



The
Grammar
School
Nicosia



1963

USAGE OF ARTIFICIAL INTELLIGENCE (AI) POLICY

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1 Introduction

At The Grammar School Nicosia, we recognise that Artificial Intelligence (AI) is increasingly part of everyday life and education. This policy guides students and staff in understanding responsible, ethical and safe AI use, while protecting academic integrity, originality and independent thinking. It explains how any AI assistance in school-related work, including work completed at home, should support learning rather than replace it. Students are not required to use AI or create AI accounts.

Any School-organised AI activity or research pilot must be separately approved and governed by documented arrangements covering applicable legal requirements, safeguarding, data protection, age restrictions, consent and supervision.

Teacher permission concerns whether AI assistance is academically acceptable for a particular task. It does not authorise access to an AI service or override applicable age restrictions, parental-consent requirements, Ministry of Education guidance or the provider's terms of use.

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 assistance in submitted work is permitted only within the teacher's instructions and the requirements of this policy. Students must clearly acknowledge how AI contributed to their work.

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.
- AI-generated or manipulated images, audio or video must not be presented as authentic recordings of real people or events. Any permitted school-related use must clearly identify the content as artificial.
- AI must not be used to create or share sexual content involving children, non-consensual intimate content, deceptive impersonations, or content intended to bully, humiliate or harm others. Concerns must be reported under the School's safeguarding procedures.

3.3 Student Responsibilities – General

1. AI tools must not be used for cheating, plagiarism or any unethical behaviour.
2. Where students independently use AI for schoolwork, they must follow their teacher's instructions and the [Traffic Light System](#). AI must support, rather than replace, their own thinking. Students must not present AI-generated content as their own independent work. Any permitted AI assistance must be clearly acknowledged.
3. When using generative AI tools for anything which is school related, they have the responsibility to cross check and confirm for accuracy.
4. Students must not enter personal, private, or confidential information about themselves or others into AI tools, as this information may not be secure.
5. Any AI use that creates a safeguarding concern must be reported in line with the School's Safeguarding and Child Protection Policy.

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 use AI responsibly, ethically and safely. Where used, AI should support professional judgement, lesson preparation and teaching without replacing teachers' responsibility for accuracy, fairness or student wellbeing. Teachers should also help students understand AI's limitations and the expectations set out in this policy.

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 use to evaluate individual student work, recommend grades, determine admission or educational placement, or monitor students during tests requires separate School approval following a documented review of applicable AI Act, data-protection and Ministry requirements. Informing the Head of Department or students alone is not sufficient approval.

Teachers remain responsible for assessment decisions and must check any permitted AI-assisted feedback for accuracy, fairness and suitability. Students must be informed when AI materially contributes to the assessment of their work.

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.
7. Staff must not use AI to infer students' or staff members' emotions from biometric data, such as facial images or voice characteristics, or to infer sensitive characteristics through biometric categorisation.
8. AI must not be used for harmful manipulation, exploitation of vulnerabilities, or social scoring that leads to unjustified or disproportionate treatment.
9. Ordinary school assignments must be capable of completion without AI. Any permission to use AI in a formal assessment task or major student assignment requires prior Head of Department approval.
10. Any School-organised AI activity or research pilot requires separate School approval before implementation. Participation must follow the approved project arrangements, including applicable age restrictions, informed consent, supervision, safeguarding and data protection. Research participation must be voluntary, with an appropriate alternative for students who do not participate.

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

The school will support staff AI literacy through training and guidance appropriate to their roles and the tools they use. This will include accuracy, bias, privacy, safeguarding, prohibited uses and human oversight. Records of training and guidance provided will be maintained.

5 Legal, Privacy & Data Protection

AI tools can support learning, but they also create risks relating to privacy, accuracy, bias and misuse. Staff and students must follow these requirements:

- Staff and students must not enter personal, sensitive or confidential information into AI tools during ordinary schoolwork or routine staff use. This includes identifiable student work, names, photographs, recordings, grades and health information. Removing a name alone does not necessarily make information anonymous.
- Information entered into AI tools may be retained, reviewed or reused according to the provider's terms and settings.
- Any proposed processing of personal data within an approved research pilot requires a separate documented data-protection review and authorisation before collection or upload. School approval or parental consent alone does not establish compliance with all applicable requirements.
- 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 traffic lights explain when AI may be used for schoolwork. They do not grant permission to access an AI tool. All use must follow the school's policy, applicable age restrictions, approval requirements and parental-consent arrangements.

The examples are subject to the teacher's instructions and the purpose of the task. A green classification does not permit AI assistance where the task assesses the student's own unaided knowledge or skills.

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	Having AI write the essay instead of the student completing the writing task is not permitted.
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	Ask your teacher first. Produce your own complete draft before seeking feedback. AI feedback may be inaccurate or inconsistent with the assessment criteria; evaluate it critically and retain responsibility for all changes.
Orange	Improving or rephrasing a draft	Ask the teacher first. Assistance must preserve the student's own ideas and authorship and must be acknowledged.
Green to Orange	Checking grammar, spelling or clarity	Acceptable only within the teacher's instructions. Not permitted where those skills are being assessed or where AI substantially rewrites the student's work

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.
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