ACHIEVE BEYOND SCHOOLS

"We R.A.I.S.E. each other"

Use of AI Policy in Achieve Beyond Schools

Latest review and update	September 2026
Next external review and update	September 2027

CONTEXT

AI (Artificial Intelligence) refers to the ability of machines, especially computer systems, to perform tasks that typically require human intelligence. Colleagues may use AI tools such as Gemini (Google), Copilot (Microsoft) or ChatGPT.

AI adoption is growing rapidly across public, private, and voluntary sectors therefore, AI regulation including company policies is emerging, focusing on safety, accountability, and transparency. AI's impact on jobs, education, and cybersecurity is shaping future skills and of modern British society.

GUIDING PRINCIPLES

- Pedagogical purpose: AI use must be purposeful and aligned with educational objectives.
- Safety and compliance: Colleagues must consider the government's AI safe use guidance.
- Professional judgement: AI outputs must be reviewed, adapted, and approved by using professional judgement, as content produced by AI can be inaccurate, biased, or taken out of context.
- Privacy and data protection: All AI use must comply with data protection laws and not compromise personal or sensitive data. For example, documents containing personal and sensitive information must not be uploaded to AI tools.

ABS ACCEPTABLE USES OF AI

Before using any AI tool, colleagues must ensure that they meet DfE product safety expectations. The tool should also have been reviewed for data privacy, including no training on user-uploaded content unless consent is given. Outputs are reviewed for accuracy, bias, and inclusivity using the FACTS Framework:

Focus prompts
Analyse outputs
Check for bias
Tailor suitability
Strengthen prompts

Below is a list of probable reasons for colleagues to use AI:

- **teaching and learning**, including but not limited to generating lesson plans, quizzes, and knowledge organisers, break down or adapt content for differentiated learning needs or translate and simplify text for accessibility
- **therapy**, including producing visual aids, social stories, emotion- regulation resources, communication prompts, brainstorming strategies, or general activity ideas to support therapeutic goals
- **administrative tasks**, such as drafting letters, newsletters, proofreading, analysing data anonymously, identifying and creating templates for reports
- **general brainstorming,** including general research, idea generation, trend analysis, or scenario planning.

ABS ROLES AND RESPONSIBILITIES

- Ensure AI use aligns with strategic goals and safeguarding responsibilities.
- Use AI purposefully to enhance their performance.
- Review and adapt AI-generated content.
- Model ethical use and reinforce digital literacy in pupils.
- All colleagues and pupils receive annual training on the use of AI and Cyber, which includes guidance on safe and appropriate practice as well as the safety measures required to support pupils when they use a computer or AI tools.

ABS PUPILS' USE OF COMPUTERS OR AI

With high adult-to-pupil ratio, pupils are always supervised when using a computer, including computing lessons, during other lessons that require research, during reward time, or at computing club. Our filtering system (ExaCube) and monitoring system (Senso) help mitigate risks by blocking unsafe content and flagging concerns to adults, while direct supervision further ensures safe and purposeful use.

When pupils access AI tools, such as Google Search, which increasingly incorporates AI-generated overviews, or Gemini, adults will closely monitor and guide their use so that it remains safe, appropriate, and aligned with individual learning needs.