Tove Learning Trust

TLT 1.11

AI Acceptable Use guidance for Staff

November 2025

Approved by:	Trustees Education Committee	**Date:**	22nd September 2025
Last reviewed on:	September 2025		
Next review due by:	Autumn 2027		

Control Sheet

Version number	**01**
Review frequency	2 years
Date of next review	Autumn 2027
Status	Final
Ratified by	Trustees Education Committee
Date ratified	22nd September
Policy owner	TLT IT & Communications Strategy Lead
Policy location	TLT Policy folder
Target group	All employees
Consultation period	15 October - 7 November 2025

Document History:

Version	Date of review	Author	Note of revisions
1	September 2025	IT & Comms Strategy Lead	New policy

1 Purpose

1.1 The purpose of this guidance is to ensure users are aware of the controls and methods in place to manage the use of AI. Users are expected to comply with the guidance to ensure that AI tools are used appropriately. This is supplementary to existing policies and should be read in conjunction with them.

2 Scope

2.1 This guidance applies to the use and configuration of all AI tools that have either been provided by the Trust as part of general IT tools available to staff (such as Microsoft Co-pilot, Google Gemini), These rules apply when using both Trust-owned devices and any personal devices which may be used for Trust business.

2.2 This guidance applies to all employees, agency staff, contractors, volunteers, apprentices, and student/work experience placements who have access to these tools, described as "users" within this document. All users are responsible for reading and understanding this guidance before using any AI technology.

3 Aims and application

3.1 Tove Learning Trust (TLT) recognises that Artificial Intelligence (AI) technology is already widely used in both commercial and everyday applications, and its influence is anticipated to grow exponentially, impacting almost all industries and job sectors including education.

3.2 Whilst AI was typically used by specialists to complete a specific task, it has become a widely used tool in a short period of time that is more accessible in a range of disciplines. In particular, the growth in Generative AI has led to new opportunities to use AI tools. Generative AI is a rapidly evolving and increasingly freely available technology, which can generate new writing, audio, codes, images and video simulations. Whilst this offers opportunities for staff in enhancing efficiency, decision-making and service delivery, it also increases risk.

3.3 This guidance establishes the expectations for the responsible and effective use of all AI in our Trust by users. There is a separate guidance which applies to student use of AI.

3.4 By embracing AI technology, we aim to:

- Support staff to manage their workload more efficiently and effectively. We recognise the value of utilising the potential of AI to carry out approximately 70% of the mundane or complex parts of a task, enabling us to enhance the remaining 30% or so with our professional expertise
- Prepare students for a future in which AI technology will be an integral part.
- Use AI to promote fairness in education by supporting the work to bridge learning and accessibility disparities; and
- Ensure value for money in our services by maximising efficient processes using available technology.

3.5 TLT needs to ensure that the use of AI is organised and controlled in a manner which will be beneficial to the safety of individuals and groups of people and is in alignment with applicable laws and regulations.

3.6 TLT recognises that this is a rapidly developing area and like many other organisations, will need to continually review and adapt practice to changes in technology. This guidance will be regularly reviewed to ensure that it remains relevant and applicable in practice. TLT recognises that it is important to provide early appropriate guidance and advice to employees, to encourage users to be transparent about the use of AI, and to support a culture of responsible AI use as these rapid changes take place.

4 Guidance Statement

4.1 The annex to this guidance sets out which AI tools are permitted. Users are permitted to explore and utilise the listed permitted AI-based tools and technologies to assist in managing their work, but this use is subject to the restrictions in this and related policies. **Users must not use AI tools not listed in the approved section and/or use AI for the prohibited uses listed in the annex.**

4.2 Examples of business tasks that users may use AI for include, but are not limited to, suggesting drafting improvements to documents, call transcription, summarisation of large or specialist documents, translation, drafting of communications materials, content creation, reviewing materials for accessibility.

4.3 Examples of teaching tasks that users may use AI for include lesson planning, marking, adapting materials and plans to ensure they are accessible to all students, timetabling, monitoring IT and online activity for safeguarding purposes and attainment tracking.

4.4 All users of AI will comply with applicable UK laws, regulations, policies, and guidelines including those relating to intellectual property, copyright, data protection, safeguarding, and formal assessment.

4.5 All users of AI will recognise that the technology is rapidly evolving and will be committed to adapting ways of working, as necessary.

4.6 Users will be transparent about their use of AI technology so that stakeholders understand where and how AI is used.

4.7 Users will not rely on AI to replace strategic decision making.

4.8 Users remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used and should rely on their expertise to ensure that they review and tailor any AI output.

4.9 Users will have the opportunity to receive appropriate training and support to effectively integrate AI into their work including professional development focused on AI tools and their effective integration into working practices. Training and support may be planned as part of user personal development reviews and appraisals or on an as-needed basis. Users also have a responsibility to identify any personal training and development needs to ensure they adhere to this guidance and should raise these with their line manager.

5 Data Protection implications of using AI

5.1 Users should be aware that any information entered into some AI models may no longer be private or secure. Users must not enter any information containing personal data, intellectual property or private information (including confidential information, such as contracts) into any AI model without checking whether it is permitted to do so. The AI tools that are safe to enter personal data into are listed in the Annex to this guidance.

5.2 Users who wish to utilise new AI tools or new AI functionality within existing tools must follow the Data Protection guidance and Data Protection Impact Assessment Procedure. Users should be aware that it is not always easy to recognise when AI tools are processing personal data and they should not presume that no processing is taking place. Once you are confident a new AI tool is suitable for school use please submit it via the AI Tool Approval Process and it will then be assessed by the AI approval group to decide if it is appropriate for use across Tove. The Approved Tools list will be regularly updated when needed in order to reflect the changing nature of the AI environment.

6 Ethical use of AI

The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Users should be mindful of the following considerations:

6.1 Bias - data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background. Users must ensure they follow the requirements of the Equality Act 2010.

6.2 Accuracy – information may be inaccurate when generated so any content should be fact-checked. Tools may provide highly plausible and coherent results but may still contain errors.

6.3 Human oversight - a lack of human intervention may result in AI outputs going unchecked. Humans should ensure that outputs align with societal values, and users should be aware that Generative AI lacks flexibility, human understanding, and compassion.

6.4 Relevance – some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

6.5 Environmental issues - use of AI requires energy to run. Therefore, it should only be used when relevant, appropriate and proportionate, where it is the most suitable and sustainable option.

6.6 Reputational - trust in our systems and relationships with stakeholders may be harmed if we do not demonstrate our commitment to ensuring they are not harmed by our use of AI.

Annex

Approved AI tools

Name of tool	Purposes
Co-pilot for Microsoft 365	*Works alongside existing M365 apps such as Word, Excel, and Teams to produce summaries, suggestions and improve drafting. Can create resources to aid workflows.*
Google AI (including but not limited to) *Gemini* *NotebookLM*	*Works alongside existing Google tools such as sheets, docs, Calendar and Classroom to produce summaries, suggestions and improve drafting. Can create resources to aid workflows.*
Canva	*Creation of graphical print, interactive elements, video, web based publications and teaching resources*
The National College Teacher and Leader AI	*This is a new suite of education-specific AI tools from The National College, designed to reduce workload, save time, and support school improvement. From lesson planning and parental communications to leadership strategy and data analysis.*
The Key for School Leaders (KeyGPT)	*Secure and private education-specific AI tools from The Key, designed to reduce workload, save time, and support school improvement. Personally tailored to your role and developed using a wealth of specialised training data.*
Arbor AI	*AI-powered features seamlessly integrated within the Arbor MIS platform to simplify everyday tasks, streamline workflows, and enhance productivity across school operations. Features are clearly identified by the Arbor AI icon within the system.*

Staff are expected to use only those tools that have been evaluated and approved and should do so using only their school and not their personal accounts.

Risks of using unapproved AI tools

Unapproved tools may carry security risks that have not been fully evaluated by the AI steering group and TLT's external DPO.

Use of these tools could cause staff to find themselves in breach of other guidance requirements such as those contained within the Acceptable Use of IT guidance, the Data Protection guidance or the Safeguarding guidance. In addition, unvetted AI tools pose a risk of committing intellectual property infringement and open the user and the trust to legal challenges.

As well as ensuring that only approved tools are used, staff must also take care to access these tools with their school accounts, not personal accounts. Personal account terms and conditions usually do not contain suitable data processing terms and require individual users to proactively opt out of their content being used to train the models, making them unacceptable for school use.

Prohibited uses

The following uses are prohibited:

- AI systems designed to deceive, coerce or influence human behaviour in harmful ways.
- AI tools that prey on an individual's vulnerabilities, such as age, disability, or socio-economic status.
- Emotion recognition within the workplace or educational settings.
- AI systems that use AI for 'social scoring' where scores are assigned to individuals based on their behaviour, affecting access to services, employment or other opportunities.
- Biometric categorisation based on sensitive biometric attributes such as race.
- Real-time biometric identification in publicly accessible spaces for law enforcement purposes.
- AI used to predict criminal offences solely based on profiling or assessing personality traits.

Reporting concerns:

- Safeguarding concerns should be reported in line with KCSIE to the DSL
- Any concerns about a member of staff's use of AI should be reported to the head/principal/CEO of your organisation
- Any concern with regards to the use of AI within the workplace should be reported in accordance with other relevant policies.