



DPSI ACADEMIC INTEGRITY POLICY

This policy applies to and should be read by:

- all DPSI leadership team and administrators.
- all DPSI members of staff responsible for the teaching and preparation of work submitted to the IB for assessment.
- all DPSI School members of staff responsible for the delivery of IB examinations.
- all DPSI students going through assessment and submitting work within the school and to the IB
- all parents and legal guardians of DPSI students going through assessment.

School Vision

A compassionate, future-focused community nurturing critical thinkers who are ethical and responsible global citizens.

School Mission

- Cultivate future-ready competencies through authentic, inquiry-driven learning experiences.
- Inspire lifelong learning by nurturing curiosity, reflection, and agency.
- Foster well-being and belonging in a safe, inclusive, and values-driven community.
- Support ethical leadership and sustainability through local and global action.
- Encourage partnerships for impact by connecting learners, educators, and communities across boundaries.

School Motto

Service Before Self

School Values

Fairness, Integrity, Resilience, Empathy

The following IB Programme standards and practices (2020) inform this policy

Standard and Practices (2020)

Culture (03)

- 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
- 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
- 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

- 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)

Requirements that complement the policy

- Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
- Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)
- Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Statement of Purpose

The purpose of this policy is to ensure that the DPSI community upholds the school's mission of nurturing responsible global citizens through **honesty, fairness, and integrity**. The school administration is committed to building **trust** by implementing fair assessment practices, while all members of the community are expected to uphold the highest standards of ethical conduct to foster an environment of **respect, responsibility, and mutual trust**.

In keeping with the mission of DPS International and requirements of the International Baccalaureate, this Academic Integrity Policy has been agreed by the teaching faculty to promote, nurture and establish academic integrity as a core principle. All students, parent community, teachers and employees are expected to understand and adhere to this policy. DPS International inculcates and supports academic integrity in teaching and learning as well as in administering all its programmes. Extracts of the policy are explained to students and parents during Meet the Teachers Day, they are mentioned in the handbooks and on the school website. The School Librarian plays a pivotal role in establishing the importance of referencing and citing in MLA 9 9 format.

We are guided in our expectations and practices by self-management approach to learning of students and two of the IB Learner Profile attributes which describe students as:

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Reflective: They give thoughtful consideration to their own learning and experiences. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Defining 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 all individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. (IB, Academic Integrity, 2019)

Academic Integrity at DPSI is a routine expectation of all members of the institution. All members are expected to demonstrate their commitment to the five fundamental values of honesty, trust, fairness, respect and responsibility.

The aim of this policy is to:

- promote good academic practices and a school culture that actively encourages academic integrity.
- enable students to understand what constitutes academic integrity and malpractice.
- encourage students to reach out to their teachers and coordinators, if required, for support when completing assessed work in order to prevent any possible form of malpractice.
- ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- explain to students that they have an important role in ensuring that their work is 'academically honest'.
- impart to students that plagiarism is a serious academic offence for which DPS International shows no tolerance.
- explain to students precisely what penalties are imposed should they be found guilty of malpractice.

Understanding Malpractice:

The IB defines **malpractice** as 'behaviour' that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

The school has zero tolerance towards academic misconduct of any kind. The responsibility for ensuring academic integrity rests with the students, teachers and administrators as well as with parents. The school makes every effort to fully investigate instances of transgression of the academic integrity policy. Infringement of the policy, whether intentional or unintentional, is malpractice, is fully investigated and dealt with according to the policy.

Malpractice includes:

- **Plagiarism:** The representation of the ideas or work of another person as the candidate's own, without appropriate acknowledgement, including copyrighted work.
- **Collusion:** Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** The submission of the same work for different assessment components and/or requirements.
- Taking **unauthorised material** into an examination room.
- **Misconduct** during an examination, including any attempt to disrupt the examination or distract another student.
- **Copying** from another student or getting information available to another student during a test or examination.
- **Interfering** in the scholastic work of another student, for example, by stealing or misusing project reports, computer files and library materials.
- **Altering grades** awarded by a teacher.

- Using an unauthorised **calculator** during a test or an examination, failing to comply with the instructions of any member of the school's staff responsible for the conduct of the examination.
- **Stealing** or misusing examination papers.
- **Fabricating** or falsifying research data.
- **Offering** gifts or any kind of bribery to teachers or any school member to gain unfair advantage over other students.
- **Assistance** provided from parents or guardians or any other external agency that grants an undue advantage to the beneficiary over other students.

Investigating Academic Misconduct

The school investigates each report of a possible violation of the academic integrity policy. The Head of School, Principals, Vice Principals and IB Coordinators / Dy Programme Coordinators have the responsibility for upholding the policy. The teachers and other administrators support and aid them in the investigation of the violation.

When the investigating administrator/ teacher/ committee identifies an offence or transgression, appropriate action is taken based on the penalty matrix. The first offence may only result in a warning, detention, and/or a note put into the file of the student, but more serious and repeated offences—lead to more severe consequences, from failing grades to suspension from school for a limited period of time or permanent expulsion for repeated offences. The IB's and the school's zero tolerance for malpractice is the foundation of the school's policy of academic integrity. Every instance of malpractice is recorded and reported by staff to the Head of School.

Penalty and Consequences:

Please refer to the appendix to see the investigation flow and penalty matrices.

Consequences for MYP 5 and DP 2 / CP 2

In case a student's work submitted to IB for assessment is found to be plagiarised, then the guidelines of the Academic Integrity Policy of IB are applied (page number 23 of the IB Academic Integrity policy - updated February 2026).

Conventions for citing and acknowledging original authorship

All DPSI students are required to know the correct methods of properly attributing sources whenever necessary. This means students are taught to acknowledge their sources in an age-appropriate manner. The school has adopted the Modern Language Association (MLA 9) referencing guide in all subject areas.

Rights and Responsibilities of stakeholders:

School Management Team (SMT):

Rights of the SMT

- To expect full cooperation from students, parents, teachers and staff in investigations related to academic integrity.
- To require compliance with IB regulations and school policies from all stakeholders.
- To take appropriate action in cases of academic misconduct in accordance with the DPSI Academic Integrity Policy and established penalty matrices.

- To make final decisions in matters concerning breaches of academic integrity, ensuring fairness, transparency and due process.

Responsibilities of the SMT Team

- To ensure that the DPSI Academic Integrity Policy is aligned with and regularly updated in accordance with the latest IB guidelines and requirements.
- To safeguard the integrity and reputation of the school and its assessment processes.
- To ensure that the collaboratively prepared (PLT, HODs and teachers) internal assessment calendar is shared with and followed by the stakeholders.
- To provide adequate resources (human, digital and physical) to support effective implementation of the Academic Integrity Policy.
- To ensure structured collaboration time is built into the school calendar for teachers and librarians to plan and support research-based learning.
- To organise and facilitate regular training and professional development for teachers and staff on academic integrity, assessment regulations and ethical practices.
- To provide clear and ongoing guidance to parents regarding academic integrity expectations, misconduct definitions and consequences.
- To ensure consistent and fair implementation of the policy across all programmes and grade levels.
- To take timely and appropriate action in response to reported violations of academic integrity.
- To establish secure systems that protect examination materials, digital platforms and confidential assessment data.
- To promote a whole-school culture of honesty, trust, accountability and ethical conduct.
- To monitor, review and evaluate the effectiveness of academic integrity practices and make improvements where necessary.
- To ensure that decisions are made in the best interest of students while upholding IB standards and DPSI vision, mission and values.

School Librarians:

Rights of School Librarians:

- To collaborate with all teachers across programmes in planning and supporting research-based learning.
- To guide students in the ethical use of information and academic integrity practices.
- To access and recommend appropriate print and digital resources to support curriculum needs.
- To plan budgeting and procurement of resources both physical and digital to ensure academic integrity.

Responsibilities of School Librarians:

- To work in partnership with teachers to develop students' research and information literacy skills across programmes.
- To explicitly teach students how to locate, evaluate, synthesise and reference information effectively.
- To promote and reinforce academic integrity through structured guidance on citation and referencing practices.
- To ensure that all students understand and consistently follow the Modern Language Association (MLA 9) style guidelines.
- To display and make accessible the MLA 9 referencing guidelines in the library and shared spaces.
- To support inquiry-based learning by providing relevant resources that enhance conceptual understanding and independent research.

Teachers:

Rights of Teachers:

- To expect that students adhere to the DPSI Academic Integrity Policy.
- To evaluate student work fairly and exercise professional judgment in assessment.
- To guide students in their research within reasonable limits, ensuring that support does not compromise student ownership of ideas.
- To use school facilities, resources and services for legitimate professional purposes.
- To expect secure systems and shared responsibility in protecting digital and assessment materials.

Responsibilities of Teachers:

- To know, uphold and consistently comply with the DPSI Academic Integrity Policy.
- To act as role models by demonstrating integrity in all professional actions.
- To make students aware of the DPSI Academic Integrity Policy, including displaying and reinforcing it where appropriate.
- To provide students with reasonable time to complete examinations and projects, and to offer timely and effective feedback.
- To ensure fair, unbiased and transparent evaluation of all work submitted.
- To secure electronic and assessment materials from unauthorised access, including safeguarding passwords and protecting data.
- To ensure that all decisions and actions are made in the best interest of the school and its learners.
- To apply school policies, rules and regulations consistently.
- To report information accurately and transparently.
- To create and maintain an atmosphere of trust, respect and ethical conduct.
- To actively develop students' Approaches to Learning (ATL) skills.
- To ensure that only authorised calculators are used during examinations and that students comply with calculator regulations.
- To educate students about the consequences of discussing examination papers within 24 hours of an examination, whether on social media or outside the school community.
- To maintain the integrity of the assessment process by ensuring compliance with examination regulations at all times.

Students:

Rights of Students:

- To receive clear guidance on the DPSI Academic Integrity Policy and expectations related to assessment and IB submissions.
- To be supported in understanding proper research, citation and referencing practices, including MLA 9 format.
- To expect fair and unbiased evaluation of their work.
- To learn in an environment built on trust, respect, fairness and ethical conduct.

Responsibilities of Students:

- To know, understand and consistently comply with the DPSI Academic Integrity Policy.
- To maintain the highest standards of academic integrity in all academic work.
- To ensure that all work submitted for assessment is authentic, original and appropriately referenced in MLA 9 format.
- To sign an undertaking confirming that the submitted work is their own and authentically produced.
- To report any suspected violation of the Academic Integrity Policy promptly to the appropriate stakeholder.

- To respect the intellectual property and rights of others.
- To seek guidance responsibly without expecting excessive support that compromises independent thinking or ownership of ideas.
- To take responsibility for ethical conduct during IB examinations and assessments.

Parents

Rights of Parents:

- To receive clear information about the DPSI Academic Integrity Policy and the school's expectations regarding ethical academic practices.
- To understand what constitutes academic misconduct and the associated consequences, including reference to the penalty matrices.
- To seek guidance from the school in supporting their child's academic development and integrity.
- To be informed in a timely manner about concerns related to their child's academic conduct.

Responsibilities of Parents:

- To promote good academic practices and standards.
- To encourage academic integrity and support their child by modelling personal integrity.
- To support their children in planning a manageable workload so they can allocate time effectively.
- understand what constitutes student academic misconduct and its consequences as per the penalty matrices.
- To submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- To abstain from giving or obtaining assistance in the completion of work to their ward.
- To report their ward's academic misconduct to receive timely guidance and counselling.

What constitutes good academic practices in PYP

At DPS International, in the PYP:

- We ensure that students, teachers, and parents understand the Academic Integrity Policy and age-appropriate expectations aligned with IB guidelines.
- We explicitly teach students to share original ideas, paraphrase information in their own words, and give due credit to sources in age-appropriate ways.
- We guide students in developing research skills such as asking questions, gathering information, selecting reliable sources, and using information responsibly.
- Our School Librarian and Educational Technology team conduct sessions on digital citizenship, responsible technology use, and age-appropriate awareness of AI tools.
- We design inquiry-based tasks that encourage creativity, critical thinking, and meaningful engagement, making honest learning experiences more authentic.
- We nurture Approaches to Learning (ATL) skills such as research, self-management, communication, collaboration, and responsible decision-making.
- We work in partnership with parents to reinforce the values of honesty, fairness, and respect for learning at home and at school.

Role of students:

- Students bring originality to their work and then only submit their work. Creative ideas are always appreciated only if they are original and not copied.
- In PYP students are opened up to the world of technology. They are guided by the teachers as to how to use this medium with responsibility in school.
- Students are encouraged to use the internet for research to enhance knowledge and develop new ideas. It should not be used as a tool to copy and paste information.
- Students are encouraged to submit original work and give due credits.
- Students use their own language, creativity, ideas and expression to complete their work. If they copy someone else's ideas it is acknowledged in the document.
- Copying work of art, music, dance without proper acknowledgement is considered an offence.
- Students must create a bibliography and give references to their work.

Role of Teachers

- Teachers ensure that they communicate with students about learner profile attributes regularly and they themselves are academically honest in their work.
- Teachers ensure that students are aware that creativity and originality in their work is valued highly.
- Teachers ensure that the students reflect on their work regularly. Reflection under the teacher's supervision promotes originality.
- Authentic and original work of students is highlighted and made exemplary for other students.
- Teachers give proper guidance to the students on how to create a bibliography and give references.
- All the teachers consult the school librarian in this regard as librarians are trained for creating bibliography and references.
- The work submitted by students is their responsibility. The teacher's role is to assess it and ensure that it meets the level of an IB Learner.

Role of School

- The school provides guidance and help to the parents to avoid academic misconduct in learners.
- Any student who is a regular defaulter is sent for counselling. Their parents are reported by the school and may also be called for counselling. The school provides proper guidance on how to add references and bibliography in documents created by students.
- The school shares academic integrity policy with students and parents with all seriousness.
- The school provides counselling to defaulters.
- The school helps teachers in highlighting the work of students who submit original work and work with proper references.

From: Academic honesty in the IB Jude Carroll IB Position Paper (2012)

Using others' work in the PYP

In the PYP classroom, teachers verify a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills through observation and conversations with learners. On the other hand, when PYP work is completed out of the classroom, others share responsibility for ensuring a piece of work is the student's own.

The school encourages academic integrity in PYP programmes by:

- engaging in regular discussions with parents about providing appropriate assistance to students.

- ensuring that parents and learners clearly understand the meaning of academic integrity as reflected in the learner profile.
- clearly communicating the consequences of submitting work that is not the learner's own work.
- making Grade 5 students sign an academic integrity declaration before the start of PYP exhibition.

Teachers encourage honest, creative, critical PYP work by:

- creating inquiry-based assessment tasks
- teaching ways to acknowledge others
- teaching reflection on the learning process

The PYP learners' work is creative and honest as learners are encouraged to:

show how they have used others' work: although to avoid plagiarism attention is necessary only in situations where the work being used is that of a named or identified person, in situations where original work is expected and where work is assessed, PYP learners find requirements to acknowledge others' work less confusing as they apply this way of thinking to everything they do. (Note that "original" here does not mean novel or never done before; rather, it is closer to the ideas underpinning constructivist learning, where the learner constructs and makes sense of something independently and individually.)

What constitutes good academic practices in MYP

At DPS International, in the MYP:

- We ensure that all stakeholders, students, teachers, and parents clearly understand the Academic Integrity Policy and the expectations aligned with IB guidelines. Special care might be needed for learners joining the MYP from other educational settings. (Refer to admission policy and language policy).
- We recognise the importance of realistic assessment calendars and balanced workloads, and we are actively refining our practices to better support authentic student learning while reducing academic pressure.
- We intentionally embed research skills, MLA 9 citation practices, and ethical use of information across all subject groups through collaborative curriculum planning.
- Our School Librarian conducts periodic sessions with students and teachers to strengthen their understanding of referencing, source evaluation, and the responsible use of AI and digital platforms. The Head of Educational Technology focuses on the digital well-being of the students and conduct sessions and training regarding AI tools and the usage of AI in academic writing.
- We design inquiry-based assessment tasks that promote critical thinking, creativity, and personal engagement, making learning authentic and meaningful.
- We provide formative feedback that guides improvement while ensuring that student work remains independent and reflective of their abilities.
- We use tools such as Turnitin to promote originality and educate students about plagiarism and AI misuse, following an investigation process when required.
- We develop students' Approaches to Learning (ATL) skills, particularly research, self-management, collaboration, and ethical decision-making.
- We encourage students to take ownership of their learning by acknowledging sources accurately and completing all work honestly and responsibly.
- We provide complete support to ensure the safe storage of assessment material for the smooth conduct of examinations.

- We ensure supervision through a secondary device (provided by the parent) for students during assessments conducted virtually.

Role of Secondary School Principal/Vice Principal, MYP Coordinator & Dy MYP Coordinator:

- Share and educate all stakeholders of the General Regulations about the conduct of examinations, principles of assessment and academic integrity policy.
- Set up a thorough and clear procedure to investigate academic misconduct cases.
- Ensure that the timetable and internal calendar are appropriately and realistically drafted, facilitating students to meet the requirements of the programme.
- Support the investigation flow when any case of academic misconduct is reported.
- Counsel the student and the parents in case of any academic misconduct, if required, with the help of the school counsellor and MYP coordinator.
- Keep the school community updated with the latest information from IB on academic integrity.

Role of School Librarian

- provides training sessions to all students on Academic Integrity and MLA 9 citation, which is the school's adopted format of citing resources. (refer to MLA 9 citation document shared with school community)
- provides additional training by following the investigation flow to the students involved in academic misconduct
- keeps the school community updated with the latest information from IB on academic integrity.

Role of MYP teachers in reinforcing academic integrity:

- Provide students with a full understanding of the expectations and guidelines of all subjects.
- Plan a manageable class work and homework workload so students can allocate time effectively to produce work according to the school's and IB's expectations.
- Give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to the instructions described in the relevant subject guides.
- Ensure that all student work is appropriately labelled and saved to avoid any errors when submitting assessments to the IB and otherwise.
- Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion.
- Stress on the scholarly role of the approaches to learning skills of information & media literacy, problem-solving and self-management.
- Cite sources wherever applicable.
- Make sure that assessment tasks, in the personal project as well as other subject areas, require inquiry and creativity.
- Use 'Turnitin' as a plagiarism and AI (AI-generated text and paraphrasing) checker application wherever required to assess the authenticity of a student's work.

Assessment tools such as tests, projects, assignments, essays, reports and quizzes, reinforce academic integrity through feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization. Teachers use differentiated strategies for teaching as well as for assessment. Students are provided with academic assistance to strengthen their understanding of concepts. Academic chase-up is provided to students who may need self-regulation. Students with special needs are provided with inclusive access accommodations after a formal analysis by an external body. (refer to school's **Inclusion Policy**).

Role of MYP students (refer to **DPSI Assessment Policy):**

- Understand the DPSI academic integrity policy and the consequences of violating the ethos that has been cultivated at DPS International.
- Respond to acts of student academic misconduct and report them to their teachers and the MYP Coordinator.
- Respond to acts of school maladministration and report them to their teachers and the MYP Coordinator. (refer to the school's complaints and concern document).
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and artistic products.
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay-writing or copy-editing services, pre-written essay banks or file-sharing websites.
- Abstain from giving undue assistance to peers in the completion of their work or assessment.
- Show responsible use of the internet, AI and associated social media platforms.
- Track use of resources and others' work and apply their developing approaches to learning skills.
- Citing sources of information using MLA 9 format.

Students' rights, if suspected of a breach of academic integrity

- Students may ask **parents** to be present in all meetings regarding the investigation.
- Students have a **counsellor** in all meetings regarding the investigation.
- Students may appeal against any penalty awarded to them by writing a formal apology letter and adding an undertaking to it addressed to the Secondary School Principal.
- Restorative actions are determined and implemented on a case-by-case basis.

What constitutes good academic practices in DP / CP

At DPS International, in the DP / CP:

- We ensure that students, teachers, parents and leadership clearly understand the Academic Integrity Policy aligned with IB guidelines. Orientation sessions, counselling, librarian workshops, and ongoing communication reinforce expectations, with special support for students transitioning from other educational systems (as referenced in the Admission and Language Policies).
- Students are explicitly taught MLA 9 citation practices, ethical research skills, and responsible use of AI and technology. The School Librarian, Head of Educational Technology, and faculty collaboratively conduct regular sessions on referencing, source evaluation, digital well-being and academic honesty. Tools such as Turnitin are used as educational safeguards, not merely punitive mechanisms.
- All stages of Internal Assessments, the Extended Essay, TOK Essay, Reflective Project and portfolios are formally discussed and approved by supervisors. Reflection documents are maintained, meaningful IB-guided feedback is provided, and over-guidance is avoided to preserve authenticity. Students sign academic honesty declarations and refrain from sharing work externally or reusing submitted work before results are declared.
- We ensure that internal deadlines and examination schedules are realistic and developmentally appropriate. Assessment calendars are refined to reduce academic pressure while maintaining rigour, enabling authentic learning rather than rushed submissions.
- We maintain secure storage of assessment materials, follow IB examination protocols rigorously, and support inspection and compliance processes. Clear investigation procedures are followed in cases of suspected malpractice, with timely reporting to IB where required. Virtual assessments include supervised protocols to ensure credibility and fairness.

Role of students in the Diploma Programme / Career-related Programme:

- abstain from sharing their work (IAs / EE / TOK / Portfolio) on shared drive with any external facilitator or on any public website or platform for feedback / assessment / or any other purpose.
- understand the academic integrity policy and the consequences of violating the ethos that are cultivated at DPS International.
- develop the habit of citing/referencing / acknowledging the work of others if used in any of their assessments in all subject groups.
- ensure that all stages of their assessments are discussed and the planning documents for the Internal Assessments, TOK Essay and the Extended Essay / Reflective Project are approved by the supervisors/ teachers.
- sign an undertaking that all work submitted by them is their original work.
- refrain from re-track their submitted work once it is submitted for evaluation and refrain from reusing their own work before the results are declared (with the exception of Group 6 portfolio work).
- not expect over guidance from Supervisors and subject experts in their research work.
- use resources, social media platforms, the internet, AI and technology responsibly.

Role of DP Subject Facilitators and CP Core Coordinators:

- educate themselves on the importance of academic integrity and the consequences of its violation.
- know the level of knowledge, and skill of analysis and evaluation of each learner they are mentoring so as to gauge if the work submitted by a student is genuine.
- design activities and assessments that strengthen the understanding in students of academic integrity and eventually lead to elimination of chances of breach of academic integrity.
- along with the School Counsellor organize counselling sessions for students to reinforce the importance of academic integrity policy and ensure that students have understood the repercussions of not adhering to the policy.
- in collaboration with the School Librarian provide appropriate referencing and acknowledge matter taken from various sources for presentations, or formative and summative assessments in the form of footnotes or endnotes.
- keep track of students' reflection and progress forms for the extended essay / reflective project as well as the internal assessments.
- abstain from sharing students' work in shared drives or with the external community.
- maintain an online data base or citation generator with the Librarian maintain or to keep plagiarism under check.
- abstain from communicating 24 hours prior and post examinations with the outside school community comprising other local and overseas students, relative or acquaintance associated with the current session examination, as the assessments are held at different times across the globe as per the time zones set by IB.
- ensure that students give credit to others' ideas if copied/adapted in their work and are educated on the use of in-text citation and bibliography.
- follow all rules and procedures of conduct of examinations / submission of students' work within school and to IB and college applications.
- support and adhere to the thorough and clear procedure of investigation into academic misconduct cases.
- provide meaningful feedback as guided by IB, which supports an academic integrity culture.

Role of School including the Senior Management Team:

- the Senior Management Team translates the academic integrity policy into action and create a culture at DPS International that has a strong base.

- funds and organizes workshops for teachers and the Librarian on issues relating to referencing, citing and acknowledging resources;
- invests in 'Turnitin', for a thorough check of plagiarism and use of AI generated text;
- educates the stakeholders and strictly follows the procedure that has been set for penalizing students when found guilty of malpractice;
- provides complete support to ensure safe storage of assessment material for the smooth conduct of examinations.
- supports unannounced inspection by IB during assessments to verify compliance to conduct of examinations.
- strongly recommends parents to support with adult supervision during virtual assessments and conduct viva voce of students who are suspected of any sort of malpractice.

Role of Secondary School Principal/ Vice Principal, and the IB Diploma Programme Coordinator / Dy Programme Coordinator / Career-related Programme Coordinator:

- share and educate all stakeholders of the General Regulations: Diploma Programme / Career-related Programme, conduct of examinations, principles of assessment and academic integrity policy.
- set up a thorough and clear procedure to investigate academic misconduct cases and ensure immediate notification to IB in case of any breach of academic integrity detected in submissions, and during the conduct of examinations.
- ensure that the timetable and internal calendar are appropriately and realistically drafted, facilitating students to meet the requirements of the programme.
- ensure smooth conduct of oral or written examination that follows all safety procedures including safe dispatch of examination scripts to IB.

Role of Parents:

- they must reinforce the practice of academic integrity with their ward.
- ensure that they practice it so as to be role models for their ward.
- support the efforts of the school in making their ward understand the importance of academic integrity and also support the remedial action in case their ward is found guilty of academic misconduct.
- provide adult supervision during online assessments.
- ensure that support, only in terms of encouragement is extended for college applications and interviews to maintain credibility.

This policy is an instrument to prevent and detect academic malpractice, underpinned is the undeterred support of the school community to strengthen the culture of academic integrity at DPS International. This also acts as a guide to all stakeholders. The policy is reviewed annually; however, revisions are made as necessary to reflect any updates or changes issued by the IB.

Initial Committee to draft the policy: Head of School, PYP & MYP Principal, PYP Coordinator, MYP Coordinator and Diploma Programme Coordinator

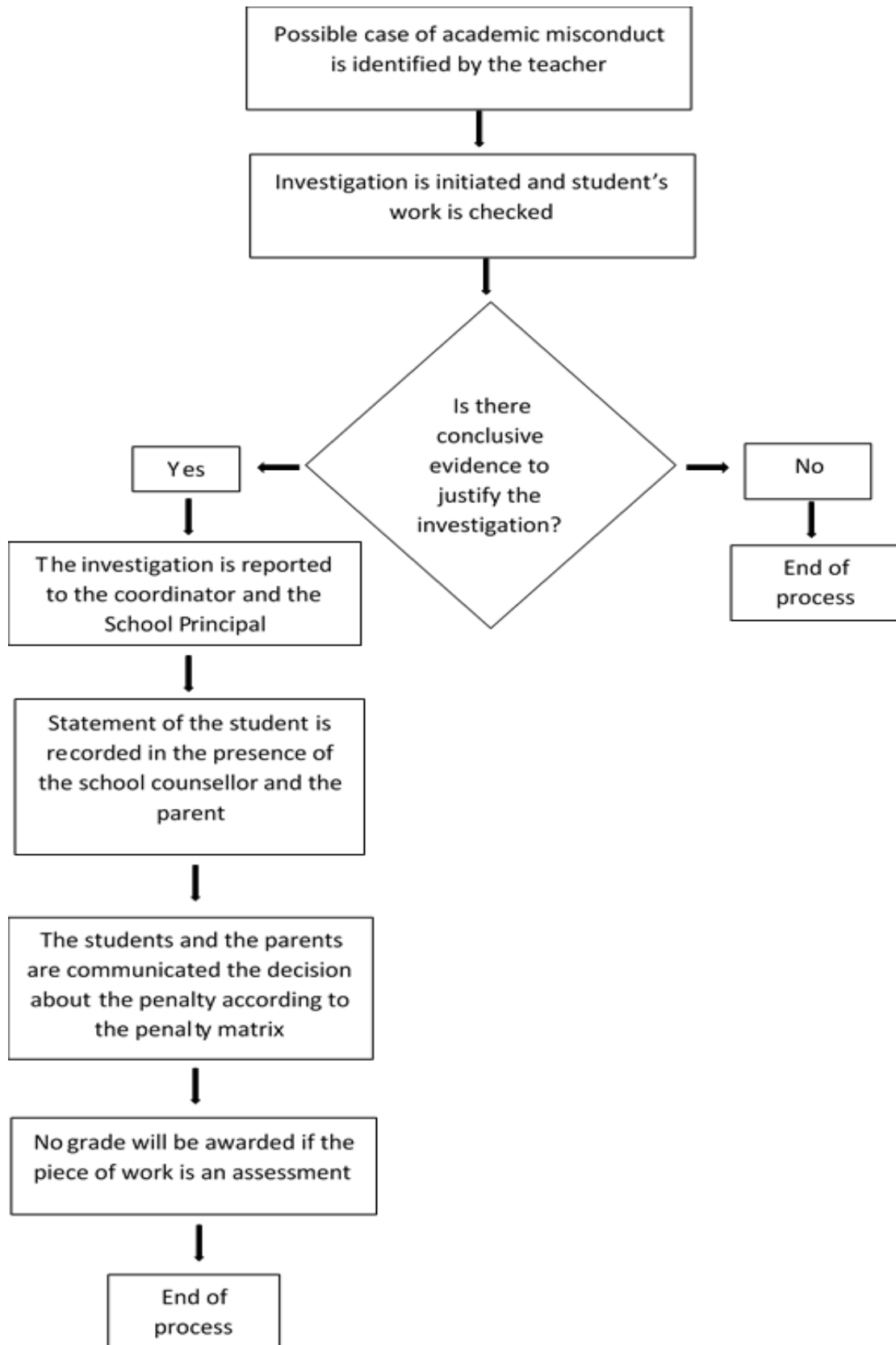
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- Academic integrity policy May 2026
- Academic integrity in the PYP September 2023
- Effective citing and referencing December 2025
- Key points to explain the use of Artificial Intelligence (AI) tools
- Support video for academic integrity in the IB

Review

Drafted: April 2015
Updated: October 2015
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Updated: February 2022
Updated: June 22
Updated: July 2023
Updated: November 2024
Updated: October 2025
Updated: February 2026
Next review: July 2027

Appendix I
Investigation Flow chart for internally assessed and moderated tasks



Appendix 2
Penalty matrices

Penalty 1	Warning to the student. Two sessions with the counsellor and one with the school librarian to understand Academic Misconduct. No grade awarded to the piece of work if it is an assessment.
Penalty 2	Written warning to the student. Two sessions with the counsellor and two with the school librarian to understand Academic Misconduct. No grade awarded to the whole assignment if it is an assessment.
Penalty 3	Red card issued to the student. Two sessions with the counsellor and two with the school librarian to understand Academic Misconduct. Student to be put on academic chase up. No grade awarded to the whole assignment if it is an assessment. Non-submission status on IBIS will be entered by the respective Coordinator.

Infringements	MYP 1	MYP 2 & 3	MYP 4 & 5 and DP 1 and 2
Plagiarism <i>Copying external sources.</i> Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	Penalty 1	Penalty 2	Penalty 2
Peer plagiarism <i>(i) Copying work from another student.</i> Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	Penalty 1	Penalty 1 Penalty 2	Penalty 2
Peer plagiarism <i>(ii) Students lending or facilitating their work.</i> Students shared their work before during an assessment without being aware that their work is copied or took no steps to prevent their work being copied or actively encouraged the copying of their work.	Penalty 1	Penalty 1	Penalty 1 Penalty 2
Collusion <i>Coursework only and when working collaboratively.</i> Work of students has similarities and/or identical sections.	Penalty 1	Penalty 1	Penalty 1 Penalty 2 Penalty 3
Inclusion of inappropriate, offensive, or obscene material	Penalty 1	Penalty 2	Penalty 3

Duplication of Work Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Penalty 1	Penalty 1	Penalty 1 Penalty 2 Penalty 3
Falsification of Data Presentation of work based on false or fabricated data.	Penalty 1	Penalty 1	Penalty 1 Penalty 2 Penalty 3

Explanatory notes

1. Level of penalty is awarded according to the seriousness of the incident.
 2. Any incident repeated more than 3 times calls for highest level of penalty for any grade and any infringement.
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