AUSTRALIAN SCHOOL OF ABU DHABI

AI & TECHNOLOGY POLICY

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1. SCHOOL VISION

Australian School of Abu Dhabi (ASAD) fosters globally minded graduates through inclusive education, nurturing a sense of belonging, understanding, and respect. We empower students with skills, empathy, and awareness to contribute locally and globally.

2. SCHOOL MISSION

Australian School of Abu Dhabi (ASAD) provides a diverse curriculum with global perspectives to all students. We foster inclusion, embrace diversity, promote understanding, and empower students to excel academically and socially. Our commitment to inclusivity ensures every student feels valued and supported.

3. INTRODUCTION

Australian School of Abu Dhabi (ASAD) recognises the important role of artificial intelligence (AI) and digital technology in enhancing teaching, learning, assessment and school operations. When used appropriately, these technologies can support personalised learning, strengthen students' AI and digital literacy, promote inclusion and prepare students to engage responsibly in an increasingly digital world.

ASAD is committed to the safe, ethical and purposeful integration of AI and technology, ensuring that their use supports student learning, wellbeing, academic integrity and independent thinking. AI and technology will complement, rather than replace, human interaction, professional judgement and meaningful teacher oversight.

This AI and Technology Policy (**Policy**) establishes a framework for the responsible use of AI and technology in accordance with the requirements of the Abu Dhabi Department of Education and Knowledge (ADEK), applicable UAE legislation and ASAD's existing policies and procedures, including those governing digital technology, acceptable use, safeguarding, student behaviour, digital communication and data protection.

4. PURPOSE

The purpose of this Policy is to establish a consistent framework for the safe, responsible and effective integration and use of artificial intelligence (AI) and digital technology across Australian School of Abu Dhabi (ASAD), in accordance with ADEK requirements and applicable UAE legislation.

This policy aims to:

- Develop students' AI and digital literacy progressively across all year levels through age-appropriate curriculum integration and assessment.
- Support personalised learning, effective teaching and student achievement through the appropriate selection and use of ADEK-approved AI learning tools.
- Ensure that AI and technology enhance students' critical thinking, independence and academic integrity while maintaining meaningful human oversight.
- Establish clear expectations for the responsible, ethical and culturally appropriate use of AI and technology by students, staff, parents and other users.
- Safeguard student wellbeing, privacy and personal data through appropriate digital safety, cybersecurity and data protection measures.

- Support institutional readiness through effective digital infrastructure, staff professional development and appropriate monitoring and oversight.
- Ensure consistency with ASAD's existing policies and procedures governing digital technology, acceptable use, safeguarding, student behaviour, communication and data protection.

5. SCOPE

This policy applies to all members of the Australian School of Abu Dhabi (ASAD) community, including:

- All students from Kindergarten to Grade 12.
- All teaching, teaching support, administrative and leadership staff.
- Parents and guardians, where responsibilities relate to students' use of AI and digital technology.
- Contractors, external service providers, volunteers and other authorised users of ASAD's digital systems and services.

The Policy covers the use of artificial intelligence (AI) and digital technology in teaching, learning, assessment, communication, administration and other school-related activities. It applies to school-owned and personally owned devices, digital platforms and AI-enabled tools used on school premises, through school networks or during school-related activities conducted off-site or remotely.

This Policy operates alongside ASAD's existing Digital Policy, ICT Acceptable Use & BYOD Policy, Digital & Social Media Policy, Data Protection Plan, Student Behaviour Management & Wellbeing Policy and other relevant safeguarding, assessment, academic integrity and inclusion policies and procedures.

6. DEFINITIONS

TERM	DEFINITION
Agency	The capacity of individuals to make informed decisions, exercise autonomy and control, and retain meaningful involvement in actions and outcomes, including the ability to understand, question, and influence the use and impact of AI systems (UNESCO, 2023).
AI Literacy	The technical knowledge, durable skills, and future ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create with, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications (OECD, 2025).
AI Learning Tool	An AI-powered personalized learning system that adapts content, difficulty level, and/or pacing according to students' needs (based on their performance, engagement, and/or progress).
Algorithmic Bias	Systematic and unfair outcomes produced by AI systems as a result of biased data, design choices, or deployment practices (UNESCO, 2021).
Artificial Intelligence	Computer-based systems designed to perform tasks that normally require human intelligence, such as recognising patterns, making decisions, learning from experience, and generating content (UNESCO, 2021).
Autonomy	The ability of individuals to retain control over decisions and actions, make informed choices, and exercise independent judgement when interacting with AI systems, ensuring that AI supports, rather than overrides, human decision-

	making, responsibility, and agency, particularly in educational contexts (UNESCO, 2021).
Bring Your Own Device (BYOD)	Practice wherein schools allow staff and/or students to do their work on personally owned digital devices.
Data Protection	The process of safeguarding data from corruption, compromise, unauthorized access, or loss and providing the capability to restore the data to a functional state should something happen to render the data inaccessible or unusable (SNIA, n.d.).
Digital Incident	Any internal or external incident involving the inappropriate use of digital technology that negatively impacts the school's systems and/or community. This includes a breach of the reasonable usage policies, a cybersecurity incident, the accessing of inappropriate content, inappropriate behaviors or communications, cyberbullying, and/or any other breach of school regulations in a digital setting.
Responsible Use	The careful, considered, and risk-aware use of digital tools and systems by students, staff, and school leaders in educational settings, in ways that maximize educational benefits while ensuring safety, safeguarding, and appropriate evaluation of risks and benefits before adoption (UK Department for Education, 2025).

7. POLICY

7.1 AI and Digital Literacy

7.1.1 Curriculum Integration

ASAD will develop students' AI and digital literacy through a progressive, age-appropriate curriculum aligned with the ADEK K–12 AI Literacy Framework.
The curriculum will address the following four interconnected AI literacy strands:

- **AI Conceptual Understanding:** Developing an understanding of AI systems, their capabilities, limitations and underlying principles.
- **Critical Evaluation and Informed Interaction:** Developing the ability to interact with AI tools appropriately, critically evaluate AI-generated information and make informed decisions.
- **AI Creation, Engineering and System Design:** Developing skills in designing, creating, testing and improving AI-enabled solutions.
- **Responsible Governance, Data Privacy and Societal Impact:** Developing an understanding of the ethical, legal, cultural and social implications of AI, including privacy, fairness, accountability and responsible use.

These strands will be integrated into curriculum planning and teaching with increasing technical complexity across year levels.

7.1.2 AI Learner Profiles and Phases

ASAD will implement the four developmental phases and learner profiles prescribed by the ADEK K–12 AI Literacy Framework.

Table 1. AI Learner Profiles and Phases

Phase/Cycle	AI Learner Profile	Core Competency Milestone
Phase 1/KG: KG1–KG2/FS2-Year 1	**AI Aware Explorer**	**Explores inputs and responses through play** Students distinguish between human senses and basic machine inputs and understand cause-and-effect relationships. Learning is unplugged with no direct AI tool use.
Phase 2/Cycle 1: Grades 1–5/Year 2-6	**AI Literate Thinker**	**Applies rules, logic, and data to generate and evaluate outputs.** Students progress from rule-based thinking to multi-step logic, develop understanding of how data influences outcomes, and begin interacting with AI tools to refine outputs.
Phase 3/Cycle 2: Grades 6–8/Year 7-9	**AI Solution Builder**	**Designs and improves AI-powered solutions using data, models, and workflows.** Students build, evaluate, and refine solutions using structured processes and foundational ML concepts.
Phase 4/Cycle 3: Grades 9–12/ Year 10-13	**AI Systems & Solutions Designer**	**Designs and governs integrated AI systems.** Students develop real-world solutions using systems thinking and ensure effectiveness, responsibility, and alignment with societal and governance expectations.

ASAD will ensure that learning experiences, access to AI tools and expected competencies are appropriate to each developmental phase, including the requirement that Kindergarten students do not directly use AI tools.

7.1.3 Learning Objectives and Competencies

ASAD will adopt a spiral approach to AI literacy, revisiting foundational concepts and progressively extending students' knowledge, skills and understanding across year levels.

AI learning objectives and competencies will be incorporated into curriculum planning and progressively developed in accordance with the four ADEK learner profiles.

7.1.4 Curriculum Delivery

ASAD will integrate AI literacy into its curriculum through one or a combination of the following ADEK-recognised approaches:

- **Stand-alone:** AI literacy is taught through dedicated units or modules within an ICT or technology-related subject, with specified annual instructional hours for each phase.
- **Embedded:** AI literacy is integrated across subjects and learning experiences, supporting interdisciplinary understanding and authentic application.
- **Hybrid:** AI literacy is delivered through dedicated ICT or technology-related learning and integrated across other curriculum areas.

The selected approach will be reflected in ASAD's curriculum planning and will support the progressive development of AI literacy across all year levels.

7.1.5 AI Learning Outcomes Monitoring and Assessment

ASAD will maintain a Learning Management System (LMS) that incorporates AI literacy standards and learning outcomes and enables ADEK to access relevant student AI literacy data for regulatory monitoring.

ASAD will assess students' AI literacy through authentic, real-world applications of their knowledge and skills, ensuring that students progressively demonstrate the competencies expected at each developmental phase and graduate with demonstrated AI literacy.

Assessment arrangements will accommodate students with additional learning needs in accordance with ASAD's Inclusion Policy and relevant assessment policies and procedures.

7.2 AI Learning Tools

7.2.1 Approval and Deployment

ASAD will provide access to at least one AI-powered personalised learning tool, which may be chat-based or non-chat-based, to support teaching, learning and student progress.
ASAD will:

- Obtain ADEK approval before deploying any AI learning tool for student use.
- Evaluate proposed tools against all mandatory criteria specified in the ADEK AI Learning Tool Criteria.
- Submit evidence demonstrating compliance with each mandatory criterion through the ADEK AI Learning Tool Request Form.
- Deploy only AI learning tools that meet all mandatory ADEK requirements and have received the necessary approval.
- Ensure that AI learning tools are age-appropriate, culturally appropriate, accessible and aligned with ASAD's curriculum and students' learning needs.
- Apply appropriate screen-time limits in accordance with ADEK requirements and ASAD's existing digital technology policies.
- Ensure that AI learning tools complement teacher-led instruction, support independent thinking and do not replace professional judgement or meaningful human interaction.

Approval and use of AI learning tools will also be subject to ASAD's existing digital product selection, safeguarding, data protection and cybersecurity requirements.

7.2.2 Mandatory AI Learning Tool Selection Criteria

ASAD will assess all proposed AI learning tools against the following mandatory ADEK criteria before seeking approval and deployment.

Criterion	Evaluation Questions and Requirements
Safety and Sel-Harm Detection	1. Does the tool detect expressions of self-harm, suicidal ideation, abuse, or severe distress (if applicable)?

	2. Upon detection, does it immediately alert the teacher and/or the school administrator (if applicable)? 3. Does the tool allow teachers to customize safety/self-harm guardrails through prompting and/or configuration features?
Cultural Content Filtering	1. Does the tool detect and filter out culturally inappropriate content through chat-based customization or configuration set-up? Culturally inappropriate content includes: • human reproduction and evolution dogma • alternative gender identity and sexual orientation • alcohol and drugs • religious/political indoctrination 2. Does the tool alert the teacher and/or the administrator?
Academic Integrity	1. Does the tool detect and block plagiarism attempts?
Teaching Pedagogy	1. Does the tool employ evidence-based pedagogical approaches, including one or more of: • Socratic questioning (guiding students to answers through probing) • mastery learning (requiring proficiency before advancing) • spaced repetition (scheduling review at intervals for long-term retention) • retrieval practice (testing recall rather than re-reading) 2. Does it guide students to think and reason rather than simply providing answers?
Curriculum and Content Integration	1. Does the tool integrate your school's curriculum standards (e.g., UAE Ministry of Education (MoE), UK National, US Common Core, International Baccalaureate (IB), and CBSE)? OR Can the school or teacher upload customized standards/learning outcomes? 2. Does the tool link/tag and report on the mastery of curriculum standards/learning outcomes?
Assessment and Learning Resources	1. Does the tool provide pre- and post- assessments capturing students' learning outcomes at the start and end of each unit? 2. Can the teacher use the tool to generate customized lesson plans, presentations, practice sets, quizzes, differentiated tasks, and formative assessment items aligned to their curriculum standards and class needs (if applicable)? 3. Can the teacher edit, adapt, or reject AI-generated content before publishing to students (if applicable)?
Teacher Interface: Student-Level Activity	1. Can the teacher view all of the below for each individual student: • learning gaps • student engagement • time spent on tool • completion progress for assigned tasks • completion rates for assigned tasks • student attainment by learning outcome • student progress by learning outcome

	• full conversation log/chat history (if applicable) • performance trends over time 2. Are learning concerns identified to the teacher? 3. Does the tool generate detailed progress reports showing mastery trends over time?
Teacher Interface: Class-Level Activity	1. Can the teacher view class-level analytics including all of the below: • learning gaps • student engagement • time spent on tool • completion progress for assigned tasks • completion rates for assigned tasks • performance trends over time • comparison of individual student performance against the class baseline
Administrator Access	1. Can the school administrator view: • teacher usage and interactions with the tool • student engagement • student completion of assigned tasks • full conversation log (chat history) for students flagged on safety, self-harm, and cultural inappropriateness (if applicable) 2. Can the administrator manage user accounts, permissions, and tool configurations at school level? 3. Can ADEK be granted system-level administrative access to conduct quality assurance reviews?

Source: *ADEK - Mandatory AI Learning Tool Criteria, AI and Technology Policy, 2026*

ASAD will retain appropriate evidence of tool evaluation, approval and ongoing compliance with these requirements.

7.2.3 Mandatory AI Learning Tool Guardrails

Before students interact with an AI learning tool, ASAD will ensure that teachers copy, paste or embed the ADEK-prescribed guardrail prompt into the relevant tool interface. This may include chat instructions, class or learning space settings, lesson and assignment generation settings, or system-level prompt configurations.

The following ADEK guardrail prompt will be applied:

"You are an AI tutor configured for use in UAE schools. You must comply with UAE cultural and legal norms at all times."

Core rules:

1. Restrict all responses to the assigned lesson topic only.
2. Decline any questions about human reproduction and evolution dogma, alternative gender identity and sexual orientation, alcohol and drugs, religious/political indoctrination.

3. Do not provide any contact numbers for support to students in any case.
4. For any child protection or safeguarding concerns detected, encourage students to reach out to a teacher, principal, school counselor, or other responsible adult.
5. Never engage with anything that could harm a student. Always direct concerns to a trusted adult or school counselor.
6. Encourage respectful, positive communication. Calmly redirect rude or off-topic messages back to the lesson.
7. Reflect UAE values in every response. Avoid anything that conflicts with Islamic values or UAE norms. Never criticize any religion, culture, or nationality.
8. When food comes up, promote healthy, balanced eating. Never reference foods prohibited under Islamic dietary guidelines. Support positive body image.

Teachers will verify that the required guardrails are appropriately configured before student use and will monitor the tool's operation throughout learning activities.

AI-generated responses will not replace ASAD's established safeguarding and child protection reporting procedures. Any identified safeguarding concern must be escalated immediately through the appropriate school procedures.

7.2.4 Teacher and Teaching Support Staff Competency

ASAD will ensure that teachers and relevant teaching support staff receive foundational training in the effective, safe and responsible use of approved AI learning tools.
Teachers will:

- Use AI learning tools in ways that align with curriculum standards, lesson objectives, students' developmental stages and individual learning needs.
- Apply appropriate prompts, safety settings and content restrictions before student use.
- Verify the accuracy, suitability and curriculum alignment of AI-generated information and resources before using or sharing them with students.
- Promote active learning, critical thinking and student independence, avoiding excessive reliance on AI-generated answers.
- Monitor class-level AI learning data daily and individual student-level data at least weekly.
- Use learning analytics to identify gaps, provide targeted support and monitor the effectiveness of interventions.
- Apply appropriate whole-class, small-group or individual interventions according to students' identified needs.
- Retest or reassess students, where appropriate, to evaluate the effectiveness of interventions.
- Maintain professional responsibility for instructional decisions, assessment and student wellbeing.

Where AI learning tools identify self-harm, abuse, severe distress or other serious safeguarding concerns, teachers will immediately notify the designated Student Welfare Lead for distance learning or Child Protection Coordinator for on-site learning, in accordance with ASAD's safeguarding procedures.

ASAD will provide ongoing professional learning and guidance to support the effective implementation of these requirements.

7.2.5 Student Training and Use

ASAD will provide students with age-appropriate training before they use approved AI learning tools.
Training will address:

- Appropriate navigation and use of approved AI learning tools.
- Effective interaction with AI, including suitable prompting where applicable.
- Critical evaluation of AI-generated information and recognition of possible errors, bias and limitations.
- Academic integrity, original work and appropriate acknowledgement of AI assistance.
- Personal data protection, digital safety and responsible online behaviour.
- The importance of independent thinking, reasoning and seeking guidance from teachers or other trusted adults when needed.

Student access and use will be supervised and monitored in accordance with their developmental stage, the approved learning activity and ASAD's existing digital technology and student behaviour management policies.

Kindergarten students will develop foundational AI awareness through unplugged learning activities and will not directly use AI learning tools.

7.3 Institutional Readiness

7.3.1 Digital Strategy and Planning

ASAD will maintain and review annually a school-wide digital strategy that incorporates the effective integration of artificial intelligence (AI) and digital technology into teaching, learning, assessment and school operations.
The strategy will:

- Establish priorities for the responsible and purposeful integration of AI and digital technology.
- Identify the infrastructure, resources and professional learning required to support implementation.
- Promote equitable access to appropriate digital learning opportunities.
- Support the monitoring and evaluation of technology use and its impact on student learning and school improvement.

The strategy will be implemented in accordance with ASAD's existing Digital Policy and relevant school improvement processes.

7.3.2 Staff Professional Development

ASAD will ensure that teaching, teaching support, administrative and leadership staff receive professional development appropriate to their roles and responsibilities in using AI and digital technology.
ASAD will:

- Provide the professional development required by ADEK in relation to AI and digital technology.
- Support staff in developing AI and digital literacy, including the safe, ethical and effective use of approved tools.

- Provide training in digital safeguarding, cybersecurity, data protection and responsible technology use.
- Support teachers in integrating AI and digital technology into curriculum delivery, assessment and differentiated learning.
- Review staff professional learning needs as technologies, regulatory requirements and school practices evolve.

7.3.3 Digital Infrastructure and Access

ASAD will maintain appropriate digital infrastructure and systems to support secure, reliable and effective technology-enabled teaching, learning and school operations.
ASAD will:

- Provide and maintain suitable internet connectivity, network infrastructure, devices, digital platforms and technical support.
- Implement its Bring Your Own Device (BYOD) arrangements in accordance with the ASAD ICT Acceptable Use & BYOD Policy.
- Maintain access to and appropriate integration with ADEK-mandated digital systems and platforms.
- Ensure that approved AI learning tools and other digital resources are accessible to authorised users.
- Monitor and maintain digital systems to support their reliability, security and effective use.

Digital infrastructure and access arrangements will be managed in accordance with ASAD's existing digital technology, acceptable use and data protection policies.

7.3.4 Inclusive and Accessible Technology

ASAD will promote equitable access to AI and digital technology for students with diverse learning needs.
ASAD will:

- Provide appropriate assistive technologies and accessible digital learning resources where required.
- Consider students' individual learning needs when selecting and implementing digital platforms and AI learning tools.
- Support reasonable adjustments that enable students to participate meaningfully in technology-supported learning.
- Ensure that technology use supports inclusion and does not create unnecessary barriers to learning.

These arrangements will be implemented in accordance with ASAD's existing inclusion policies and procedures.

7.3.5 Distance Learning and Continuity

ASAD will maintain appropriate digital systems and arrangements to support distance learning and continuity of education when required.
ASAD will:

- Use approved and secure digital platforms to support remote teaching, learning, assessment and communication.
- Maintain appropriate student supervision, safeguarding and data protection arrangements during distance learning.
- Provide guidance to staff, students and parents on the responsible use of digital learning platforms.
- Ensure that distance learning arrangements remain consistent with ADEK requirements and ASAD's relevant policies and procedures.

7.4 Responsible Use

7.4.1 Responsible and Ethical Use of AI and Technology

ASAD will promote the safe, ethical, responsible and culturally appropriate use of artificial intelligence (AI) and digital technology across the school community.
ASAD will ensure that:

- AI and digital technology are used for legitimate educational and school-related purposes.
- Technology use is appropriate to students' age, developmental stage and learning needs.
- Students and staff understand the capabilities, limitations and potential risks of AI-generated information.
- AI-generated content is critically evaluated for accuracy, reliability, bias and appropriateness.
- Digital interactions reflect respect, responsibility and the cultural values and legal requirements of the UAE.
- AI and technology use supports student wellbeing, inclusion and positive digital citizenship.

All users will comply with ASAD's existing acceptable use, digital communication, safeguarding and student behaviour requirements.

7.4.2 Student Agency and Cognitive Development

ASAD will ensure that AI supports students' independent thinking, creativity, reasoning and problem-solving rather than replacing these essential learning processes.
ASAD will:

- Promote active student participation in learning and decision-making.
- Ensure that students develop their own understanding before relying on AI-generated assistance.
- Discourage cognitive offloading, including excessive dependence on AI to complete thinking, reasoning or problem-solving tasks.
- Encourage students to question, verify and reflect on AI-generated responses.
- Ensure that AI learning tools guide students towards understanding rather than routinely providing complete answers.

Teachers will exercise professional judgement in determining when and how AI assistance is appropriate for learning activities.

7.4.3 Academic Integrity and Assessment

ASAD will maintain academic integrity and fairness in all learning and assessment activities involving AI.
ASAD will ensure that:

- Students submit work that authentically demonstrates their own knowledge, skills and understanding.
- AI assistance is used only where permitted by the teacher and applicable assessment requirements.
- Students appropriately acknowledge AI assistance when required.
- AI is not used to plagiarise, misrepresent authorship or circumvent assessment requirements.
- Teachers design and monitor assessments to support authentic learning and identify inappropriate AI dependence.
- AI-generated assessment materials and outputs are reviewed by teachers before use.

Suspected academic misconduct involving AI will be addressed through ASAD's existing assessment and student behaviour policies and procedures.

7.4.4 Human Oversight and Accountability

ASAD will maintain meaningful human oversight of AI-supported teaching, assessment, student support and school operations.
ASAD will ensure that:

- AI-generated recommendations and outputs are reviewed by appropriately authorised staff before informing consequential decisions.
- Decisions affecting student assessment, progression, wellbeing, safeguarding or access to educational opportunities are not made solely by AI systems.
- Staff remain responsible for the accuracy, fairness and appropriateness of decisions made with AI assistance.
- AI-generated content is verified before being used in official school communications, instructional resources or other consequential contexts.
- Appropriate staff approval is obtained before implementing AI-assisted decisions that materially affect students.

7.4.5 Cultural Appropriateness, Safety and Fairness

ASAD will ensure that AI and digital technology are used in ways that respect UAE laws, cultural values and the wellbeing of the school community.
ASAD will:

- Apply age-appropriate and culturally appropriate content safeguards to approved AI learning tools.
- Monitor AI-generated content for harmful, inappropriate, discriminatory or misleading material.
- Promote awareness of algorithmic bias and the potential for unfair or inaccurate AI-generated outcomes.
- Require staff to consider fairness, inclusion and individual student circumstances when using AI-generated recommendations.
- Address inappropriate content, harmful interactions and identified digital risks through established safeguarding and incident reporting procedures.

7.4.6 Student Mobile Phones and Smartwatches

ASAD will regulate students' use of personal mobile phones and smartwatches in accordance with ADEK requirements and ASAD's existing device and student behaviour policies.
ASAD will ensure that:

- Students do not use personal mobile phones on school premises during the school day, except in exceptional circumstances where a teacher has explicitly authorised their use for a specific educational activity.
- SIM-enabled smartwatches are not used for communication during the school day, and their communication functions remain disabled.
- Student laptops, tablets and other authorised learning devices are used only for approved educational purposes during learning activities.
- Use of authorised learning devices is appropriately supervised and monitored by school staff.

Unauthorised device use will be managed in accordance with ASAD's ICT Acceptable Use & BYOD Policy and Student Behaviour Management & Wellbeing Policy.

7.4.7 Social Media and Virtual Private Networks

ASAD will maintain clear restrictions on student social media use and Virtual Private Networks (VPNs) in accordance with ADEK requirements.
ASAD will:

- Not authorise students to use social media platforms as part of school activities.
- Prohibit the use of VPNs on any device on school premises or through school networks, without exception, including for educational or administrative purposes.
- Apply appropriate network monitoring, filtering and access controls to support these restrictions.
- Address breaches through ASAD's existing acceptable use, safeguarding and student behaviour procedures.

These restrictions do not prevent ASAD from maintaining authorised official school social media accounts in accordance with its Digital & Social Media Policy.

7.4.8 Parent Partnership and Digital Responsibility

ASAD will work with parents and guardians to promote responsible AI and digital technology use beyond the school environment.
ASAD will:

- Regularly communicate expectations for safe, ethical and age-appropriate technology use.
- Provide guidance on supervising students' digital activities and online behaviour outside school.
- Encourage parents to establish appropriate boundaries for screen time, AI tool use and access to digital content.
- Advise parents to limit social media use for children aged 15 and under, in accordance with ADEK guidance.
- Encourage parents to report digital safety or wellbeing concerns through established school communication and safeguarding channels.

7.4.9 Digital Misuse and Reporting

ASAD will respond to the misuse of AI and digital technology in accordance with its existing safeguarding, acceptable use and student behaviour management policies. Students, staff and other authorised users will be expected to report suspected digital misuse, harmful AI-generated content, cyberbullying, privacy concerns or other digital safety incidents through the school's established reporting procedures.

ASAD will investigate and respond to reported concerns, apply appropriate protective or corrective measures and escalate matters to relevant authorities where required.

7.5 Security and Data Protections

7.5.1 Data Protection and Privacy

ASAD will ensure that the collection, processing, storage, sharing and disposal of personal data through AI and digital technology comply with applicable UAE legislation, ADEK requirements and ASAD's Data Protection Plan.
ASAD will:

- Collect and process only the personal data necessary for legitimate educational and school-related purposes.
- Ensure that personal data is accessed only by authorised individuals for approved purposes.
- Apply appropriate technical and organisational safeguards to protect the confidentiality, integrity and availability of personal data.
- Maintain appropriate records of data processing, consent and access arrangements.
- Ensure that AI learning tools and digital service providers comply with ASAD's data protection and security requirements.
- Maintain a Data Protection Plan identifying authorised categories of personal data, data classification and access requirements, parental consent procedures, retention, backup, recovery and disposal arrangements, and safeguards for third-party data sharing.

7.5.2 Parental Consent and Transparency

ASAD will obtain written parental consent, as part of the Parent–School Agreement, before students use digital tools that collect, process or store their personal data.
For AI learning tools, ASAD will obtain separate, explicit parental consent before student use.
ASAD will:

- Inform parents of the purpose of each AI learning tool and the nature of the student data collected.
- Explain how student data will be used, stored and shared.
- Maintain records of parental consent.
- Provide an appropriate alternative learning arrangement where consent for an AI learning tool is declined.
- Ensure that student access to AI learning tools is consistent with the consent obtained.

Consent for general digital technology use or publication of student images and media will not be treated as consent for AI learning tool data processing.

7.5.3 Student Data Use, Retention and Disposal

ASAD will ensure that student personal data collected through AI learning tools is used only for authorised educational purposes.
ASAD will prohibit:

- Commercial exploitation of student personal data.
- Profiling of students.
- Unauthorised disclosure or sharing of student personal data with third parties.
- Use of student personal data to train AI models.

ASAD will ensure that student personal data held by AI learning tools is deleted or anonymised within 90 days of a student leaving the school. Written confirmation of deletion or anonymisation will be obtained from the service provider upon request. Other school records will remain subject to the applicable legal retention requirements and ASAD's Data Protection Plan.

7.5.4 Cybersecurity and Access Controls

ASAD will implement and maintain appropriate cybersecurity measures to protect its digital infrastructure, systems, networks and personal data.
These measures will include:

- **Multi-factor authentication**: Applying multi-factor authentication to relevant systems and user accounts across critical services.
- **Role-based access controls:** Restricting access to systems and information according to authorised responsibilities.
- **Encryption:** Protecting sensitive data through encryption in transit and at rest.
- **Network protection**: Maintaining next-generation firewalls and intrusion detection and prevention systems.
- **Web filtering:** Applying appropriate filtering and monitoring to restrict access to unsafe or unauthorised online content.
- **Endpoint security:** Maintaining device protection on all school-managed devices through security updates, patch management, anti-malware controls and device encryption.
- **Backups and recovery:** Maintaining automated, regular backups of critical data, software and configuration settings in accordance with the ADEK School Records Policy. Backups will be securely vaulted, stored offline and separately from the school network. ASAD will maintain a robust disaster recovery plan to minimise downtime following security incidents and ensure cloud-synchronised data arrangements where external cloud storage systems are used.
- **Data loss prevention:** Implementing data controls covering school and student information to prevent unauthorised disclosure, transfer or loss of sensitive information.
- **Cybersecurity awareness:** Providing appropriate and regular cybersecurity training and guidance to staff and relevant users.
- **Incident response and business continuity:** Maintaining cybersecurity incident response, business continuity and disaster recovery procedures, including appropriate simulation or tabletop exercises.
- **Physical security:** Protecting servers, network equipment and other critical technology infrastructure from unauthorised physical access.

- **Regulatory compliance:** Maintaining cybersecurity arrangements in accordance with applicable UAE legislation, ADEK requirements, and relevant local and international data protection regulations and standards.
- **Security logging and monitoring:** Maintaining appropriate logs and real-time monitoring to identify suspicious activity and support investigations.
- **Secure system development:** Applying secure coding, development and configuration practices when developing or procuring educational software and school-managed digital systems, including regular software updates and security patching to address vulnerabilities.
- **Cloud and software-as-a-service security:** Ensuring cloud service providers meet appropriate security standards, implementing secure cloud configuration and access controls, integrating Software as a Service (SaaS) applications with school identity services where possible, and maintaining Cloud SaaS Security Posture Management capabilities.
- **Collaboration security:** Maintaining secure communication and collaboration platforms to protect sensitive educational information shared among students and staff.
- **Ongoing maintenance:** Regularly maintaining, updating and testing digital infrastructure, operating systems, security systems and software, including antivirus protection, to ensure they remain secure and in good working condition.
- **External learning applications:** Implementing appropriate safeguarding and security mechanisms, such as single sign-on (SSO), to protect students and school systems when using external learning applications.
- **Third-party security:** Assessing cybersecurity risks associated with external providers and maintaining appropriate security obligations.

These requirements will be implemented through ASAD's existing digital infrastructure, cybersecurity and data protection procedures.

7.5.5 Third-Party Providers and AI Learning Tools

ASAD will assess the privacy, security and safeguarding arrangements of external digital service providers and AI learning tool vendors before approving their use.
ASAD will:

- Apply its existing external provider and digital product selection procedures.
- Verify that providers meet relevant ADEK requirements and applicable UAE data protection obligations.
- Ensure that contracts or service arrangements establish appropriate requirements for data access, processing, storage, sharing, retention and deletion.
- Ensure that agreements with third parties processing personal data include confidentiality, non-disclosure and data protection requirements.
- Restrict providers from using student personal data for unauthorised commercial purposes, profiling or AI model training.
- Review provider compliance and address identified risks before continuing or renewing services.

AI learning tools will also be subject to the approval and evaluation requirements set out in Section 7.2.

7.5.6 Digital Security Incidents and Data Breaches

ASAD will maintain procedures for identifying, reporting, investigating and responding to cybersecurity incidents, personal data breaches and other digital security concerns.

ASAD will:

- Require staff and authorised users to report suspected digital security incidents promptly through established school procedures.
- Take appropriate action to contain incidents, protect affected individuals and restore secure operations.
- Escalate incidents involving student safety or wellbeing through the school's safeguarding procedures.
- Notify ADEK and other relevant authorities where required by applicable reporting obligations.
- Document incidents, corrective actions and lessons learned to support continuous improvement.

Incident management will be undertaken in accordance with ASAD's Data Protection Plan and other relevant school policies and procedures.

7.6 Digital Communication

7.6.1 Official Digital Communication

ASAD will ensure that all school-related digital communication is conducted through approved, secure and appropriately monitored communication channels.

ASAD will:

- Use authorised school platforms and accounts for communication with students, parents, staff and external stakeholders.
- Ensure that digital communication is professional, respectful, culturally appropriate and consistent with UAE legislation and ADEK requirements.
- Maintain appropriate safeguards to protect personal information shared through digital communication channels.
- Ensure that school-related digital communication complies with ASAD's Digital & Social Media Policy and Data Protection Plan.

7.6.2 Staff Communication and Professional Boundaries

ASAD will maintain clear professional boundaries in digital communication between staff, students and parents.

ASAD will:

- Prohibit staff from using personal email accounts or personal social media accounts to communicate with current students, former students under the age of 18, or parents regarding school-related matters.
- Require staff to use approved school communication platforms and official accounts for school-related interactions.
- Ensure that digital communication with students is appropriate, transparent and consistent with safeguarding requirements.

- Address inappropriate or unauthorised communication through established school procedures.

7.6.3 Digital Media and Consent

ASAD will ensure that the creation, publication and sharing of student images, videos and other identifiable digital media are managed in accordance with applicable consent, privacy and safeguarding requirements.
ASAD will:

- Obtain and maintain appropriate parental consent before publishing or sharing identifiable student media.
- Use authorised school accounts and platforms for official digital media and social media activities.
- Apply appropriate safeguards to protect students' privacy, identity and wellbeing.
- Manage digital media in accordance with ASAD's Digital & Social Media Policy and Data Protection Plan.

Consent for digital media publication will remain separate from the consent required for AI learning tools under Section 7.5.2.

7.6.4 School Website and Online Information

ASAD will maintain an official school website that provides accurate, appropriate and up-to-date information in accordance with ADEK requirements.
ASAD will:

- Publish and maintain the school information required by ADEK.
- Ensure that website content is reviewed and approved through authorised school processes.
- Protect personal information and ensure that published images and media comply with applicable consent requirements.
- Maintain appropriate security and access controls for website administration.

Website management and publication procedures will be implemented in accordance with ASAD's existing Digital & Social Media Policy.

7.7 Implementation, Monitoring and Evaluation

7.7.1 Policy Implementation and responsibilities

ASAD will ensure that this policy is implemented consistently across the school through appropriate leadership, staff responsibilities, professional development and operational procedures.
ASAD will:

- Assign responsibility for overseeing the implementation of AI and digital technology requirements to relevant school leaders and designated staff.
- Ensure that staff understand and fulfil their responsibilities under this policy.
- Maintain appropriate processes for approving, deploying and monitoring AI learning tools.

- Communicate relevant policy requirements to students, parents, staff and other authorised users.
- Implement this policy alongside ASAD's existing digital technology, safeguarding, student behaviour and data protection policies and procedures.

7.7.2 Monitoring and Evaluation

ASAD will regularly monitor and evaluate the implementation and effectiveness of AI and digital technology across teaching, learning, assessment and school operations.
Monitoring and evaluation will consider:

- Students' development of AI and digital literacy competencies across the prescribed learner profiles and developmental phases.
- The effectiveness of AI learning tools in supporting teaching practices, personalised learning and student engagement.
- Student attainment and progress against relevant curriculum standards and learning outcomes.
- Responsible and ethical use of AI and technology, including academic integrity, safeguarding and digital safety.
- Staff competency, professional development needs and the effectiveness of digital infrastructure.
- Compliance with ADEK requirements, approved tool conditions and relevant school policies.

ASAD will use monitoring findings to identify areas for improvement and inform curriculum planning, professional development and digital strategy priorities.

7.7.3 Compliance Monitoring and Reporting

ASAD will maintain appropriate oversight and records to demonstrate compliance with applicable ADEK AI and technology requirements.
ASAD will:

- Maintain evidence of AI learning tool evaluations, ADEK approvals and relevant consent arrangements.
- Monitor the continued suitability, safety and effectiveness of approved AI learning tools.
- Ensure that required information and system access are available to ADEK for regulatory monitoring and quality assurance.
- Review identified risks, incidents and non-compliance and implement appropriate corrective actions.
- Cooperate with ADEK monitoring, inspections and reporting requirements.

7.7.4 Policy review and Continuous Improvement

ASAD will review this policy periodically and whenever required by changes to ADEK requirements, applicable legislation, emerging technologies or identified school needs.

Reviews will consider the effectiveness of implementation, student learning outcomes, safeguarding and data protection risks, staff feedback and developments in AI and digital technology.

Any proposed amendments will be considered through ASAD's established policy review and ratification procedures.

8. COMPLIANCE

ASAD will ensure compliance with the requirements of the Abu Dhabi Department of Education and Knowledge (ADEK) AI and Technology Policy, applicable UAE legislation and relevant school policies and procedures.

ASAD will:

- Implement the requirements of this policy within the timeframe prescribed by ADEK.
- Ensure that AI learning tools receive ADEK approval before deployment and continue to meet the mandatory safety, educational, privacy and security requirements.
- Maintain appropriate records and evidence to demonstrate compliance with ADEK requirements.
- Cooperate with ADEK inspections, monitoring, quality assurance and reporting requirements.
- Identify and address instances of non-compliance through appropriate corrective actions and established school procedures.
- Review and update this policy as required to reflect changes in ADEK requirements and applicable legislation.

Breaches of this policy will be addressed in accordance with ASAD's relevant policies and procedures, including the ICT Acceptable Use & BYOD Policy, Digital & Social Media Policy, Data Protection Plan and Student Behaviour Management & Wellbeing Policy.

ASAD will work towards full implementation of the ADEK AI and Technology Policy by the commencement of the 2027/28 academic year, subject to confirmation of the final ADEK requirements and implementation timeline.

9. REFERENCES

- Abu Dhabi Department of Education and Knowledge (ADEK). (2026). *AI and Technology Policy* [Draft, July 2026].
- Abu Dhabi Department of Education and Knowledge (ADEK). (n.d.). *School Digital Policy.*
- Abu Dhabi Department of Education and Knowledge (ADEK). (n.d.). *School Records Policy.*
- Australian School of Abu Dhabi (ASAD). (2026). *Digital Policy.*
- Australian School of Abu Dhabi (ASAD). (2026). *ICT Acceptable Use & BYOD Policy.*
- Australian School of Abu Dhabi (ASAD). (2026). *Digital & Social Media Policy.*
- Australian School of Abu Dhabi (ASAD). (2026). *Data Protection Plan.*
- Australian School of Abu Dhabi (ASAD). (2025). *Student Behaviour Management & Wellbeing Policy.*

10. RATIFICATION & REVISION HISTORY

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