



Russian International School

2026 – 2027 academic year

School AI Policy

1. Purpose

Russian International School, Dubai recognizes that Artificial Intelligence (AI), including Generative AI, is increasingly becoming part of education, professional practice and everyday life.

The School is committed to preparing students to use AI **safely, ethically, critically and responsibly**, while ensuring that AI supports learning rather than replaces independent thinking, academic effort, human judgement or professional responsibility.

This Policy establishes clear expectations for the use of AI by students, teachers, administrative staff, parents and other members of the School community.

The Policy is designed to support:

- academic integrity and authentic student learning;
- responsible and age-appropriate use of technology;
- student safety and wellbeing;
- protection of personal and confidential information;
- human oversight and accountability;
- critical evaluation of AI-generated information;
- inclusive access to learning;
- compliance with applicable UAE legislation and Dubai private-school requirements;
- the development of AI literacy and future-ready skills.

It applies to AI use:

- on School premises;
- on School devices or networks;
- through School-approved platforms;
- in School-related assignments and projects;
- in homework and independent learning where the work contributes to assessment;
- in administrative, teaching, communication and operational activities carried out on behalf of the School.

2. Definition of Artificial Intelligence

For the purposes of this Policy, *Artificial Intelligence (AI)* refers to technologies that can perform tasks that normally require human thinking. These tasks may include creating, analyzing, translating, summarizing or changing text, images, audio, video, code or other information.

Generative AI is a type of AI that can create new content, such as text, images, audio, video or code, based on instructions or prompts provided by a user.

Examples of AI tools include chatbots, AI writing and translation tools, image and video generators, coding assistants and AI-powered educational platforms.

Not every digital or automated tool is considered Generative AI. The rules in this Policy depend on what the tool does and how it is being used.

3. Core Principles

All AI use within the School must follow the following principles.

3.1 Human responsibility

AI may assist a person but does not replace the responsibility of the student, teacher or staff member. A person who submits, approves, communicates or relies on AI-assisted content remains responsible for its accuracy and appropriateness.

3.2 Learning comes first

AI must not replace the learning outcome or skill that a student is expected to demonstrate independently. AI may support explanation, practice, preparation, brainstorming or analysis where permitted, but students must retain meaningful intellectual ownership of assessed work.

3.3 Critical evaluation

AI-generated information must not automatically be treated as accurate.

AI systems may produce:

- incorrect information;
- fabricated facts or references;
- misleading quotations;
- biased or incomplete conclusions;
- inappropriate or culturally unsuitable content;
- outdated information.

Students and staff must verify important information against reliable sources.

3.4 Safety and age appropriateness

AI tools may only be used in accordance with:

- the student's age;
- the tool's applicable age requirements;
- UAE requirements relating to children's digital safety;
- the School's approved technology arrangements.

Students must not falsify their age or use another person's account to bypass age restrictions.

3.5 Privacy and data protection

Personal, confidential or sensitive information must not be entered into an AI service unless the service has been specifically approved by the School for that purpose and the processing is lawful and authorized.

3.6 Transparency

Where AI has materially contributed to submitted work, the student or staff member must disclose its use in accordance with this Policy and the instructions applicable to the task.

3.7 Fairness and inclusion

AI must not be used to discriminate against, humiliate, stereotype or unfairly disadvantage a student or member of staff. AI-supported learning must remain accessible to all students. Students must not be disadvantaged because they cannot access or use a particular AI tool. Where necessary, the School will provide a suitable alternative method of completing the task.

3.8 Human oversight

AI must not make decisions on its own about a student's education, wellbeing, safety, behavior, discipline or future. Such decisions must always be made by a qualified member of the School staff, with appropriate human review and consideration of the individual circumstances.

4. General Conditions for Student Use

Student use of AI is permitted only where all of the following conditions are satisfied:

- a) AI use is permitted for the particular activity;
- b) the tool and method of access are authorized;
- c) the student's age and applicable access requirements have been considered;
- d) the information entered into the tool may lawfully and safely be processed;
- e) the student retains meaningful responsibility for the work;
- f) the use of AI does not replace the skill or knowledge being assessed;
- g) the final work is checked for accuracy and appropriateness;
- h) the student discloses AI assistance where required.

The School will not require a student to purchase a personal AI subscription or create a personal consumer account solely to complete a compulsory School assignment. Where a student cannot access an approved AI tool, the School will provide a reasonable alternative that allows the student to achieve the same educational objective.

5. Modes of AI Use

• Mode A — Independent Completion

AI must not be used to obtain, generate, transform or substantially assist with the answer or performance being assessed. The purpose is to measure the student's independent knowledge or skill.

Examples include: examinations and tests, independent writing tasks, individual problem-solving, assessment of mathematical reasoning, assessment of language skills, assessment of programming skills, oral presentations where independent knowledge is being assessed.

Accessibility or learning-support tools may be permitted separately where authorized.

• Mode B — Limited AI Assistance

AI may be used only for the specific purposes stated by the teacher.

Examples may include: explaining a difficult concept, providing feedback on an outline, identifying an error without providing the complete answer, brainstorming ideas, language support where language accuracy itself is not the assessed skill.

Any use not expressly permitted remains outside the scope of the permission.

- **Mode C — AI-Integrated Assignment**

AI use is an intentional part of the learning activity. The purpose may include: comparing AI-generated and human-generated responses, identifying AI errors, analyzing bias, evaluating sources, testing an AI-generated model, creating and evaluating content, studying the strengths and limitations of AI, analyzing the social, ethical or educational impact of AI.

The teacher must identify which part of the student's independent contribution will be assessed.

6. Skills that Must Not be Delegated to AI

Where the purpose of an assessment is to measure a specific student skill, that skill must not be delegated to AI.

For example:

- if the task assesses grammar, AI must not correct the student's grammar;
- if the task assesses translation, AI must not perform the translation;
- if the task assesses mathematical reasoning, AI must not solve the problem for the student;
- if the task assesses essay writing, AI must not produce the essay;
- if the task assesses programming, AI-generated code must not replace the student's required programming work;
- if the task assesses artistic creation, AI-generated work must not replace the student's required artistic contribution.

This principle applies to all languages taught at the School, including Russian, English and Arabic.

AI assistance may be permitted for a different educational purpose where the teacher has expressly authorized it.

7. Assessments and Examinations

For examinations, tests and other activities requiring an individual demonstration of achievement, **Mode A** applies by default, unless the applicable assessment rules expressly permit a particular support tool.

Teacher permission does not override the rules of final examinations, final essay requirements, external examinations, international examination organizations, other official or externally regulated assessments.

Students must comply with the rules of the relevant examination or assessment organization.

AI use during an examination or assessment where it is not authorized may constitute an academic integrity violation.

Preparation for examinations should include sufficient independent practice. The use of AI for revision or explanation during preparation does not itself demonstrate mastery of the relevant skill.

8. Declaration of AI Use

Where permitted AI use has materially affected the content, structure, language, code, data or media of submitted work, the student must disclose the use in the form required by the teacher.

For an ordinary assignment, a short statement is normally sufficient.

For substantial projects, the teacher may require additional information, including significant prompts, AI-generated sections, verification methods and the student's independent contribution.

The required level of documentation must be communicated before the assignment whenever reasonably possible.

9. AI Detection and Concerns about Authenticity

The School will not treat an AI detector score as conclusive evidence that a student has violated this Policy.

The following, on their own, do not establish misconduct:

- an AI detector score;
- an unusual writing style;
- a sudden improvement in performance;
- differences between drafts;
- a teacher's general suspicion.

Where there is a reasonable concern, the teacher should:

- a) review the original assignment instructions;
- b) identify the specific basis for the concern;
- c) give the student an opportunity to explain how the work was produced;
- d) consider drafts, notes, sources and other available evidence;
- e) where appropriate, ask the student to explain part of the work or complete a comparable independent task.

The student's age, language background, learning needs, permitted support and other relevant circumstances should be considered.

Uploading student work to an external AI detector is itself a form of data processing and may only be undertaken where the tool and processing are authorized.

10. Review of Suspected Violations

A suspected violation must be reviewed fairly and proportionately.

Possible outcomes include:

- no violation is established;
- clarification of the student's AI declaration is required;
- additional evidence of independent learning is requested;
- additional work is required to verify the student's mastery;

- an academic integrity violation is established under the applicable School procedure.

A lack of evidence of independent mastery is not automatically equivalent to intentional deception.

Disciplinary consequences, where applicable, are determined under the School's approved disciplinary and academic integrity procedures.

This Policy does not create an automatic rule requiring a zero grade, suspension or exclusion solely because AI is suspected of having been used.

Students and parents/legal guardians should receive a clear explanation of decisions made under the relevant procedure and information about the applicable review or appeal process.

11. Use of AI by Teachers and Staff

Staff may use approved AI tools to support professional activities, including:

- preparing lesson materials;
- creating examples and practice tasks;
- adapting resources;
- brainstorming activities;
- preparing differentiated materials;
- translating general, non-confidential texts;
- summarizing non-confidential materials;
- drafting administrative communications;
- developing ideas for projects and activities.

Staff remain fully responsible for the final material.

Before using AI-generated material, the staff member must check:

- factual accuracy;
- curriculum alignment;
- age appropriateness;
- language accuracy;
- cultural appropriateness;
- inclusivity;
- safeguarding implications;
- suitability for the particular class or student.

AI-generated feedback must not be issued automatically without meaningful professional review.

12. Human Decision-Making

AI must not be the sole decision-maker in matters affecting:

- student grades;
- promotion or retention;
- graduation;
- admission;
- disciplinary action;
- safeguarding;

- educational support;
- inclusion decisions;
- psychological or wellbeing assessments;
- significant decisions concerning a student's educational pathway.

Similarly, significant employment or staff decisions must not be made solely through automated AI processes.

AI may support professional analysis, but the responsible member of staff retains decision-making authority and accountability.

13. Parents and Legal Guardians

Parents and legal guardians are encouraged to support responsible AI use at home. Support should focus on helping the child learn rather than completing assessed work on the child's behalf.

Parents should not:

- create assessed work for the student using AI;
- substantially rewrite the student's assessed response using AI where such assistance is not permitted;
- create false-age accounts to bypass restrictions;
- provide an adult account to a child to bypass age requirements;
- upload confidential School information to an AI service.

Parents should encourage students to:

- check AI-generated information;
- disclose AI assistance where required;
- protect personal information;
- ask teachers for clarification where AI use is unclear.

Lack of access to an approved AI tool must not unfairly disadvantage a student in a compulsory School task.

14. Staff Training

The School will provide appropriate professional development for staff on responsible AI use.

Training should address:

- responsible and ethical AI use;
- AI literacy;
- prompt and tool selection;
- fact-checking;
- academic integrity;
- data protection;
- confidentiality;
- age-appropriate use;
- safeguarding;
- copyright and intellectual property;
- inclusive education;
- limitations of AI detectors;

- human oversight;
- incident reporting.

15. Policy review

This Policy will be reviewed periodically and may be updated in response to:

- changes in UAE legislation;
- KHDA requirements or guidance;
- Ministry of Education requirements;
- developments in child digital safety;
- changes in data protection requirements;
- developments in AI technology;
- School experience and incident data;
- changes in assessment or examination requirements.

Where regulatory requirements change, the applicable law or official regulatory requirement takes precedence over this Policy.

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