Determine interventions.
- Replace conversations with students, families or professionals.

Staff should remain alert to risks including:

- Deepfakes.
- Impersonation.
- Misinformation.
- Manipulated images, audio and video.
- Online exploitation.

- AI-assisted bullying.

Any safeguarding concerns should be handled through established safeguarding procedures.

7. Data Protection and Confidentiality

Staff must not enter any of the following into unapproved AI systems:

- Student names.
- Personal data.
- SEND information.
- Safeguarding records.
- Medical information.
- Personnel information.
- Sensitive parental communications.
- Confidential school information.

Where AI is used to assist with drafting, information should be anonymised wherever possible. For example:

Acceptable

A Year 8 student with literacy difficulties struggles to organise written responses.

Not acceptable

[Named student] in Year 8 with diagnosed dyslexia struggles to organise written responses. When in doubt, staff should seek advice before using AI.

8. Equality, Inclusion and SEND

AI has significant potential to support inclusion and accessibility.

Appropriate uses may include:

- Reading support.
- Text simplification.
- Vocabulary support.
- Translation.
- Speech-to-text.
- Text-to-speech.
- Alternative presentation formats.

Staff should remain aware that AI systems can reflect bias and should carefully review outputs to ensure they uphold the school's commitment to dignity, equity and inclusion.

9. Transparency

Staff should be open about significant use of AI.

When AI has substantially contributed to a piece of work, staff should be prepared to explain:

- Which tool was used.
- How it was used.
- What professional review was undertaken.
- What changes were made.

Transparency promotes trust and models responsible use for students.

10. A Practical Decision-Making Framework

Before using AI, staff should consider:

Human

Does this support human flourishing, relationships and dignity?

Learning

Does this strengthen learning and thinking?

Accuracy

Can I verify the output?

Privacy

Am I protecting personal and confidential information?

Responsibility

Am I still exercising professional judgement?

If the answer to any of these questions is "no", the use of AI should be reconsidered.

The Holy Trinity Test

Before using AI, ask:

Does this help me spend more time doing the work that only a human being can do, while preserving learning, dignity, wisdom, community and hope?

If the answer is yes, its use is likely to align with the intentions of this guidance.

Appendix C: Student AI Expectations

Purpose

Artificial Intelligence (AI) and Intelligence Augmentation (IA) are becoming increasingly important parts of education, employment and everyday life. Holy Trinity wants students to develop the knowledge, skills and wisdom needed to use these technologies responsibly and effectively.

Students should view AI as a tool to support learning, not as a substitute for learning.

Our Expectations

Students are expected to:

- Use AI safely, responsibly and respectfully.
- Follow teacher instructions regarding AI use.
- Think critically about AI-generated information.
- Check facts rather than assuming AI is correct.
- Demonstrate honesty and academic integrity.
- Respect privacy and protect personal information.
- Report inappropriate or harmful AI content to a member of staff.
- Use AI in ways that reflect the school's values of dignity, community, wisdom and hope.

What Students May Use AI For

When permitted by their teacher, students may use AI to:

- Generate ideas and brainstorm topics.
- Support research and enquiry.
- Improve vocabulary and communication.
- Receive feedback on drafts.
- Summarise information.
- Create revision materials.
- Explore creative projects.
- Support accessibility needs, including reading and writing assistance.
- Develop understanding of AI technology and digital literacy.

What Students Must Not Use AI For

Students must not:

- Submit AI-generated work as entirely their own.
- Use AI to complete assessments where AI use is prohibited.
- Copy and paste AI responses without understanding them.
- Use AI to cheat or gain an unfair advantage.
- Upload personal, confidential or sensitive information.
- Create or share harmful, offensive or inappropriate content.
- Use AI to impersonate another person.
- Create fake images, videos or audio intended to deceive others.
- Use AI in a way that causes harm, distress or disruption.

Academic Integrity

Students are expected to be honest about when and how AI has been used.

Teachers may require students to:

- Explain their thinking.
- Show drafts and working.
- Demonstrate understanding verbally.
- Reference AI assistance appropriately.

Where AI is used inappropriately, this may be treated as academic malpractice and dealt with using the school's behaviour and assessment procedures.

The Holy Trinity Student Test

Before using AI, ask:

1. Am I still doing the thinking?
2. Am I learning something from this process?
3. Is this honest?
4. Is this respectful of others?
5. Would I be comfortable explaining this use of AI to my teacher?

If the answer to any of these questions is "no", the AI should not be used.

Appendix D: AI Risk Assessment Framework

Purpose

This framework should be used whenever the school is considering introducing a new AI-enabled platform, service, application or process.

The aim is to ensure that innovation is balanced with safeguarding, privacy, educational value and professional responsibility.

Stage 1: Educational Purpose

Key Questions

- What problem are we trying to solve?
- Is AI the best solution?
- How does this support teaching, learning or operational effectiveness?
- How does it support human flourishing rather than simply efficiency?
- Does it enhance rather than replace professional judgement?

Risk Rating

- Low
- Medium
- High

Mitigations Required

Document educational rationale and anticipated benefits.

Stage 2: Safeguarding Review

Key Questions

- Could students be exposed to inappropriate content?
- Are age restrictions clear?
- Could the tool facilitate bullying, grooming, impersonation or exploitation?
- Does the tool create deepfake or synthetic media risks?
- Is human oversight always retained?

Risk Rating

- Low
- Medium
- High

Mitigations Required

DSL review where appropriate, monitoring arrangements, age controls and staff guidance.

Stage 3: Data Protection and Privacy

Key Questions

- Are personal data processed?
- Are student data uploaded?
- Are staff data uploaded?
- Is the supplier GDPR compliant?
- Is a Data Protection Impact Assessment required?
- Are data stored within approved jurisdictions?
- Are retention arrangements clear?

Risk Rating

- Low
- Medium
- High

Mitigations Required

DPO review and completion of DPIA where necessary.

Stage 4: Educational Integrity**Key Questions**

- Could the tool undermine student thinking?
- Could it encourage over-reliance on AI?
- Could it compromise assessments?
- Does it support cognitive challenge?
- Does it encourage critical thinking?

Risk Rating

- Low
- Medium
- High

Mitigations Required

Clear staff guidance and student expectations.

Stage 5: Equality, Accessibility and Inclusion**Key Questions**

- Does the tool improve accessibility?
- Could particular groups benefit disproportionately?
- Could particular groups be disadvantaged?
- Does the tool introduce bias?
- Does it support our commitment to dignity and inclusion?

Risk Rating

- Low
- Medium
- High

Mitigations Required

Accessibility review and equality impact considerations.

Stage 6: Accuracy and Reliability**Key Questions**

- How reliable are outputs?
- Are hallucinations likely?
- Can information be independently verified?
- Does the system clearly distinguish fact from generated content?

Risk Rating

- Low
- Medium

- High

Mitigations Required

Human review processes and quality assurance.

Stage 7: Professional Oversight

Key Questions

- Who remains accountable?
- Is human review embedded?
- Could decision-making unintentionally be delegated to AI?
- Are responsibilities clearly defined?

Risk Rating

- Low
- Medium
- High

Mitigations Required

Named owner and oversight arrangements.

Final Decision

Outcome	Action
Approved	Suitable for implementation
Approved with Conditions	Additional controls required
Pilot Only	Limited trial before wider rollout
Rejected	Risks outweigh benefits

Appendix E: AI Tool Evaluation Checklist

Before Any AI Tool Is Approved

The following checklist should be completed by the staff member proposing use of the tool and reviewed by the appropriate leader.

Section A: Basic Information

Tool Name

Supplier

Website

Proposed By

Date

Section B: Purpose

Educational or Operational Need

What will this tool help us achieve?

Intended Users

- ☐ Staff only
- ☐ Students
- ☐ Both staff and students
- ☐ Other

Section C: Educational Value

Question	Yes	No
Does the tool support learning?	☐	☐
Does it improve accessibility?	☐	☐
Does it encourage critical thinking?	☐	☐
Does it support staff effectiveness?	☐	☐
Does it align with our IA Principles?	☐	☐

Comments:

Section D: Safeguarding

Question	Yes	No
Are age restrictions clear?	☐	☐
Are content filters in place?	☐	☐

Can inappropriate outputs be reported?	☐	☐
Have safeguarding risks been considered?	☐	☐
Is human oversight maintained?	☐	☐

Comments:

Section E: Data Protection

Question	Yes	No
GDPR information available?	☐	☐
Privacy policy reviewed?	☐	☐
Data processing understood?	☐	☐
Personal data protected?	☐	☐
DPIA required?	☐	☐

Comments:

Section F: Technical Review

Question	Yes	No
Compatible with Microsoft 365?	☐	☐
Compatible with school-issued iPads?	☐	☐
Managed through existing systems?	☐	☐
Secure authentication available?	☐	☐
Reliable technical support available?	☐	☐

Comments:

Section G: Equality and Inclusion

Question	Yes	No
Supports accessibility needs?	☐	☐
Supports SEND learners?	☐	☐
Risks of bias considered?	☐	☐
Supports equitable access?	☐	☐

Comments:

Section H: Professional Judgement

Question	Yes	No
Does the tool preserve professional decision-making?	☐	☐
Does it avoid replacing human relationships?	☐	☐
Does it support rather than replace thinking?	☐	☐

Is accountability clearly retained by staff?	☐	☐
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Comments:

Final Recommendation

- ☐ Approve
- ☐ Approve with Conditions
- ☐ Pilot First
- ☐ Reject

Conditions / Actions Required

Reviewer

Date

Holy Trinity Approval Principle

No AI tool should be adopted simply because it is available or efficient. Adoption should be based on whether it advances learning, supports human flourishing, protects dignity, strengthens professional practice and reflects the Christian vision of Holy Trinity Church of England School.