



D Y PATIL
INTERNATIONAL SCHOOL
WORLI

Academic Integrity Policy

Our Vision

We aspire to be a school from which students gain a sense of personal accomplishment, self-confidence and a lifelong love for learning. By fostering critical thinking through the inquiry process, our students develop a broad range of competencies for their future endeavors. We value a strong partnership where parents contribute to the education and success of their children.

1. We foster a well-qualified, highly skilled and approachable faculty, and expect and support their professional development.
2. We inspire our students to strive for excellence in all aspects of their development: academic, intellectual, creative, social, physical and emotional.
3. We expect our students to become productive individuals and principled world citizens.
4. We respect every individual and every culture in our community. We believe that our diversity of cultures, languages and experiences is a source of strength, inspiration and knowledge.
5. We promote the exchange of ideas and an atmosphere of openness amongst students, faculty, parents and administration.

Our Mission

To create a community of life-long learners working together in a caring, challenging and nurturing environment that encourages enthusiasm, international mindedness, independence and responsibility where academic and personal potential can be achieved.

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB Learner Profile

At DYPI S we strive to create learners who represent a profile that develops internationally minded individuals who help to create a better world.

Attribute	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and theirs.
Open- Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from it.



Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk Taker	We approach uncertainty with forethought and determination: we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The Cambridge Learner Attributes

Cambridge International Assessment Education designs all its curriculum and assessments with the Cambridge learner attributes in mind. The five attributes are the ways of recognising that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

Reference link:

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learnerprofileen.pdf>

Through the programmes, Cambridge develops students who are:



Confident in working with information and ideas – their own and those of others Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

Responsible for themselves, responsive to and respectful of others

Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Reflective as learners, developing their ability to learn Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

Innovative and equipped for new and future challenges Cambridge students' welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

Engaged intellectually and socially, ready to make a difference Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.



This policy document explains:

- The academic integrity principle which will be observed by the IB and Cambridge and expected of all its stakeholders.
- The expectations and responsibilities of the different groups of stakeholders in upholding the IB and Cambridge's principle of academic integrity.
- The terminology used by the IB and Cambridge regarding academic integrity, student academic misconduct and school maladministration. How the school deals with student academic misconduct.
- Good practice in embracing academic integrity approaches and developing a culture of academic honesty. The broad definitions of terms to allow conversations about academic integrity at the school level.

Philosophy

At DYPISW, inclusion is central to our philosophy it reflects our belief in respect, empathy, and the inherent worth of every learner. We are committed to creating an environment where all students feel valued, safe, and inspired to reach their full potential. By recognizing diverse learning styles, encouraging collaboration, and fostering international mindedness, we aim to nurture confident, compassionate, and reflective individuals. Through continuous reflection and professional growth, our educators strive to remove barriers to learning and ensure equitable access for all. We see inclusion as an ongoing journey one that empowers every learner to contribute meaningfully to the school community and the world beyond.




Purpose

As part of the IB and Cambridge's educational goal to award reliable, fair and recognized outcomes to our students through valid assessments, this policy has been created to ensure a common understanding of the IB and Cambridge's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others.

Academic integrity is a responsibility of the whole school community. By making the school's commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the school community. This policy also documents how the school manages incidents of student academic misconduct, ensuring confidence is maintained among students, parents and other stakeholders in the value and credibility of IB and Cambridge grades.

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Scope

DYPISW views academic integrity as an important value in learning and aims to develop a culture of honesty within the school community. Academic integrity promotes personal integrity and encourages all members of the school community to conduct academic work in a principled manner without cheating, lying, stealing, or receiving assistance from another person or using any source of information without appropriate acknowledgement. The school is committed to promote the attitudes of an IB learner profile and Cambridge learner attributes in students and this includes the promotion of academic integrity.

The school's practices are intended to foster academic integrity culture and promote a positive attitude towards learning by encouraging students to build the skills required for an honest approach to academic work.

Academic Misconduct 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.

Copying: Taking the work of another student, with or without his or her knowledge and submitting it as one's own.

Exam cheating: 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.

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: Allowing one's work to be copied or submitted for assessment by another.




AI Misuse: Submitting AI generated work as own or not citing AI. 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.

Role and Responsibility of the School in promoting and practicing Academic Integrity.

Role of Senior Management Team

- School leadership should promote academic integrity as core value and should ensure that it is embraced by the whole school community.
- Leaders must make necessary arrangements for teacher training for supporting them with consistent and fair approaches for academic misconduct.
- Schools should communicate the academic integrity policy with parents and inform them about possible consequences in case of any breaches.
- School leadership should ensure that they follow all IB and Cambridge
- regulations, maintain secure exam procedures and prevent misconduct and maladministration in line of document.

Role and Responsibility of Coordinator

- Programme coordinator acts as a role model ensuring that all teaching and learning comply with IB and Cambridge rules and guidelines.
 - Arrange necessary training for all the staff and make all the relevant documents such as syllabus guides and academic integrity policy easily available to teachers and students.
 - Conduct exam training both for teachers and students.
 - Ensure secure storage of all the exam materials.
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- Report incidence of academic misconduct to school leadership and investigate cases of academic misconduct and take fair and necessary action as per the academic integrity policy.

Role and Responsibility of Teacher

- Teachers play an important role in setting the standard for students by practising honesty and integrity in all academic practices.
- Teachers should help students understand IB and Cambridge guidelines for submissions and assessments, while ensuring their support doesn't go too far, so that the student's work remains authentic.
- Identify cases of misconduct and report to the coordinator and cooperation fair investigation of such cases.
- Teachers should also recognise that academic misconduct of students may also arise due to gaps in learning, time pressure or uneven instructions.
- Teacher should be able to identify these root causes and take necessary corrective measures.

Role and Responsibility of Librarian


- The librarian plays an important role in implementing academic honesty.
- The librarian is the principal resource in the area of academic honesty who can provide ethical guidance on the most suitable citation/referencing system used in each assessment.
- The librarian should provide support and assistance in terms of research and correct use of citations thus promoting academic honesty within the school. The librarian must give an internal workshop to students and teachers regarding academic honesty and referencing guide along the academic year whenever the need arises.



Role and Responsibility of Students

- Students should be aware of the school's Academic Integrity policy and IB as well as Cambridge policies.
- They should know what is considered as Academic Misconduct.
- Students should ensure that all the assignments and assessments are genuinely their own work. In case of group work ensure that due credit is given to all the peers for their own work.
- All work submitted whether written, oral or print should be properly referenced/cited.
- Refrain from giving inappropriate help to peers or taking unauthorised help from others in the form of editing, tutoring, pre-written work, etc, which goes against academic honesty.
- In case of any misconduct reported, report it to the teacher or programme coordinator.
- Follow the 24-hour rule of not discussing the IB/Cambridge exam content neither online nor offline.

Role and Responsibility of Parents and Legal Guardians

- Familiarise themselves with IB and Cambridge Regulations and schools Academic Integrity Policy
 - Seeks schools help in case unsure about the policy
 - Take responsibility for students' well-being by helping students manage stress and time as this may lead to misconduct.
 - Report cases of suspected academic misconduct by any students to school authorities
 - Submit authentic documents in case or access arrangement or adverse circumstances.
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Consequences of Academic Dishonesty at the Primary Level

In the Primary Years Programme (PYP), academic honesty is an essential part of developing the learner profile attributes—especially being principled, reflective, and a good communicator. Academic dishonesty is treated first as a learning opportunity rather than a reason for punishment.

If a student copies work exactly, uses someone else’s ideas without credit, or shows other forms of malpractice, it is treated as an early draft. Teachers will teach or re-teach the skills of paraphrasing, summarising, and citing sources. Students are guided to reflect on their work through rubrics, self-assessment, and peer feedback, and to set personal goals—independently or with the teacher—to improve their honesty, research skills, and understanding of ethical behaviour. Most incidents are the result of developing language or research skills, and these are supported through explicit instruction and modelling.

If a student who already has strong language skills continues to engage in academic dishonesty deliberately, the teacher may arrange a meeting with the parents and the student. If the behaviour continues, the principal may also meet with the parents. In serious cases, the student may be placed on an academic contract. Throughout the process, the focus remains on restoring trust, strengthening skills, and building a sense of responsibility, in partnership with families.



Consequences of Academic Dishonesty at the Secondary Level

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning.

Each incidence of academic misconduct at DYPIS will be dealt with on a case-by-case basis, and a student's work may be marked as not graded, or given the lowest grade possible for that particular assessment. In more serious cases, consequence may be applied to the term, or even the full academic year, for that subject.

In addition, a student may receive internal suspension. In severe cases, the student may be suspended or dismissed from the school.

Practical steps taken in each case of misconduct include the following:

- Investigation of misconduct
- Student(s) conference with the teacher regarding the incident
- Referral of the infraction to the Coordinator or Principal
- Parent(s) contacted by the teacher and/or Coordinator or Principal
- Conference with the student, parent(s), teacher and Coordinator or Principal
- Incident documented and included in the students' file and appropriate parties notified (i.e., IB, Cambridge and prospective colleges)
- Further education
 - In cases of plagiarism, additional instruction on the rationale behind conventions of scholarship and the necessity for absolute honesty in the presentation of written work.
 - In cases of collusion, misconduct during exams or duplication of work, additional support to address learning (i.e., study habits, time management) or affective issues that may have disrupted.
 - Preparation.

Links to other policies

Assessment Policy: The Academic Integrity Policy is closely connected to the Assessment Policy, as honest and authentic student work ensures that assessment results truly reflect a learner's understanding and help guide effective teaching and learning practices.

Library Policy: Students are to make aware of the library policy which abides them with the referencing norms set by the school.

Artificial Intelligence Policy

The IB does not ban the use of AI tools, but expects students to use them responsibly—such as for gathering ideas, exploring questions, or improving grammar (with the exception of language acquisition subjects where grammar is assessed). Students cannot use AI to write a whole assignment or a section of assignment without proper acknowledgement and if they used AI, it needs to be cited as per IB guidelines. If not acknowledged then it will be considered as academic misconduct.



Review dates:

Last Review Date	August 2025
Next Review Date	August 2027 or earlier if the IB or CAIE changes its policies/guidelines

The Academic Honesty Policy is prepared by:

- Pedagogical Leadership Team
- Librarian
- Teacher

Academic Integrity Committee members

- Head of School
- Head of Secondary section
- Head of Primary section Coordinators
- Exam Committee Members



References

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