



Artificial Intelligence (AI) Policy 2026–2027

Policy Information			
Created Date	May 2025	Reviewed By	Hodan Salah
Revised	September 2026	Version	2.0
Review Cycle	One Year	Next Review	September 2027
Author of policy's role	Senior Leadership Team		
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Artificial Intelligence (AI) Policy The International School of Creative Science (ISCS) – Muwaileh

1. Purpose

This policy sets out how Artificial Intelligence (AI) is used responsibly at ISCS Muwaileh. It promotes innovation in learning and teaching while protecting children, safeguarding personal data, upholding academic honesty, and maintaining ethical standards in line with ISCS values, the national values of the United Arab Emirates, and the requirements of the Sharjah Private Education Authority (SPEA).

Safeguarding comes first. Every use of AI in school is subject to the school's Child Protection & Safeguarding Policy. Where this policy and the safeguarding policy appear to differ, the safeguarding policy takes precedence and the Designated Safeguarding Lead (DSL) must be consulted.

2. Scope

This policy applies to all staff (teaching, administrative, support and leadership), students, contractors, volunteers and visitors who use AI in connection with ISCS Muwaileh. It covers:

- AI use on school premises and during off-site school activities;
- AI use on school devices, school networks and school accounts, and on personal devices under the BYOD Policy;
- AI use at home for homework, assignments and projects;
- AI use in producing school communications, media and promotional materials.

Parents are asked to support this policy as set out in Section 7.

3. Legal and Regulatory Framework

This policy is written to comply with, and should be read alongside:

- SPEA Reference and Ethical Framework for the Use of Artificial Intelligence (Circular No. 71);
- UAE National AI Literacy Curriculum Framework K–12 (Ministry of Education, 2026);



- Federal Decree-Law No. 45 of 2021 on the Protection of Personal Data;
- Federal Law No. 3 of 2016 on Child Rights (Wadeema's Law);
- Federal Decree-Law No. 34 of 2021 on Combatting Rumours and Cybercrimes;
- SPEA child protection and safeguarding requirements, and the school policies listed in Section 18.

4. Definitions

- **Artificial Intelligence (AI):** the capability of computer systems to simulate human intelligence in tasks such as learning, decision-making and problem-solving.
- **Generative AI:** AI that creates new text, images, audio, video or code in response to a prompt.
- **Adaptive learning:** the use of technology to tailor content and activities to each learner's needs.
- **Approved tool:** an AI tool that has passed the evaluation in Section 19 and appears on the school's Approved AI Tools Register, maintained by the AI Lead.
- **Personal data:** any information that identifies, or could identify, a student, parent or staff member, including names, photos, voice recordings, Emirates ID or school ID numbers, addresses, phone numbers, email addresses, dates of birth, grades or reports linked to a named person, SEN information, and medical, safeguarding or behaviour records.
- **Synthetic media / deepfake:** AI-created or AI-altered images, video or audio that depict a real person saying or doing something they did not say or do.
- **Designated Safeguarding Lead (DSL):** the member of staff with lead responsibility for child protection, as named in the Child Protection & Safeguarding Policy.

5. Policy Goals

- **Enhance Learning & Teaching** through ethical and purposeful use of AI.
- **Promote Digital Literacy** and AI literacy in line with the national framework, preparing students for AI-integrated futures.
- **Uphold Integrity** in assessments and academic performance.
- **Safeguard Children, Data & Well-being** in every use of AI technologies.



- **Preserve the Human Role** of teachers and learners, and human judgement in all significant decisions.

6. Principles of Responsible AI Use

6.1 Learner-Centredness and Human Dignity

AI supports the learning process; it does not replace the teacher's educational and guiding role or diminish the value of the learner. AI must never be used to impose behaviour in a coercive or demeaning way.

6.2 Inclusivity, Equity and Fairness

AI tools must be inclusive, adaptive and free from bias, supporting the learning needs of all students, including Students of Determination, EAL and G&T learners. Tools are reviewed periodically for algorithmic bias, and no student is disadvantaged because of background or access to technology.

6.3 Transparency and Explainability

All stakeholders must know what AI is being used, how, for what purpose, and who is responsible for decisions connected to it. Teachers and students receive a simple explanation of how the tools they use work and how they affect educational decisions.

6.4 Privacy and Data Protection

AI systems must comply with UAE data protection law. Data is collected and used only for clear educational purposes. **No personal details of students, parents or staff are ever entered into any AI tool** (see Section 10).

6.5 Human Oversight

AI supports teaching and decision-making but cannot replace professional judgement. Core educational decisions, including grades, assessment outcomes, promotion, academic guidance, behaviour sanctions and safeguarding decisions, always remain under human control.

6.6 Critical Thinking and Verification

AI outputs are never treated as automatically correct. Staff and students check accuracy, sources and suitability before relying on AI-generated content, and recognise that AI can produce inaccurate, incomplete or biased information.

6.7 Safety and Psychological Well-being

AI tools must not expose children to harm, create psychological pressure, or subject learners to excessive monitoring.

7. Roles and Responsibilities

Role	Responsibilities
Principal and Senior Leadership Team	Approve this policy and the Approved AI Tools Register; oversee compliance with SPEA controls; allocate resources for training and monitoring; ensure AI use supports equity and safeguarding.
AI Lead (member of SLT designated by the Principal)	Evaluate and approve tools using Section 19 with the IT team, DSL and Inclusion Lead; maintain the Approved AI Tools Register; issue guidance; coordinate training; report on impact to SLT.
Designated Safeguarding Lead (DSL)	Take part in approving every student-facing tool; receive and act on all AI-related safeguarding concerns; ensure AI risks are covered in safeguarding training; keep records in line with the Child Protection & Safeguarding Policy.
IT Team	Verify the technical security of tools; manage filtering, monitoring, accounts and access levels; respond to data breaches and security incidents; monitor cybersecurity compliance.
Inclusion Lead and education specialists	Check that tools meet the needs of Students of Determination and EAL learners; advise on alignment with educational objectives; ensure alternatives are available.
Teachers	Use AI to serve learning objectives; verify outputs; never enter personal details into AI; set and explain the permitted AI level for each task; supervise student use appropriately for age; report concerns.
Administrative Staff	Use only approved tools; never enter personal or sensitive data into any AI tool; report security incidents.
Students	Use approved tools responsibly and as instructed; uphold academic integrity; protect their own and others' personal data; check information before using it; tell a trusted adult about anything worrying.
Parents	Support safe and responsible use at home, particularly for younger children; give or withhold consent where requested; talk to the school about any concerns.



8. Guidelines by Stakeholder

8.1 For Teachers

Permitted Uses:

- Lesson Planning: generate lesson outlines, starter activities, plenaries and differentiated worksheets.
- Resource Creation: design rubrics, comprehension questions and scaffolded tasks using AI tools.
- Marking & Feedback: use AI-generated draft comments, which the teacher reviews and adapts before use.
- Data Analysis: identify trends in GL/CAT4/PASS assessment data for personalised interventions, using anonymised data only, with all names and identifying details removed.
- CPD Support: summarise research articles, inspection reports or curriculum updates.
- Academic integrity checks: use approved plagiarism and AI-detection tools on student work, in line with Sections 9 and 10.

Teacher transparency: teachers tell students when AI has been used to prepare materials or to draft feedback they receive.

Recommended AI Tools (staff use only):

The tools below are approved for **staff use only**, for planning and resource creation. Their inclusion does not approve them for student use. No student or staff personal data may be entered into any of them. Each tool must be re-checked against Section 19 at the start of every academic year, and the Approved AI Tools Register is the definitive list.

Tool	Purpose	Notes
ChatGPT (OpenAI)	Brainstorming, summarising text, generating lesson ideas, writing prompts	Powerful general-purpose tool
DeepSeek	Multilingual search and summarisation of educational content	Arabic/English bilingual work; check data storage before use
Eduaide.ai / EdCafe	Lesson plans, questions, feedback, learning objectives	Tailored to education; free version available
MagicSchool.ai	Lesson planning, student reports, scaffolding tasks, behaviour strategies	Education-specific prompts
Curipod	AI-generated interactive presentations and polls	Class engagement



Tool	Purpose	Notes
Diffit	Simplify or adapt reading texts to different levels	Supports Students of Determination and EAL learners
Quillbot	Paraphrasing, summarisation and grammar checking	Feedback writing
Twee.com	Grammar tasks, writing prompts and reading texts for ESL/EAL	English and language teachers
SlidesAI.io	Convert text into slide presentations	Speeds up resource creation
Canva Magic Write	Captions, posters and content summaries	Newsletters and visuals; Section 13 applies to all published material

Note: teachers vet all AI content for appropriateness, factual accuracy and cultural suitability before using it in class.

Prohibited Uses:

- Generating full assessments, grades or reports without teacher moderation and review.
- Using AI to make or recommend punitive decisions about students without human review.
- Entering **any** personal details of students, parents or staff into **any** AI tool, approved or not, including through personal accounts. This includes names, photos, ID numbers, contact details, dates of birth, grades linked to a named student, SEN or medical information, and safeguarding or behaviour records.
- Creating or altering images, video or audio of students or staff with AI.
- Directing students to use a tool outside its provider's age limits or not approved for student use.
- Communicating with students through AI platforms or chatbots outside approved school systems.

8.2 For Students

Permitted Uses (only on approved tools, and only as allowed for the task):

- Brainstorming, draft support, revision practice, learning simulations and checking understanding.



Prohibited Uses:

- Submitting AI-generated content in assessments without acknowledgement, or submitting work generated entirely by AI as their own.
- Using AI to plagiarise, fabricate answers or impersonate others.
- Creating, altering or sharing AI images, video or audio of any student, staff member or other real person.
- Using AI to bully, harass, threaten, or produce harmful or inappropriate content.
- Entering their own or anyone else's personal details, such as names, photos, addresses, phone numbers or school ID, into any AI tool.
- Using VPNs, proxies or other means to reach blocked AI tools.

Students must clearly indicate any AI tool used in their submissions (e.g. “This summary was assisted by ChatGPT”). Students are encouraged to talk to a trusted adult, not an AI chatbot, about worries, feelings or personal problems.

8.3 Age- and Stage-Appropriate Use

AI tools are chosen to suit the learner's age and stage of development. The school follows the age limits and terms of use published by every provider, and independence increases gradually through the school with supervision maintained at every stage.

Phase	Student use of AI
Foundation Stage and Key Stage 1	No independent student use. Teachers may demonstrate AI to the class for learning purposes.
Key Stage 2	Teacher-led use of approved, education-specific platforms under direct supervision. No student accounts on general-purpose chatbots.
Key Stage 3	Supervised use of approved tools for specified tasks, only where the provider's age terms allow and any required parental consent is in place.
Key Stage 4 and above	Greater independence on approved tools for permitted tasks, with disclosure required. Filtering and monitoring continue.

8.4 For Administrative Staff

Permitted Uses:

- Automating emails, scheduling and report generation.
- Analysing trends in attendance or assessment data using anonymised data only.



Prohibited Uses:

- Entering any personal details of students, parents or staff into any AI tool, approved or not.
- Using AI to create or alter official documents, logos or images outside Section 13.

8.5 For Leaders

- Curriculum Planning: generate curriculum outlines, cross-curricular activities and supported projects.
- CPD Support: summarise research articles, inspection reports or curriculum updates.
- Automating emails, scheduling and report generation.
- Academic integrity checks on students' homework, projects and assignments, in line with Section 9.
- Leaders apply the same data protection and human oversight rules as all staff, and ensure decisions affecting individual students or staff are never made by AI alone.

9. Academic Integrity and AI

9.1 Permitted AI Levels

For every homework, assignment, project and assessment, the teacher states which AI level applies:

Level	What it means
Level 0 – No AI	AI may not be used at any stage. Used for all formal assessments unless stated otherwise.
Level 1 – AI for ideas	AI may be used to brainstorm or plan; all submitted work is the student's own.
Level 2 – AI-assisted	AI may support drafting or editing, with full disclosure of how it was used.
Level 3 – AI as part of the task	Using AI is part of the learning, e.g. evaluating or improving AI output.

9.2 Requirements

All AI-generated content used in assignments must be:

- Cited appropriately and clearly declared (see Appendix A).
- Reviewed and understood by the student to demonstrate learning.
- Used to support thinking, analysis and creativity, not replace them.



Work generated entirely by AI may never be submitted as a student's original work. Teachers design assessments that show students' actual learning, for example through in-class writing, drafts, oral explanation or process evidence.

9.3 Suspected Misuse

AI-detection tools are not fully reliable and can wrongly flag genuine work, particularly work by students writing in an additional language. **A detection result is an indicator only and is never, on its own, the basis for a sanction.**

Where a tool indicates that more than 20% of a piece of work may be AI-generated or plagiarised, or where a teacher has other concerns, the following steps apply:

- The teacher reviews the work alongside the student's previous work and any drafts.
- The teacher talks with the student, who has a fair chance to explain their work and process.
- If concerns remain, the Head of Department reviews the evidence.
- Any breach is then handled under the Academic Integrity Principles and Assessment Policy, parents are informed, and the outcome is decided by staff, not by a tool.

The school may set additional controls on AI use in assessments to ensure fairness and credibility.

10. Data Protection and Cybersecurity

- **No personal details of students, parents or staff may be entered into any AI tool, whether approved or not.** This applies to all staff and students, on school and personal devices and accounts. Personal details include everything listed under "Personal data" in Section 4.
- Sensitive school data and confidential information are also never entered into AI tools.
- Where AI is used to analyse assessment or attendance data, all names, ID numbers and other identifying details are removed first, so that no individual can be identified.
- Before student work is uploaded to an AI tool, including plagiarism and AI-detection tools, the student's name and any identifying details are removed, and **prior parental consent** is obtained.
- If personal details are entered into an AI tool by mistake, this is reported immediately to the IT team as a data incident.



- Before approval, the IT team and AI Lead check each tool's privacy policy, data storage location, data retention and security standards.
- Staff and students use school-provided accounts, and access levels are set according to each user's role.
- Any data breach or suspected security incident involving AI is reported immediately to the IT team and SLT. Where a child's data or wellbeing is affected, the DSL is also informed.
- Staff and students are taught the risks of sharing data, links and files through AI platforms.

11. Safeguarding and Student Well-being

11.1 AI Concerns Are Safeguarding Concerns

Any concern about a child arising from AI use must be reported to the DSL on the same day, following the Child Protection & Safeguarding Policy. This includes:

- AI-generated sexual, indecent or humiliating images, video or audio of any child;
- deepfakes, voice cloning or impersonation of students or staff;
- bullying, harassment or threats made with AI tools;
- exposure to harmful, violent, extremist or age-inappropriate content through AI;
- attempts by adults or strangers to contact or groom children through AI platforms or apps;
- a disclosure of harm made by a student through, or discovered in, AI-assisted work or tools;
- signs of over-reliance, withdrawal, distress or unhealthy attachment linked to AI chatbots or apps.

Indecent images of children: staff must never view, copy, save, forward, print or share such content, even to gather evidence. They secure the device if safe to do so, do not investigate, and report to the DSL immediately. This applies whether the image is real or AI-generated.

11.2 Prohibited Practices

- **Image, video and voice generation of staff and students:** prohibited.
- **AI in surveillance or recording:** requires consent, a clear and justified educational need, and leadership approval. Tools that monitor learners excessively, such as eye-tracking or continuous audio recording, are prohibited unless this necessity test is met.



- **Cyberbullying monitoring:** AI tools may be used, always with human follow-up and in proportion to the risk.

11.3 Well-being and Balance

- Teachers watch for signs of over-reliance, stress or withdrawal linked to AI use and share concerns with the pastoral team or DSL.
- The school promotes healthy technology habits, screen balance and face-to-face interaction.
- Students are taught that AI chatbots are not a substitute for trusted adults, and are told who they can talk to in school.
- The impact of AI on student well-being is reviewed as part of the annual policy review.

11.4 All AI Systems Must

- Avoid harmful content.
- Prevent discriminatory outputs.
- Encourage digital responsibility.

12. Network Access, Filtering and Monitoring

- Unapproved AI platforms are blocked on school networks and devices.
- Content that promotes misuse of AI, such as cheating services, is filtered.
- VPNs, proxies and other tools used to bypass safety controls are restricted.
- AI-related network activity is monitored in line with the Child Protection & Safeguarding and ICT Acceptable Use policies, and alerts that suggest a child may be at risk go to the DSL.
- Filtering and monitoring arrangements are reviewed at least annually by the IT team and DSL.

13. AI in Media, Promotional Materials and Official Symbols

This section applies to all newsletters, social media posts, website content, posters, videos and other school communications.



13.1 National Symbols and Officials

- AI must not be used to create, alter or recompose images of Their Highnesses the Rulers, Crown Princes and Deputy Rulers, or of officials and national symbols.
- Synthetic images, video or audio (deepfakes) that imitate official figures or attribute statements, positions or scenes to them are prohibited.
- Only official, approved images issued by the competent authorities may be used, without altering their features, context or meaning.

13.2 Logos and Visual Identity

- Government or national logos must not be redrawn or generated with AI.
- The colours, dimensions or elements of logos must not be altered or combined with unapproved design elements.

13.3 Official Content, Intellectual Property and Disclosure

- AI may not be used to produce or process materials containing data, documents or visual content belonging to official entities without the necessary authorisation.
- Licences for images, logos, fonts and other digital assets are checked at every stage, and sources are documented.
- The use of AI to produce visual elements is disclosed.

13.4 Review and Approval

- All materials that include national symbols, logos or images of officials are reviewed and approved before publication, following the school's communications approval procedure.
- Where verification is needed, the school coordinates with the Sharjah Government Media Bureau before publication.
- Images of students in any publication require parental consent, and AI must not be used to alter them.

14. Students of Determination, Equity and Inclusive Access

- AI tools are used to widen access to learning for Students of Determination and EAL learners, with advice from the Inclusion Lead.
- Where a student cannot access a tool, a flexible alternative is provided so that no student is disadvantaged.



- Tasks that require AI are not set as homework unless every student has suitable access.

15. Training and Awareness

15.1 Staff Development

- CPD sessions train staff in AI integration, data protection and verifying AI outputs.
- Annual safeguarding training includes AI-related risks such as deepfakes, sextortion, grooming and harmful content.
- Teachers are involved in evaluating AI tools, and AI use aligns with pedagogical intent and school priorities.

15.2 Student Education

- Age-appropriate AI literacy is taught in line with the UAE National AI Literacy Curriculum Framework K–12, including through ICT/Computing.
- Ethics, safe use, critical thinking and checking AI outputs are embedded across subjects.
- Students learn how to recognise and report harmful AI content and misuse.

15.3 Parent Engagement

- Regular updates via newsletters and parent webinars explain AI use in school and online safety at home.
- Clear communication channels are provided for parent queries and concerns.

16. Continuous Monitoring and Improvement

- AI tools are reviewed regularly for effectiveness, safety, bias and ethical alignment.
 - Impact is measured against clear indicators, such as student progress data, staff workload, academic integrity cases, AI-related safeguarding reports and stakeholder feedback.
 - Feedback from staff, students and parents informs policy updates.
 - Pilot programmes may be run before school-wide implementation.
 - The policy is updated whenever SPEA, the Ministry of Education or UAE law issue new requirements.
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17. Concerns, Complaints and Accountability

- Anyone who believes an AI system has caused an error or harm, such as an unfair assessment outcome or a data misuse, may raise it with the class teacher, Head of Department or AI Lead, or through the school's complaints procedure.
- Concerns are acknowledged, investigated by staff, and any error is corrected with the outcome communicated to those affected.
- **Safeguarding concerns are never handled through the complaints route;** they go directly to the DSL.
- Staff breaches of this policy are addressed under the Staff Code of Conduct; student breaches under the Behaviour and Academic Integrity procedures.

18. Related Policies

- Child Protection & Safeguarding Policy
- Assessment Policy
- Academic Integrity Principles
- Teaching & Learning Policy
- Curriculum Policy
- Inclusion Policy
- Behaviour and Anti-Bullying Policy
- BYOD Policy
- Data Protection and ICT Acceptable Use Policy
- Staff Code of Conduct
- Media and Communications Policy

19. AI Platform Evaluation Checklist

Before any AI tool is approved, the AI Lead, IT team and DSL confirm that it:

Area	Criteria
Educational value	Aligns with curriculum objectives; is pedagogically sound; content is accurate and reviewed; supports thinking rather than memorisation.



Area	Criteria
Age and safety	Meets the provider's age limits and terms of use; is suitable for the intended phase; filters harmful content; has been reviewed by the DSL if student-facing.
Data and security	Complies with UAE data protection law; privacy policy, data storage location and retention have been checked; meets cybersecurity standards; supports role-based access.
Consent	Parental consent has been obtained before any student work is uploaded; clear opt-out provisions exist for students or parents when required.
Fairness and access	Is bias-aware; is accessible to Students of Determination and EAL learners; works on school devices and with weak connectivity.
Assessment platforms	Where used for practice or assessment: questions link to recognised standards, vary in difficulty and format, give constructive feedback, and provide secure reports for teachers and parents.



Appendix A: Student AI Declaration

Students attach or complete this declaration whenever AI has been used in submitted work.

Student name	
Class / Subject	
Task and AI level set by teacher	
AI tool(s) used	
What I used AI for	
What I changed, checked or wrote myself	

I confirm that this work reflects my own understanding, and that I have declared all use of AI honestly.

Student signature: _____ Date: _____

Appendix B: Responding to an AI-Related Safeguarding Concern

Step	Action
1. Keep the child safe	If a child is at immediate risk, act at once and follow emergency procedures.
2. Do not investigate	Listen and reassure. Do not question the child in detail, and do not view, copy, save or forward any indecent image, real or AI-generated.
3. Secure	If safe to do so, secure the device and prevent further sharing. Do not delete content unless the DSL instructs you to.
4. Report	Tell the DSL the same day, and record the facts in the school's safeguarding system.
5. DSL action	The DSL decides next steps, including informing parents, the IT team and external authorities where required.