



D Y PATIL
INTERNATIONAL SCHOOL
NAVI MUMBAI



ACADEMIC INTEGRITY POLICY

Purpose:

DYPIS is committed to academic integrity and will ensure that all students in the IB Diploma programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Key terms:

Academic integrity:

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Student academic misconduct:

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

School maladministration:

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Balance of probabilities approach

“Balance of probability” means that the decision-maker(s) with appropriate subject-matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

IB learners strive to be:

Principled: Demonstrating integrity by acknowledging the contributions of others and accepting full responsibility for one's own actions and output.

Thinkers: Employing critical and analytical thinking to make well-informed and ethically sound decisions when utilizing digital or other informational resources.

Reflective: Engaging in thoughtful evaluation of, and demonstrating appreciation for, the experiences and perspectives of others.

Knowledgeable: Conducting comprehensive research and reading, while adhering to established standards for citation and academic integrity.

Caring: Exhibiting respect and consideration for others by appropriately recognizing and attributing their contributions.

Risk-Takers: Displaying initiative and independence in undertaking tasks, even in the face of uncertainty or potential failure.

Open-minded: Appreciate their own cultures and histories, and are open to others' perspectives: Connects to academic integrity not as a rule, but as a foundational intellectual virtue. It transforms integrity from mere compliance into a rigorous, respectful, and honest scholarly practice.

Inquirers: Curious, enjoy learning, and develop research skills-The profile of an inquirer is not merely about acquiring information, but about the authentic, disciplined, and passionate pursuit of understanding. Academic integrity is the natural and essential framework for this pursuit—it is the code of honor that ensures the inquiry is real, valid, and contributes meaningfully to the world.

Communicators: Express ideas confidently and creatively in multiple languages and forms-For communicators, academic integrity is not a restraint on expression, but the foundation of credibility and trust that makes meaningful communication possible. It is the ethical framework that ensures ideas are exchanged with clarity, honesty, and respect for origin.

Balanced: Understand the importance of intellectual, physical, and emotional well-being- The profile of being balanced—understanding the importance of intellectual, physical, and

emotional well-being—reveals academic integrity not merely as a rule to follow, but as a practice of sustainable self-care and community care that prevents burnout, preserves authenticity, and fosters a healthy learning environment.

Reflective: Thoughtfully consider their own learning and experiences to support personal growth - The profile of being reflective—thoughtfully considering one's own learning and experiences—is not just complementary to academic integrity; it is its necessary inner compass. Reflection transforms integrity from a set of external prohibitions into a personal ethic rooted in self-awareness, authenticity, and the conscious construction of one's intellectual character.

Responsibilities

The school leadership team

- Embedding the policy into the school structure
- Issuing guidance for teachers
- Guidelines for a designated team or person responsible for academic integrity
- Communicating the principles of academic integrity to parents and legal guardians

Programme Coordinators:

- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- Detecting and properly handling breaches of academic integrity
- ensuring teachers, parents and students have read the academic integrity policy and have adhere to it
- Plan systems to ensure the principles of academic honesty are understood and implemented
- The librarian provides guidelines regarding resources, citation and other reference systems. The librarian hold sessions for teachers and students on citation and referencing
- Addressing any issues of authenticity arising from plagiarism and/or collusion and taking appropriate action referring to the IB academic integrity policy.
- If plagiarism is detected after a candidate's work has been accepted or submitted for assessment, the teacher informs the programme coordinator of the same and it is reported to the school administration and/or IB.
- Fostering an environment where academic integrity is expected and respected.

Teacher:

- Teachers should be aware of the School Academic Integrity Policy.
- They need to develop a learning environment that supports the integrity of academics.
- Communicate the clear assessment guidelines and rubrics on the expectation of each task (whether a group activity or individual work).
- Clear guidelines regarding acceptable amounts of help from peers or other adults should be mentioned.
- All the evaluation should be done fairly and in accordance with the assessment rubrics and subject specific guidelines.
- Provide clarification to students, parents/guardians and administrators with regards to rubrics and handling of academic integrity violations if questioned.
- Responding to school maladministration and supporting the school's and IB's investigations.

Librarian:

- School librarians teach and employ good academic practice for documenting sources used.
- Librarians may even help students identify authentic sources of information during research work.
- Guide students for research paper writing methods, good academic practice and ways of locating, evaluating and using information effectively without committing malpractice.
- Instruct students regarding the use of school library resources, internet resources and the local library system.
- School librarians are expected to conduct a common orientation program and offer individual sessions to students on formats for referencing and citations.

Students:

- Students should be aware of the School Academic Integrity Policy
- Follow the project instructions and deadlines assigned by the teacher
- Ask questions and seek help from appropriate person (teachers, librarians and peers)
- Students should reach out for help from the teachers for clarification of tasks to avoid any malpractice.
- Students should report any breach of academic integrity that they are aware of, to the teachers or authorities.

- Students are responsible for ensuring that all work submitted for assessment is authentic and has not been fabricated.
- Students should give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- Students should be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.

Parents and legal guardians:

- Parents/Guardians should be aware of the academic integrity policy.
- Help their child understand the policy and encourage them to adhere to the rules and guidelines.
- They should report if they come to know about any breach to the authorities.
- Helping their wards understand the need for academic honesty and support the school promotes the same.
- Ask the faculty for clarification if the expectations for a given assignment are not clear.

Investigation:

The main principle of a fair investigation is transparency and all parties under investigation must receive the relevant information that the school has about the allegation against a student and/or member of staff and any relevant evidence on which the IB is basing the case.

Student misconduct:

The investigation will usually only focus on the subject in which irregularities were found. The exception to this is when a student assists a peer in engaging in academic misconduct in a subject for which they are not registered.

School maladministration:

Cases to be reported to the IB by external stakeholders such as examiners, programme coordinators, teachers, whistle-blowers and school visitors or are identified by the IB through samples of work, review of responses to examination papers, or after an inspection.

Responsibility of investigators:

Those responsible for the investigation must work in a discreet manner and using the available evidence, make sure that the process is thorough and fair for those under investigation.

When communicating to the parties involved in the investigation, the school must also inform them of the probable duration and possible consequences of the investigation process. All those under investigation must have the opportunity to present a written statement and know the alternatives available when the IB communicates the outcome of the investigation. Any dispute or controversy arising out of unprecedented and/or extraordinary incidents must be referred to the senior members of the IB Education Office.

Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.

Peer plagiarism: taking work of another student, with or without his or her knowledge and submitting it as one's own.

Facilitating plagiarism: Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills

Conduct during examination: communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage, removal of secure materials such as examination papers, questions and answer booklets, from the examination room .

Duplication: Submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

Falsifying data: creating or altering data which have not been collected in an appropriate way.

Collusion: Collusion covers those cases where students have used a common write-up for a group rather than written their own.

Inclusion of inappropriate, offensive, or obscene material: including offensive or obscene comments or graphic materials in any assessment component. It is considered to be a major

offence if it includes producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs. Inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

Cheating and plagiarism are serious offences. Cheating and plagiarism do not reflect the high standards of character, citizenship, and integrity so highly valued at DYPIS and reflected in our school's mission statement. Academic misconduct of any kind undermines the learning environment and will not be tolerated at DYPIS.

Please be aware that “the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.” (IBO Academic Honesty, 2007)

Our expectations and best practices are set out below.

The academically honest student:

DOES

- Document source material in a formal and appropriate manner (MLA Format)
- Use direct quotations appropriately
- Paraphrase and cite others' ideas appropriately
- Understand the concept of plagiarism
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments
- Acknowledge explicitly and appropriately the help provided by another person
- Follow all exam rules
- Use technology in an ethical manner, with proper citations wherever required.

The academically honest student:

DOES NOT

- Copy from any source without adhering to rules that govern intellectual property
- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as his/her own

- Purchase and submit pieces written by someone else
- Write essays for other students
- Present AI generated work as his/her own.

Plagiarism Violations

If a teacher has sufficient reason to believe that a student has plagiarized, the teacher must determine the level of plagiarism according to the criteria below. A committee comprised of the principal, IB Coordinator and teacher involved then has the option to meet to determine what actions, if any, will be taken.

Statement from the IB about ChatGPT and artificial intelligence in assessment and education

- Latest developments in artificial intelligence (AI) software, such as ChatGPT, that can write sophisticated essay responses have generated a great deal of interest and discussion. The IB will not ban the use of AI software. The simplest reason is that it is an ineffective way to deal with innovation. However, the use of AI tools should be in line with the IB's academic integrity policy. We expect all our schools to discuss the various types of academic misconduct with their students.
- The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.
- Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quoted will not get many, if any, marks with an IB mark scheme.

Scenario	Acceptability	Remarks
#1 A student uses AI for a summary of key points for their essay and suggests references to cite.	Yes	The teacher needs to ensure that the student truly understands the points that are being made.
#2 A student uses AI for a summary of counter-positions or alternative viewpoints on a question	Yes	If the student has used the ideas offered by AI to investigate and understand alternative views similar to how students would explore counter-positions in textbooks. But it is not acceptable for students to present arguments exactly as presented in a textbook, or as generated by AI.
#3 A student uses AI to find quotes on the essay topic and simply copies them without investigating further.	No	The student is not using AI to identify sources to investigate but is using AI to replace part of the thinking process. A student must actively read and engage with the sources and references suggested by AI, not just simply acknowledge that they were found through AI.
#4 A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.	No	A student should work with their teacher or supervisor to identify the subject and topic of interest and may then instruct AI to provide examples of research questions in this area. This is not dissimilar to reviewing past essays/projects in a school library for inspiration.

Scenario	Acceptability	Remarks
#5 A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (translating it into their own words).	No	This is like a student finding an essay online or borrowing an essay from a former student to inspire all the ideas for their essay. The student's understanding of the content should be tested using a viva or oral quiz. If they can demonstrate their understanding, allow the student to submit the work without penalty, while emphasising that using AI in this way misses wider learning opportunities. If the student does not display clear understanding of the content, it can be treated as plagiarism.
#6 A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument and then uses this as a model for their own content.	Yes	If the student has used AI to provide references and examples. Not acceptable. If the student has used AI to replace their own thinking.
#7 A student writes an essay, then copies it into AI and asks the tool to rewrite it for them.	No	The teacher should mark the original essay, but teacher judgement is required. The IB requires teachers to be strict with IB assessment tasks, requiring students to submit their original work. Teachers may exercise more discretion in the context of in-class work.

Scenario	Acceptability	Remarks
#8 A student writes the essay in one language and then uses AI to translate it into another language for submission.	No	The IB certifies that the student has studied the subject in a particular language. Universities and employers are likely to assume the student can work in this language based on their IB certificate.
#9 A student uses AI to suggest improvements for grammar and sentence construction but not a wholesale rewrite.	Yes	Good practice would be for the student to state somewhere (at least to the teacher) that they have used AI in this way.
#10 A student uses AI to “mark” their work and provide feedback for improvement.	No	For IB assessments, this use of AI is discouraged because it violates the “one set of written feedback” rule. The IB believes that the teacher is better placed to provide that feedback. Acceptable. In a non-assessment context, using AI for feedback can be a valuable educational tool.
#11 A student asks AI to “reflect” on a topic, process or question and uses this unchanged in their assessment.	No	Reflection requires students to think about the process they have been through, evaluate it, and decide what – for them – has been valuable, and what they can learn from the experience. Teachers and supervisors attest to authenticity when they upload work for assessment and submitting an AI-generated reflection would constitute fabrication.

Scenario	Acceptability	Remarks
#12 A student tries to hide their use of AI.	No	Ethical use of AI involves being clear and transparent about its use. This means informing the teacher who is authenticating the work for the IB even if the use of AI does not need referencing.
#13 A student uses AI to generate a template for the structure of their essay.	Yes	If the student acknowledges the use of AI when submitting their work for assessment, it presents no misconduct, similar to using sample essays or textbooks to obtain a framework for their essay.

The Consequences of Academic Dishonesty

Degrees of Plagiarism

- A first-degree violation may occur due to ignorance or inexperience on the part of the student. An example of plagiarism at this level may involve a student using a paragraph or a few lines of text without citing the material properly, however, most of the paper is the student's own work.
- A Second-degree violation includes use of one or more paragraphs of another's ideas and/or works without correct citation.
- A third degree violation is a severe case of plagiarism and indicates the majority of a student's work has been taken from another source or sources and not referenced.
- Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.

Penalty Matrix

Infringements	Level 1: penalty	Level 2: penalty	Level 3a penalty	Level 3b penalty
Assessment	Warning letter to the student	Zero marks for Component	No grade for subject(s) concerned	No grade for “parallel” subjects
Assignments	A make-up assignment at a more difficult level.	<ul style="list-style-type: none"> • A makeup assignment at a more difficult level • A letter in the student’s academic file detailing the offense. 	<ul style="list-style-type: none"> • A recommendation that no credit be given for the original assignment.(this could mean the student failing that particular subject where this violation has occurred) • A letter in the student’s academic file detailing the offense. • Disciplinary action taken by administration, including parent notification. 	

Note: For details of infringements under incidents related to coursework and incidents related to examinations, please refer to the IBDP academic integrity policy guide.

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>

Additionally,

<https://www.ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/>

If a student submits work to the IB, which is later, recognised as having been produced dishonestly, the IB will not award a Diploma to that student.

Implementation and Review:

This policy is reviewed periodically to ensure its effectiveness and alignment with the school's evolving needs. The last review was completed on **22nd April, 2025**.

DECLARATION

I confirm that I have read, understand and agree to abide by the DYPIS Academic Integrity Policy.

Student's name:

Parent's Signature: Date



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