



The
Grammar
School
Nicosia



1963

USAGE OF ARTIFICIAL INTELLIGENCE (AI) POLICY

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1 Introduction

At the Grammar School Nicosia, we recognise the growing impact and potential of Artificial Intelligence (AI) tools in education. However, as these tools are still evolving, this policy aims to ensure they are used responsibly, ethically, and safely; making sure that these tools will be used to support student learning and without compromising academic integrity as well as the student's ability to be original, think independently and actively engage their mind.

Our goal is to guide students and staff in using AI effectively and safely, while promoting originality, digital responsibility, and a strong learning ethic.

2 What Qualifies as AI

For the purposes of this policy, AI mainly refers to generative artificial intelligence tools. These are tools that can create text, images, audio, video, code, summaries, answers, translations, or other content based on user prompts. Examples may include tools such as ChatGPT, Gemini, Khanmigo, Loora, or similar AI tools. AI tools are not always accurate and may produce false, biased, misleading, or incomplete information.

3 Use of AI by Students

3.1 Academic Integrity

- Plagiarism is a serious offense. Submitting work generated by AI as your own without permission or proper credit is a breach of academic integrity.
- Using AI tools to cheat in tests, exams, or projects is strictly prohibited.
- AI-generated work should only be used when requested/allowed by the teacher and must be clearly identified and acknowledged.

3.2 Ethical Guidelines

- AI must **not** be used for unethical behaviour, including plagiarism, impersonation, or sharing of confidential information.
- AI may be used **only when permitted** by teachers, and solely to assist learning, not replace it.
- Students are responsible for checking the accuracy of AI-generated content.
- Never share personal or sensitive information with AI tools.

3.3 Student Responsibilities – General

1. AI tools must not be used for cheating, plagiarism or any unethical behaviour.
2. Students can use generative AI tools as a guidance but do not submit work generated by AI as their own. Anything generated from generative AI tools can only be used as a reference or practice.
3. Students may use generative AI tools for schoolwork only when allowed by the teacher and in line with the [Traffic Light System reference examples. – Appendix A.](#)
4. When using generative AI tools for anything which is school related, they have the responsibility to cross check and confirm for accuracy.
5. Students must not enter personal, private, or confidential information about themselves or others into AI tools, as this information may not be secure.
6. Any AI use that creates a safeguarding concern must be reported in line with the School's Safeguarding and Child Protection Policy.
7. Refer to and follow the [Traffic Light System reference examples. – Appendix A.](#)

Misuse of AI tools will be treated as a disciplinary matter. Consequences will be applied in line with the School's Discipline Policy, including where AI misuse involves cheating, plagiarism, impersonation, privacy breaches, sharing confidential information, bullying, cyberbullying, creating harmful or humiliating content, or using AI in any way that affects the safety, dignity or wellbeing of others. The seriousness of the offence will depend on the nature, intention, impact and context of the misuse.

4 Teacher Use of AI

Teachers are expected to maintain an ethical and responsible use of AI tools. Trainings on the proper, ethical, responsible and productive use of AI are ongoing, and all teaching staff will be receiving trainings on AI (ongoing). The trainings' purpose are not only done to help teachers learn how they can use the tools to make their lesson more productive, but also to be able to educate and inform their students on the proper usage of these tools.

4.1 Teacher Responsibilities

1. Transparent and honest use of AI – Acknowledge the extent of AI assistance.
2. Must not be used to impersonate individuals or organisations in a misleading and malicious manner – or generate content that is malicious unlawful, harmful.
3. AI must not be used to mark or help assess work without being transparent about it to Head of Department and students. Feedback to students must remain personalised, professional, and checked by the teacher.
4. Staff must be aware of potential biases and inaccuracies of generative AI tools and inform students about these risks.

5. Whatever new information is obtained by generative AI tools must be verified for accuracy and reliability.
6. All teachers must familiarize themselves with the guidelines about AI use and the potential of AI tools, since even if they don't use it themselves the students will be using it.

Any formal assessment task or major student assignment that requires or allows AI use must be approved by the Head of Department in advance.

4.2 Training

Staff will be trained on:

- Safe and ethical use of AI
- How to integrate AI into teaching
- Risks and responsibilities in using generative AI tools

5 Legal, Privacy & Data Protection

Generative AI tools can support learning, but they also create risks related to privacy, accuracy, bias, and misuse. Care must be taken on the usage of such tools and follow these strict guidelines:

- Do not share or enter personal or sensitive data into AI tools.
- Be aware that AI responses may be publicly available and not secure.
- The school takes data privacy seriously; all use must comply with School's data protection policies.

6 Link to School Policies and Strategy

This policy must be read and followed together with the School's Code of Conduct, Discipline Policy, Cybersecurity and Digital Safety Policy, Data Protection Policy, Student iPad Usage Policy, Smart Devices Usage Policy, Student Mobile Phone Usage Policy, and Safeguarding and Child Protection Policy.

7 Policy Review

Due to the rapidly evolving nature of AI, this policy will be regularly reviewed and updated as necessary even before the planned review period.

Appendix A - Traffic Light System – AI Usage

The table below outlines acceptable and unacceptable uses of AI at our school. While not an exhaustive list, these examples aim to guide students in making responsible choices. All students are expected to follow the school's Code of Conduct and Discipline Policy.

Misuse of AI, including plagiarism or cheating, will be treated as a serious offence and addressed according to the Discipline Offence Chart outlined in the Discipline Policy. The seriousness of the offence will depend on the nature, intention, impact, and context of the misuse.

Traffic Light	Example Use	Explanation
Red	Asking AI to write an essay based on your notes	This is plagiarism. It's outsourcing the main task and is not acceptable.
Red	Editing an AI-written essay and submitting it as yours	Still considered plagiarism as the main thinking was done by AI.
Red	Passing off AI-written content as your own	Serious academic misconduct.
Orange to Red	Asking AI to provide statistics or evidence to back up your arguments	Needs care. AI often provides misinformation and things that don't even exist. Additionally, it is not easy to find out where its information comes from. Always search for sources.
Orange	Using AI to review your essay draft	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
Green to Orange	Using AI to generate practice questions	This is a useful and acceptable way to use AI, but it might also be misleading . You need to be sure that the AI is asking the right questions and not making any mistakes. In some cases, the time you spend checking and correcting the AI might be better used doing something else.
Green to Orange	Researching with AI	Even though it looks easier to use a generative AI tool for research as in any search engine information must always be cross checked because it tends to give misinformation . AI tools

		should not be treated as reliable search engines. Information must always be checked against trusted sources.
Green to Orange	Translating texts (not for assessment)	Depends on the purpose. If this translation has been set by your German teacher to assess your understanding of German, then this is not acceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.
Green to Orange	Using AI to create a presentation for you and give as a project for a Computers Presentation Lesson.	Like with translation this depends on the purpose. So, if the purpose of the project is to be evaluated on your knowledge on using presentation tools, then this is not allowed. Same holds if you will be evaluated on your research. But if you are evaluated on your presentation skills then this is acceptable.
Green	Practising a foreign language with AI	Useful for extra practice, but be aware of possible errors.
Green	Asking for essay structure ideas	Helps with outlining, not writing the essay itself. Writing the essay for you or you editing a generated essay is RED.
Green	Generating ideas around a topic. Like Brainstorming	This would be a good use of AI, particularly if you give it some detailed prompts.
Green	Generating ideas or prompts	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
Green	Asking for help with tricky concepts	This is a good way to check how well you understand a topic because you can talk to the AI and ask it to explain things again or give different examples. But you should be careful when using it and always make sure to check your understanding with other sources, like your teacher.
Green	Getting summaries of long texts	Use is only as an initial research; to determine whether the longer texts are appropriate. As a second step you must revisit the relevant documents to read in depth as the summary may have missed important details of the paper.