

Da Vinci's International Schools Academic Integrity Policy

School's Mission statement

Da Vinci's International Schools care for and support young people by providing a balanced education that nurtures curiosity, creativity, and integrity.

In a respectful and tolerant environment, students discover new interests, develop their talents, and grow alongside others who share the same values.

Through internationally recognized programs, we help students make informed choices, face challenges with confidence, and become reliable, open-minded individuals who value diverse cultures and perspectives.

Purpose and Scope

Academic integrity is fundamental to an IB education and to the validity, reliability and fairness of assessment. At Da Vinci's International Schools, it is understood as a commitment to integrity and responsibility and is closely connected to the IB Learner Profile and the development of responsible, independent and principled learners.

The purpose of this policy is to establish clear expectations for academic integrity across the school, define academic misconduct and clarify the responsibilities of members of the school community, promote authentic student work, provide guidance on the responsible use of sources and technology, including artificial intelligence (AI), and establish fair procedures for responding to suspected breaches.

The policy applies to all MYP and DP students and to all work undertaken for learning and assessment, including classroom assignments, projects, examinations, the MYP Personal Project, DP Internal Assessments, Extended Essay, Theory of Knowledge and external examinations. It applies to written, oral, visual, creative and digital work.

This policy is implemented alongside current IB requirements, including the *Academic Integrity Policy*, *Programme Standards and Practices*, *Effective Citing and Referencing*, MYP and DP assessment procedures, relevant subject guides and examination regulations.

Implementing and promoting Academic Integrity

1 Academic Integrity Policy

Academic integrity is developed through explicit teaching, practice, guidance and reflection. The school therefore promotes academic integrity as part of everyday learning and teaching rather than only as a response to misconduct.

Students are expected to produce authentic work that reflects their own knowledge, understanding and ideas. They must acknowledge the ideas, words, data, images and other intellectual property of others and use the school's MLA referencing system consistently.

Students are expected to understand the difference between legitimate collaboration and collusion. Collaboration is permitted only where it is allowed by the teacher or assessment requirements and where each student remains responsible for their own work. Collusion occurs when a student assists another student in presenting work that is not their own.

Students should retain appropriate evidence of their learning process, including research notes, drafts, planning documents, version histories, laboratory records and reflections where relevant. Teachers may use these materials, together with professional judgement and discussion with students, to authenticate submitted work.

Key terms and types of breach:

Academic Misconduct: Academic misconduct constitutes any behaviour that violates IB rules or undermines assessment integrity before, during, or after submission. Examples include:

Plagiarism: Presenting another's words, ideas, or work without proper acknowledgment.

Collusion: Assisting or allowing others to submit work that is not their own.

Duplication (double-dipping): Submitting the same or substantially similar work for multiple assessments without authorization.

Unauthorised Assistance: Submitting work substantially completed by others.

Cheating: Using unauthorized materials or communication during exams or assessments.

Examination Security Breach: Sharing confidential exam information before or after assessments or not following the conduct of examination procedures.

Falsification or Fabrication: Inventing or manipulating data or sources.

Failure to Report: Withholding knowledge of suspected misconduct.

Contract cheating: Obtaining work, in whole or in part, from another person, organization, website, AI system, or commercial service and submitting it as one's own.

Maladministration: Actions by the school community that compromise the integrity of assessment,

including improper editing of student work, failure to follow protocols, or misrepresenting student performance.

Academic Misconduct

Academic misconduct is behaviour that creates or may create an unfair advantage or disadvantage in assessment or compromises the authenticity, security or integrity of academic work. It may occur before, during or after an assessment.

Academic misconduct includes, but is not limited to, plagiarism, collusion, duplication of work, cheating, unauthorized assistance, contract cheating, fabrication or falsification of data or sources, impersonation, examination security breaches and inappropriate use of technology or AI.

Plagiarism is presenting another person's words, ideas, data, images or other work as one's own without appropriate acknowledgement. Duplication of work occurs when substantially the same work is submitted for more than one assessment without authorization. Contract cheating involves obtaining work from another person, organization, website, commercial service, AI system or other third party and submitting it as one's own.

School maladministration occurs when actions or omissions by the school or individuals associated with it compromise the security, fairness, validity or authenticity of assessment. This may include failure to follow IB procedures, inappropriate assistance or editing of student work, inadequate examination security or inappropriate authentication.

Responsibilities

Academic integrity is a shared responsibility of the following stakeholders:

- Students are responsible for producing authentic work, acknowledging sources, following assessment and examination requirements, meeting deadlines, maintaining appropriate evidence of their work process and seeking clarification when they are unsure about academic integrity requirements. By signing an Academic Integrity Form, students confirm their understanding of these expectations and the authenticity of their work.
- Teachers and supervisors teach research, referencing, citation and academic integrity skills; explain assessment-specific expectations; provide appropriate guidance and feedback; monitor the development of student work; and report suspected breaches. Teachers may advise on research questions, structure, methodology and referencing within IB requirements but must not write, rewrite, translate or substantially edit assessed student work.
- The librarian supports information and research literacy, including source evaluation, MLA referencing, intellectual property and responsible use of information and technology.

- The IB Coordinators communicate IB requirements, support staff and students, coordinate investigations, maintain appropriate records, liaise with the IB when required and ensure that school procedures remain aligned with current IB requirements.
- School leadership provides resources, professional development and appropriate systems for assessment and examination security and ensures that the policy is implemented consistently.
- Parents and guardians support students in developing independence and responsible academic behaviour and should not complete, substantially rewrite or otherwise misrepresent student work.

Teaching and Prevention

Academic integrity is taught progressively throughout the MYP and DP. Students receive age-appropriate instruction in research, source evaluation, MLA citation, paraphrasing, collaboration, examination conduct and responsible use of technology.

MYP students develop these skills progressively, beginning with reliable sources and basic citation and moving towards increasingly independent research and referencing. DP students receive additional instruction at programme entry and throughout the programme, including guidance relating to the Extended Essay, Theory of Knowledge, Internal Assessments and examinations.

The school uses staged deadlines, personalised platforms (for CAS, TOK and EE) supervision meetings, research logs, drafts, version histories and other appropriate process evidence to support students' learning and the authentication of their work. The Internal Assessment calendar is designed to encourage students to develop coursework progressively. Subject Teachers conduct subject-specific interviews (asking specialized, detailed questions about the content and methodology) to verify that the student fully understands the work they are submitting before they sign the Academic Integrity form.

Turnitin or other plagiarism-detection tools may be used to support professional judgement. Such tools do not, on their own, establish academic misconduct.

Artificial Intelligence and Digital Technologies

The school recognizes that AI and other digital technologies can support learning when used ethically and in accordance with IB assessment requirements. Students are expected to use such technologies critically and responsibly and remain accountable for the work they submit.

Permitted uses may include brainstorming, generating research questions, exploring concepts, organizing personal notes and checking spelling or grammar where such use is allowed. Students must independently verify information generated by AI and consult appropriate sources.

Students must not submit AI-generated content as their own work where this is not permitted. This includes generating or substantially producing assessed essays, Internal Assessments, Extended Essays, Theory of Knowledge work, reflections, examination responses or other assessed content. Using AI or another third party to produce work and presenting it as the student's own constitutes academic misconduct.

Where AI-generated material is incorporated into assessed work and its use is permitted, students must acknowledge the AI tool in accordance with the applicable IB and school requirements. Students may be required to identify the tool, explain its purpose, provide relevant prompts and describe how the output influenced the final work.

Students must not present AI-generated text, ideas, images, data analysis, translations, or other content as their own original work. Doing so constitutes academic misconduct because it prevents the school and IB from accurately assessing the student's knowledge, skills, and understanding.

The following is a list of acceptable unacceptable uses of AI:

Acceptable uses of AI	Unacceptable uses of AI
Brainstorming ideas	Writing sections of an assessed essay
Generating questions for research	Producing arguments submitted as the student's own
Checking spelling and grammar where permitted	Rewriting work to make it appear more sophisticated
Explaining concepts	Producing EE, TOK, IA or coursework responses
Helping organize personal notes	Creating reflections or personal statements

Students completing DP assessments must declare whether AI tools were used during the preparation of their work. Where AI tools have been used, students must identify:

- the tool used
- the purpose of use
- the prompts or instructions provided
- how the output influenced the final work

AI-detection software will not be used as the sole basis for determining misconduct. Concerns will be investigated using professional judgement, process evidence and discussion with the student.

Assistive technologies used as approved accommodations under the school's Inclusion Policy and applicable IB requirements do not constitute academic misconduct.

Assessment and Authentication

All work submitted for IB assessment must be authentic and must comply with the relevant subject guide and assessment procedures. Teachers and supervisors are responsible for taking reasonable steps to authenticate student work.

Authentication is established through a combination of the following measures:

1. Documented Development – Students use shared or managed documents where appropriate, with drafts and version history retained to demonstrate the development of their work.
2. Supervision and Check-ins – Teachers and supervisors conduct check-in meetings during which students discuss their ideas, research, progress and decisions.
3. Feedback and Drafts – Formative feedback is provided at appropriate stages. Successive drafts should demonstrate student ownership, development and response to feedback.
4. Academic Integrity Form – Students complete the required academic integrity/authentication documentation and confirm that submitted work is their own and that sources and assistance have been appropriately acknowledged.
5. Turnitin Verification – Teachers review the final work against the available evidence of its development. Where appropriate, Turnitin is used as an additional tool to identify similarities and support academic integrity. Turnitin reports are considered alongside draft history, feedback, supervision records and student discussions and are not used as the sole evidence of authenticity.

Students may be asked to explain their research, methodology, arguments, data, sources or conclusions. Where a teacher has reasonable concerns about authenticity, the school will investigate before submitting the work to the IB.

The school will not knowingly submit work that does not meet IB requirements for authenticity or academic integrity.

Responding to Suspected Misconduct

Suspected academic misconduct is reported to the relevant IB Coordinator or school leader. The concern is reviewed and, where appropriate, a formal investigation is initiated.

The investigation may include examination of the submitted work, drafts, research notes, sources, version histories, digital records and other relevant evidence. The student will be informed of the concern and given an opportunity to provide an explanation and supporting evidence.

Investigations are conducted confidentially and fairly. Students have the right to know the nature of the concern, respond to the allegation, present relevant evidence and receive information about the outcome in accordance with school procedures.

The school will consider the nature and seriousness of the breach, the available evidence, the student's age and level of understanding, intent where relevant, previous incidents and the impact on assessment integrity.

Where an IB assessment or examination is involved, the school will follow the current IB procedures and notify the IB when required.

Consequences

The school recognizes that academic integrity is developed through education and that some errors result from insufficient knowledge or skills. Where appropriate, the initial response may therefore include clarification, further instruction, correction, supervised resubmission where permitted, a warning or other educational intervention.

More serious or repeated misconduct may result in loss of marks, a zero for an affected school assessment component where permitted, formal disciplinary action or other consequences under school regulations.

For IB assessments, the school will follow the current IB Academic Integrity Policy and applicable assessment procedures. The IB may impose penalties affecting an assessment component, subject grade or Diploma eligibility. School consequences will not replace or override mandatory IB decisions.

Consequences will be proportionate to the severity, circumstances and impact of the breach and will be applied consistently.

Appeals

Students may appeal a school decision in accordance with the school's established Complaints and Appeals Policy procedure. Appeals will be reviewed fairly and, where practicable, by an individual or panel not responsible for the original decision.

Where an appeal concerns an IB decision or assessment outcome, the applicable IB appeals procedure will apply according to provisions of the DP Assessment Policy.

Communication, Review and Evaluation

The Academic Integrity Policy is available to students, parents and staff through the school website, student and parent platforms and other appropriate communication channels. Academic integrity expectations are communicated at programme entry and reinforced throughout the MYP and DP.

The school will provide appropriate professional development for teachers and information sessions for students and parents or guardians. Supporting documents include the Academic Integrity Form, MLA Guide, and assessment guidance.

The policy is reviewed annually by the IB Coordinators, school leadership, teachers and librarian, with stakeholder input where appropriate. The review considers current IB requirements, school practice, feedback, academic integrity cases, assessment processes and developments in technology and AI.

The school will use the review process to identify areas for improvement and ensure that the policy remains consistent with the school's mission, the IB framework and the school's actual learning, teaching and assessment practices.

References

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