

Cambridge International School

Artificial Intelligence Use Policy

NAME OF POLICY	Artificial Intelligence Use Policy (AIU)
APPROVED BY	Principal
LAST REVIEW DATE	September 2026
NEXT REVIEW DATE	September 2027
RELATED POLICIES	Teaching & Learning Policy Student Code of Conduct Policy Malpractice Policy Digital Device and Acceptable Use Agreement Policy

Artificial Intelligence Use Policy

Introduction

GEMS Cambridge International School, Dubai (CISD) recognises that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st century technology and communication skills and provide infrastructure access to technologies for student use. Artificial Intelligence is quickly becoming embedded in all aspects of human life, and we need to support staff and students to use it wisely and ethically, whilst thinking critically and understanding its limitations.

This policy describes the acceptable use of Artificial Intelligence in CISD. Students and staff must follow the guidelines and general direction set out in this policy, bearing in mind that the field of AI is evolving so rapidly. We recognise that AI has enormous benefits for educators and students, and we want to harness those benefits whilst guarding against the possibility of examination malpractice, plagiarism, lack of thinking, lack of academic integrity, and the ever more worrying concept of hallucination whereby it is hard to tell what is real and what is not as Deepfakes become ever better.

From the 2026 Commonsense Media Report on Artificial Intelligence: "While parents and kids and teens express a mix of optimism and pessimism about AI, they broadly share concerns about overreliance on AI, how AI could affect future job opportunities, and the safety and data privacy of minors who use AI. The majority also agree on the need for stronger requirements for AI companies and AI-generated content to promote safety measures, transparency, and accountability to protect kids and teens."

The guidelines provided in this policy are intended to help users understand appropriate use of AI in our school. The school may restrict, suspend, or terminate any user's access to the school's computer systems upon violation of the Policy, or refuse to accept pieces of work if they are deemed to be generated with AI, in contravention of a teacher's instructions.

Purpose

This policy establishes guidelines for the ethical and responsible use of Artificial Intelligence (AI) tools and technologies within CISD. Our goal is to enhance educational experiences while upholding academic integrity, privacy, and equity.

Scope

This policy applies to all students, faculty, staff, and visitors utilising AI resources provided by or associated with CISD.

Definitions

- **Artificial Intelligence (AI):** Computer systems designed to perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and language understanding.
- **Generative AI:** AI systems capable of creating new content, including text, images, audio, or video, based on their training data.

Guidelines

1. Educational Enhancement

- AI tools should be used to support and enrich the learning experience, not to replace fundamental educational activities or human judgment.

2. Academic Integrity

- The use of AI to engage in cheating, plagiarism, or any form of academic dishonesty is strictly prohibited.
- Students must disclose AI assistance in their work when applicable and adhere to proper citation practices.

3. Ethical Use

- Users must not employ AI to generate inappropriate, offensive, or harmful content.
- AI should not be used to make automated decisions without appropriate human oversight.

4. Privacy and Data Protection

- Users must not input personally identifiable, confidential, or sensitive information into AI tools without explicit authorisation.
- All AI applications must comply with relevant privacy laws, especially the relevant laws in the UAE.

5. Access and Approval

- CISD has the right to ban inappropriate AI Tools from its networks, and use of those tools would contravene the schools Digital Access and Device Policy.
- Some AI Tools such as Microsoft Co-Pilot have an age restriction of 18+ and clearly cannot be used in an educational setting.

6. Equity and Accessibility

- CISD is committed to providing equitable access to AI resources for all students.
- Assignments permitting AI use should ensure that all students have access to the necessary tools, and that the students are trained to think critically and use AI to augment and enhance their work.

7. Awareness and Training

- CISD will provide training to students and staff on the ethical use of AI, its limitations, and potential biases to promote informed and critical engagement with AI technologies. E-Safety lessons are embedded within the curriculum and AI best practice protocols will be incorporated in our curriculum, based on the materials of Common Sense Media, as AI continues to evolve.

Detailed Overview of Misue and Malpractice

Potential Misuse cases

As the AI field evolves there are already many examples where AI has been used to commit crimes from embezzlement to impersonation to harassment. The rise of Deepfakes in Video, Photo or Audio format is a real concern. Students or staff found to use AI to commit any offences including harassment and cyberbullying (see Acceptable Digital and Device Use Policy) will be disciplined according to the relevant Code of Conduct. A reminder of UAE Federal Decree – Law no.5:

The UAE Student Conduct Disciplinary Bylaw and the Federal Decree-Law no. (5) outlines that deliberately creating, transferring and publishing photos and comments on Social Media (Instagram, WhatsApp, Snap Chat, TikTok, Discord, etc) that undoubtedly shows defamation of individuals or staff members or School Leadership of character, dignity and integrity are breaking the law.

Key provisions relevant to schools: excerpts of Federal Decree-Law no. (5) state:

21	Invasion of privacy, including photographing others, or creating, transferring, disclosing, copying or saving electronic photos (just taking a photo or video of someone without their permission, or saving a photo they have posted, is enough). Defamation. Publishing news, photos, scenes, comments, statements or information, even if true and correct. Amending or processing a record, photo or scene for the purpose of defamation of or offending another person or for attacking or invading his privacy.	Up to 6 months' imprisonment +/- fine of AED 150k – 500k
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Consequences of Misuse

Violations of this policy may result in disciplinary action, including loss of access to the school network, academic penalties, or other measures in accordance with CISD's disciplinary procedures, including the Staff and Student Codes of Conduct, as well as Employment and prevailing national laws.

Review and Updates

This policy will be reviewed annually to adapt to emerging AI technologies and evolving educational practices.

By adhering to this policy, CISD aims to foster a responsible and innovative educational environment that leverages AI technologies while maintaining the highest standards of integrity and respect.

From the CIS Malpractice policy:

Cambridge International School, Dubai (CISD) recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils may not use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.
- Where a pupil uses an AI tool, the pupil should retain a copy of the question(s) asked and the AI-generated responses. Pupils must submit this along with the assessment.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments

For more information on AI misuse, see JCQ's 'AI Use in Assessments: Protecting the Integrity of Qualifications'. Any misuse of AI tools may be treated as malpractice.

Privacy concerns extend to biometric data

The essential need to protect students' biometric data stems from the potential use of generative AI tools to create synthetic representations of real people. This is an emerging area of concern that could result in things like impersonation, identity theft, and cyber abuse. To mitigate these risks, you should:

- Avoid uploading any type of biometric data (audio recordings, pictures, or videos of yourself, etc.) to an AI tool.
- Refrain from using generative AI tools that clone any type of biometric information.
- Talk to your students about the importance of being careful about their privacy and being careful about the information they share or post online.

Plagiarism guidelines

This simple set of guidelines is helpful in trying to understand the relationship between AI and plagiarism:

Example	Appropriate?	Explanation
Posing an essay question to an AI and then passing this off as your own work	No	This is plagiarism and is unacceptable.
Posing an essay question to an AI and making edits before submitting this to your teacher	No	This is still plagiarism (although better than the example above). The majority of the hard thinking has been done by the AI, so even if the product is better than what you could have produced yourself, you are not gaining information on how to improve your work in the future.
Providing the AI with some bullet points to include and asking it to create an essay	No	Given that an essay assignment is meant to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking is not appropriate. Submitting your bullet points to your teacher and seeking advice on essay structuring would be a better approach.
Asking AI to provide statistics or evidence to back up your arguments	Caution	AI can hallucinate and it is often difficult to verify its sources.
Writing a first draft of an essay, asking AI to critique and give feedback, then rewriting based on feedback	Yes, with caution	This can be a good way to use AI, but you must put sufficient effort into the first draft and ensure that AI is assessing your work using the same criteria as your teacher.
Using AI to generate retrieval practice questions	Yes, with caution	This can be useful, but AI-generated questions need verification for accuracy and relevance. The time spent fact-checking might be better used elsewhere.
Asking an AI to translate a passage into English	Depends	If the translation is assigned by your teacher to assess your understanding of a language, using AI is inappropriate. However, if you are translating a source for research purposes, it may be acceptable.
Asking AI to produce a summary of longer texts	Yes, with caution	Useful for initial research but should not replace reading the full text, as summaries may miss important details.
Asking AI to explain a concept you are finding tricky	Yes, with caution	AI can be helpful in clarifying concepts, but you should verify its explanations against reliable sources such as your teacher.
Using AI as a dictation tool	Yes	This can be an efficient way to take notes or draft ideas quickly. If you struggle to understand AI's output, you may need to deepen your understanding of the topic.
Using AI to generate multiple different ideas	Yes	AI can provide perspectives you might not have considered, but it is important to evaluate the suggestions critically.
Asking AI for suggestions for further reading around a topic	Yes	This can be a useful way to discover new sources, especially when providing detailed prompts.
Talking to an AI in a foreign language for extra practice	Yes	AI can be a useful conversation partner, though be aware that some information may not be factually correct.

Reference also: [JCQ - AI Use in Assessments: Protecting the Integrity of Qualifications](#)