



Artificial Intelligence (AI) Policy

European Azerbaijan School

1. Purpose

The purpose of this policy is to establish a clear, ethical, and educationally meaningful framework for the use of Artificial Intelligence (AI) at the school. AI should enhance—not replace—human thinking, creativity, relationships, and professional judgement.

This policy aims to:

- promote responsible and ethical AI use;
- enhance teaching and learning;
- protect academic integrity;
- safeguard privacy and personal data;
- ensure equity and inclusion;
- develop AI literacy for all members of the school community.

The school recognises that AI is becoming an essential component of education and future employment. Therefore, our responsibility is not to prohibit AI, but to teach learners and educators how to use it wisely, ethically, and critically.

2. Scope

This policy applies to:

- Students
- Teachers
- Teaching Assistants
- Administrators
- Support Staff
- School Leaders
- Parents when supporting learning at home

This policy covers all forms of Artificial Intelligence, including but not limited to:

- Generative AI (ChatGPT, Claude, Gemini, Copilot, etc.)
- AI image generators
- AI video generators
- AI transcription tools
- AI translation tools
- AI tutoring systems
- AI productivity software

3. Guiding Principles

The school adopts the following principles: **Human First**

AI supports human intelligence but never replaces human judgement, relationships, creativity or professional responsibility.

Learning Before Efficiency - Students should use AI to deepen understanding—not to avoid learning.

Transparency - Whenever AI significantly contributes to an assignment or professional task, its use must be acknowledged.

Academic Integrity - Original thinking remains the foundation of all learning.

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Equity - All learners should have equitable opportunities to access AI-supported learning regardless of background.

Privacy - Personal information must never be entered into AI platforms unless authorised by the school and compliant with applicable data protection legislation.

Critical Thinking - AI outputs must always be questioned, verified and evaluated.

4. Educational Philosophy

The school believes AI should function as a:

- learning partner
- thinking partner
- creativity partner
- productivity assistant

AI should never become a substitute for:

- curiosity
- inquiry
- problem-solving
- collaboration
- reflection
- human interaction

5. Student Use of AI

Students are encouraged to use AI responsibly to support learning.

Students MAY use AI to:

- brainstorm ideas
- generate research questions
- explain difficult concepts
- summarise information for revision
- receive feedback on writing
- improve grammar and language
- generate study quizzes
- organise revision plans
- explore multiple viewpoints

Students MAY NOT use AI to:

- submit AI-generated work as their own
- complete assessments when AI is prohibited
- impersonate another person
- create fake images or videos of others
- bully or harass individuals
- generate inappropriate content
- bypass learning activities

6. AI Disclosure

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Whenever AI has contributed significantly to an assignment, students should acknowledge its use.

Example: *AI was used to brainstorm ideas, improve grammar and organise the structure. Final analysis, conclusions and writing are my own.*

Transparency is valued more highly than concealment.

7. Teacher Use of AI

Teachers may use AI to enhance teaching and professional practice while maintaining full professional responsibility.

Appropriate uses include:

- lesson planning
- differentiated learning materials
- creating rubrics
- generating discussion questions
- producing revision activities
- designing inquiry experiences
- creating visual resources
- translating communications
- drafting newsletters
- analysing anonymous learning trends
- reducing administrative workload

Teachers remain fully responsible for:

- curriculum decisions
- assessment design
- grading
- safeguarding
- pastoral care
- communication with families
- professional judgement

AI recommendations should never replace teacher expertise.

8. Assessment

Assessment should increasingly focus on learning processes rather than simply final products.

Teachers are encouraged to design assessments that include:

- oral presentations
- interviews
- conferences
- reflections
- portfolios
- collaborative inquiry
- live demonstrations
- authentic performances

Students may be asked to explain:

- how AI was used
- why AI was used
- what they changed

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- what they learned

The emphasis is on evidence of learning.

9. Academic Integrity

Using AI without permission or acknowledgement constitutes academic misconduct when it misrepresents authorship.

Examples include:

- submitting AI-generated essays
- AI completing assessments independently
- fabricated citations
- AI-generated laboratory reports presented as original
- undisclosed AI-created artwork

Consequences will follow the school's Academic Integrity Policy.

The school recognises that AI detection software is not fully reliable and therefore will not rely solely upon AI detection tools when investigating concerns.

Evidence will always be considered holistically.

10. Privacy and Data Protection

Members of the school community must never enter into public AI systems:

- student names
- assessment data
- confidential reports
- safeguarding information
- medical information
- financial information
- passwords
- internal school documents

Only school-approved AI platforms may be used where personal information is processed.

11. Equity and Inclusion

The school recognises that not all learners have equal access to AI technologies.

Therefore, the school will:

- provide equitable opportunities where possible;
- avoid assessment practices that advantage students with greater AI access;
- teach AI literacy explicitly;
- support students with diverse learning needs through ethical AI use.

AI should reduce educational barriers—not increase them.

12. AI Literacy

All students and staff will progressively develop competencies in:

Understanding AI

- What AI is
- How it works
- Its strengths
- Its limitations

Critical Evaluation

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- Detecting bias
- Identifying hallucinations
- Verifying information
- Evaluating sources

Ethical Use

- Copyright
- Intellectual property
- Privacy
- Fairness
- Inclusion

Responsible Collaboration

Knowing when to use AI—and when not to.

13. Responsibilities

Students

Students are expected to:

- use AI honestly;
- disclose AI use when required;
- verify AI-generated information;
- protect personal information;
- continue developing independent thinking.

Teachers

Teachers are expected to:

- model ethical AI use;
- teach AI literacy;
- design meaningful assessments;
- protect confidential information;
- continually develop AI competencies.

School Leaders

School leaders will:

- review AI developments annually;
- provide professional learning;
- ensure equitable implementation;
- monitor ethical use;
- review this policy regularly.

14. Parents

Parents are encouraged to:

- discuss responsible AI use at home;
- encourage independent thinking;
- avoid completing children's work using AI;
- support balanced technology use.

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16. Policy Review

This policy will be reviewed annually to reflect technological developments, educational research, legal requirements, and international best practice.

References

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