



WHITEFIELD, BANGALORE

ACADEMIC INTEGRITY POLICY

Policy Information	Details
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Mission, Vision and IB Alignment

OWIS Mission

At One World International School, our mission is to develop **inquiring, compassionate and reflective lifelong learners** who respect all cultures and care for our world. We believe every child should have equitable access to **best-in-class, future-proofed education**.

OWIS Vision

OWIS aspires to be a leader in providing **world-class quality and affordable education** to all students, with an emphasis on **values, collaboration, creativity and service to others**.

Alignment with the IB Mission

The IB aims to develop **inquiring, knowledgeable and caring young people** who contribute to a better and more peaceful world through intercultural understanding and respect. IB programmes encourage students to become **active, compassionate and lifelong learners** who recognise that different perspectives can enrich understanding.

The OWIS mission and vision strongly reflect these principles. This alignment is particularly significant within the **Academic Integrity Policy**, as academic integrity is fundamental to developing **principled, responsible and reflective learners**.

At OWIS, academic integrity goes beyond avoiding plagiarism or academic misconduct. It involves developing students who **act honestly, take responsibility for their learning, acknowledge the ideas and work of others, make ethical choices, and demonstrate authenticity in their academic work**. These values are embedded

progressively from the Early Years through the PYP, MYP and DP, with expectations becoming increasingly independent and sophisticated as students develop.

The policy promotes international-mindedness and the development of ATL skills, enabling students to understand and appreciate diverse perspectives, communicate effectively, reflect on their learning and take responsible action.

Through this approach, OWIS seeks to cultivate learners who are **principled in action, reflective in their decisions, responsible in their use of information and technology, and respectful of intellectual contributions**, preparing them to participate ethically and meaningfully in an interconnected world.

International-Mindedness and ATL in Practice

The Academic Integrity Policy supports international-mindedness by developing students who respect different perspectives, acknowledge the contributions of others and act responsibly within a global learning community.

Through daily teaching and learning, students develop ATL skills including **research, thinking, communication and self-management**. They learn to use information responsibly, acknowledge sources, make ethical decisions, reflect on their choices and take responsibility for their learning.

4. Rationale

Academic integrity is central to trustworthy learning, assessment and scholarship. At OWIS, students are supported to navigate information, ideas, sources and technologies with honesty, responsibility, critical thinking and transparency. Academic integrity is not limited to preventing misconduct; it is a developmental process through which students learn to take ownership of their work, acknowledge the contributions of others, make ethical decisions and understand the consequences of their choices.

The policy therefore combines explicit teaching, authentic learning experiences, clear expectations, appropriate support, fair investigation and proportionate responses. The approach becomes progressively more independent as students move from EYP and PYP into MYP and DP.

5. Purpose and Scope

This policy applies to students, teachers, programme coordinators, school leaders, librarians, parents/guardians and other members of the OWIS learning community.

- Define academic integrity and the behaviours expected across EYP, PYP, MYP and DP.
- Teach students how to produce authentic work and acknowledge sources appropriately.
- Clarify expectations for collaboration, research, assessment, examinations, digital tools and AI.
- Provide a fair, transparent and educational process for responding to suspected academic misconduct.
- Protect the integrity of student learning and IB assessment requirements.
- Promote reflection, restoration and skill development alongside proportionate consequences.

6. Principles of Academic Integrity

Authentic work: Students submit work that genuinely represents their own thinking, learning and contribution.

Acknowledgement: Students give appropriate credit when they use another person's words, ideas, images, data, media, translations or other intellectual work.

Honesty in assessment: Students complete assessments under the conditions established by the teacher, school or IB and do not seek or provide unauthorised assistance.

Responsible collaboration: Collaboration is encouraged when it is part of the learning design. Students distinguish shared work from individual work and acknowledge contributions where required.

Respect for intellectual property: Students respect copyright, licensing, attribution and intellectual property.

Transparency: Students are honest about the sources, tools, assistance and technologies used in producing their work.

Responsible technology use: Digital and AI tools are used ethically, critically and in accordance with teacher, school and IB requirements.

Fairness and due process: Concerns are investigated objectively, students are given an opportunity to respond, and responses are proportionate to the circumstances.

Learning from mistakes: Where misconduct arises from misunderstanding or insufficient skills, the school provides explicit teaching, correction and opportunities to develop better practices.

7. Key Definitions

Academic integrity: A commitment to responsible and ethical behaviour in teaching, learning and assessment. It includes producing authentic work, acknowledging sources and taking responsibility for academic decisions.

Academic misconduct: An act or behaviour that results in, or may result in, an unfair academic advantage or compromises the integrity of learning or assessment.

Plagiarism: Presenting another person's words, ideas or work as one's own without appropriate acknowledgement. This includes material taken from books, websites, peers, AI tools or other sources.

Collusion: Unauthorised collaboration or enabling another student to submit work that is not authentically their own.

Duplication of work: Submitting the same or substantially similar work for more than one assessment or assignment without approval.

Fabrication / falsification: Inventing, altering or misrepresenting data, evidence, results, sources or other information.

Unauthorised assistance: Receiving or providing help, resources, technology or other support that is not permitted for the task.

Examination misconduct: Any breach of examination or assessment regulations that gives or may give an unfair advantage.

Maladministration: An action or omission by the school or its representatives that may compromise the integrity or proper conduct of an assessment or examination.

8. Academic Integrity Across the Continuum

Academic integrity is taught progressively. Expectations are developmentally appropriate but consistent in principle: students are expected to be honest about their learning, respect others' ideas and take increasing responsibility for the authenticity of their work.

Area	EYP–PYP	MYP	DP
Own work	Use own ideas; be honest about help received;	Submit authentic work and	Take full responsibility for authenticity and

	understand ownership.	acknowledge support received.	originality of submitted work.
Sources	Begin to identify where pictures, information and ideas come from.	Reference information, images, quotations and ideas appropriately.	Consistently and accurately reference sources using the required system.
Collaboration	Share ideas, take turns and contribute fairly.	Collaborate appropriately and distinguish individual contributions.	Collaborate ethically while maintaining authentic individual thinking and work.
Digital/AI use	Use digital resources and AI only with guidance and according to task expectations.	Use digital and AI tools responsibly and transparently, following teacher and school expectations.	Use AI and digital tools ethically and transparently, following IB and school requirements and acknowledging use where required.
Research/evidence	Gather information from age-appropriate sources and begin to acknowledge them.	Select, record, evaluate and acknowledge relevant sources.	Critically evaluate and synthesise evidence independently and maintain accurate references.

Academic Integrity in Practice

At OWIS, academic integrity is developed as part of the everyday learning culture rather than being addressed only when academic misconduct occurs. The school promotes integrity through:

- **Role modelling:** Teachers and staff model honesty, ethical use of information, appropriate acknowledgement of sources and responsible decision-making.
- **Relationships and trust:** Positive teacher–student relationships create an environment where students feel safe to ask for clarification, acknowledge mistakes and seek support rather than taking shortcuts.
- **Explicit teaching:** Students are taught age-appropriate concepts such as academic honesty, ownership of work, referencing, copyright, responsible use of information and appropriate use of technology and AI.
- **Collaboration vs. collusion:** Students are explicitly taught the difference between working collaboratively and presenting someone else’s work as their own, with expectations clarified through classroom examples and discussions.
- **Staff development:** Teachers receive guidance and professional learning on academic integrity, assessment practices, responsible use of technology/AI, and identifying and addressing concerns consistently.
- **Ongoing reflection:** Students are encouraged to reflect on their learning choices, understand the impact of their actions and take responsibility for their work.

Academic Integrity in Physical and Virtual Spaces

Academic integrity applies across all learning environments, including physical classrooms, virtual learning spaces and digital platforms. Students are expected to demonstrate honesty, responsibility, respect and appropriate ownership of their learning regardless of the mode of learning.

Teachers model and explicitly teach responsible behaviours, including appropriate collaboration, acknowledgement of sources, responsible use of digital resources and respectful participation in online spaces.

Responsible Use of Artificial Intelligence (AI)

The school recognises AI as an emerging tool that can support learning when used appropriately. Students are guided to use AI ethically, transparently and responsibly, in accordance with the expectations of their programme and task.

Students are expected to:

- Use AI as a learning support, not as a substitute for their own thinking and learning.
- Acknowledge AI use where required.
- Verify and critically evaluate AI-generated information.
- Protect personal, confidential and sensitive information.
- Follow teacher and assessment-specific guidelines regarding permitted AI use.

Teachers provide clear guidance on when and how AI may be used for particular learning experiences and assessments.

Evidence of Practice

Implementation may be evidenced through staff training, student workshops, classroom discussions, assessment guidelines, digital citizenship learning and examples of student reflection on responsible technology use.

9. Authenticity, Sources and Referencing

OWIS teaches students to acknowledge the ideas and work of others as part of responsible scholarship. The school uses MLA as its general referencing convention, while recognising that specific IB subjects, external examinations or assessment requirements may require a different referencing system. Where another system is prescribed, students must follow that requirement.

- Record source details while researching rather than reconstructing them at the end.

- Distinguish clearly between direct quotations, paraphrased ideas, summaries and original thinking.
- Use quotation marks or appropriate formatting for exact words.
- Provide in-text acknowledgement and a complete Works Cited/Bibliography as required.
- Include sufficient information for a reader to locate the source.
- Do not cite a source that has not actually been consulted.
- Ask a teacher or librarian when unsure how to reference a source, image, video, website, dataset or digital tool.

9.1 Source-Note Template

- Author/creator: Last name, First name, where available.
- Title of source: article, chapter, image, video, webpage, etc.
- Container: book, journal, website, database, platform, etc.
- Publication details: publisher, date, volume/issue/pages, where applicable.
- URL or persistent identifier and access date, where applicable.
- Notes on how the source was used in the student's work.

10. Academic Misconduct

Academic misconduct may include, but is not limited to:

- Plagiarism or presenting another person's work or ideas as one's own.
- Collusion or unauthorised sharing of work.

- Duplication of work without permission.
- Fabrication or falsification of data, results, evidence or sources.
- Unauthorised assistance from another person or technology.
- Cheating or breach of examination/assessment conditions.
- Misrepresentation of translation, paraphrasing or AI-generated material as original work.
- Unauthorised use of notes, devices, online material or other resources during an assessment.
- Any behaviour that compromises the authenticity of externally assessed work.
- School maladministration that compromises the integrity or proper conduct of an assessment.

Serious cases may be escalated immediately rather than following the usual staged process. For IB assessments and examinations, the relevant current IB regulations and procedures take precedence.

11. Artificial Intelligence and Digital Tools

OWIS recognises that AI tools are increasingly part of education and everyday life. The school does not treat AI as automatically prohibited. Instead, students are taught to use AI critically, ethically and transparently, in line with the requirements of the task, OWIS expectations and current IB guidance.

AI may support learning, but AI-generated work must never be presented as the student's own work.

11.1 Appropriate Uses

- Brainstorming or exploring possible approaches when permitted.
- Generating questions for inquiry or research.
- Seeking feedback or explanations that support learning.
- Practising skills or exploring alternative perspectives.
- Supporting language development when the teacher permits it.

11.2 Responsibilities When Using AI

- Check the accuracy, relevance, bias and reliability of AI-generated information.
- Use reputable sources to verify factual claims.
- Keep evidence of the student's own thinking and development where required.
- Be transparent about AI use when the task, teacher, school or IB requires acknowledgement.
- Do not submit AI-generated text, images, code, translations, data or other content as original student work.
- Do not use AI in examinations or assessments unless explicitly permitted.
- Respect privacy, copyright and intellectual property when entering information into AI tools.
- Follow subject-specific and IB assessment requirements, which may be stricter than general classroom expectations.

11.3 AI and Academic Misconduct

Submitting AI-generated material as one's own, using AI where it is prohibited, or failing to acknowledge required AI assistance may constitute academic misconduct. The

response will consider the task instructions, student's age, intent, level of understanding, extent of unauthorised use and relevant programme/IB requirements.

11.4 Evidence of AI Use

Teachers should not rely solely on an AI detector or similarity percentage to determine misconduct. Concerns should be considered alongside the student's drafting process, prior work, source use, ability to discuss the work, teacher observations and other relevant evidence.

Where AI-generated content is included in assessed work, students must follow the referencing and acknowledgement requirements applicable to that assessment. The current IB guidance should be consulted for IB assessments.

12. Roles and Responsibilities

School Leadership

- Foster a school-wide culture of academic integrity.
- Ensure the policy and procedures are accessible and consistently implemented.
- Provide appropriate staff training and resources.
- Support fair investigation and proportionate responses.
- Ensure IB requirements are followed for relevant assessments and examinations.

Programme Coordinators / Heads of School

- Provide programme-specific guidance and reinforcement.
- Support teachers in responding to concerns.
- Oversee documentation and investigations within their programme.
- Communicate with IB or examination authorities when required.

Teachers

- Explicitly teach academic integrity and research skills.
- Design authentic tasks that encourage critical thinking and reduce opportunities for copying.
- Teach and model appropriate citation and source evaluation.
- Clarify permitted and prohibited collaboration and technology use.
- Know students' work and use ongoing learning evidence to support authenticity.
- Report and document suspected misconduct according to the policy.
- Provide opportunities to correct misunderstandings and develop skills.

Students

- Produce authentic work and take responsibility for submitted work.
- Acknowledge sources and assistance honestly.
- Follow assessment and examination conditions.
- Use collaboration, digital tools and AI only as permitted.
- Ask for clarification when expectations are unclear.
- Reflect on mistakes and develop stronger research and academic practices.

Parents / Guardians

- Encourage honest, independent learning.
- Support organisation, time management and healthy study routines.
- Encourage students to seek teacher support when needed.
- Do not complete, substantially rewrite or arrange unauthorised completion of student work.

- Communicate openly with the school about concerns or support needs.

Librarians

- Teach information literacy, research, citation and source evaluation.
- Support students and teachers with referencing and responsible information use.
- Provide appropriate research and citation resources.
- Support workshops and school-wide academic integrity initiatives.
- Help students use research and citation tools responsibly.

13. Developmentally Appropriate Academic Integrity: EYP–PYP

In EYP and the PYP, academic integrity is taught primarily as honesty, ownership, fairness, respect and responsibility. Students learn that their ideas and work matter and that other people's ideas and creations deserve acknowledgement.

13.1 EYP

- Use stories, conversations and everyday examples to explore honesty and fairness.
- Encourage children to identify their own work and respect classmates' work.
- Model simple language such as 'This is my idea' and 'I got this idea from...'.
 - Teach safe and respectful use of books, images and digital resources with adult guidance.

13.2 PYP

- Explicitly teach paraphrasing, note-taking, simple source acknowledgement and responsible research.

- Use inquiry and project work to make students' thinking visible.
- Teach students to distinguish between collaboration and copying.
- Use reflection conversations to explore how students developed their ideas.
- Respond to first instances primarily as learning opportunities while maintaining clear expectations.

14. MYP Academic Integrity and Reinforcement

From MYP, expectations become increasingly explicit and independent. Students are expected to demonstrate responsible research, appropriate citation, ethical collaboration, authentic work and responsible use of digital and AI tools.

- Academic integrity orientation at the beginning of each academic year.
- Reinforcement of citation, referencing, research and paraphrasing across subjects.
- Explicit teaching of plagiarism, collusion, fabrication, duplication and unauthorised assistance.
- Use of authentic, process-focused tasks and checkpoints to support authorship.
- Opportunities for students to explain and reflect on their research and decision-making.
- Where appropriate, similarity-checking tools may support teaching and investigation, but a similarity score alone is not evidence of misconduct.

15. DP Academic Integrity

In the Diploma Programme, students are expected to demonstrate a high level of independence and responsibility for the authenticity of their work. Students must follow the current IB requirements for examinations and assessed components, including

Internal Assessments, the Extended Essay, Theory of Knowledge and other programme-specific requirements.

- Students must authenticate their work where required.
- Sources must be accurately acknowledged using the required referencing system.
- Research must be independently conducted and critically evaluated.
- Students must comply with examination regulations and assessment deadlines.
- AI and other digital tools must be used only in ways permitted by the specific assessment and current IB guidance.
- Suspected misconduct in externally assessed work must be managed in accordance with current IB procedures.

16. Reporting Suspected Misconduct

Academic integrity concerns may be reported by any member of the school community.

- Students may report concerns about their own or another student's conduct.
- Teachers and staff should report reasonable concerns through the appropriate school process.
- Parents/guardians may raise concerns with the relevant teacher, coordinator or school leader.
- Librarians may report or support concerns related to research, citation and information use.
- Reports should be made promptly, factually and respectfully.

16.1 Information to Include

- Clear description of the concern.
- Relevant date, task or assessment.
- Available evidence, such as the work submitted, source material, drafts or relevant reports.
- Names of relevant witnesses, where appropriate.
- Any immediate actions already taken.

Reports are handled confidentially to the extent possible. OWIS does not tolerate retaliation against a person who raises a concern in good faith.

17. Investigation Procedure

Step 1 – Preliminary review: Review the work and available evidence. Consider the task instructions, permitted resources, student process, previous work and any relevant digital/similarity reports.

Step 2 – Student conversation: Meet privately with the student, explain the concern and give the student a genuine opportunity to explain their process and provide relevant evidence.

Step 3 – Educational clarification: Determine whether the issue may have resulted from misunderstanding, insufficient skills, unclear instructions or intentional misconduct.

Step 4 – Documentation: Record the concern, evidence, meeting and relevant actions using the school's established documentation process.

Step 5 – Coordinator review: Where required, refer the matter to the relevant Programme Coordinator/Head of School for review and consistency.

Step 6 – Decision: Determine the appropriate educational and/or disciplinary response, considering seriousness, intent, age, previous incidents and applicable programme/IB requirements.

Step 7 – Communication: Communicate the outcome and next steps to the student and, where appropriate, parents/guardians.

Step 8 – Follow-up: Provide support, monitor future work and record the outcome securely.

18. Decision, Consequences and Restorative Actions

OWIS uses a developmental and proportionate approach. The response depends on the nature and seriousness of the concern, the student's age and level of understanding, intent, previous incidents and the requirements of the relevant programme or external assessment.

18.1 Possible Educational Responses

- Clarification and re-teaching.
- Correction or resubmission where appropriate.
- Reflection on what occurred and how to improve.
- Research/citation skill support.
- Meeting with teacher, coordinator, librarian or counsellor.
- Parent/guardian involvement.
- Monitoring or an academic integrity support plan.

18.2 Possible School Consequences

- Reduced or no credit for the affected work, where consistent with school and programme rules.
- Loss of privileges.
- Academic integrity contract or improvement plan.
- Referral to an Academic Integrity Committee or appropriate school authority.
- Disciplinary action for serious or repeated misconduct, in accordance with school policy.

For formal IB assessments, the school will follow the applicable IB regulations and procedures. School-level responses must not conflict with external assessment requirements.

19. Student Rights and Due Process

- Right to a fair and impartial process.
- Right to know the concern being considered.
- Right to provide an explanation and relevant evidence.
- Right to have the matter handled with appropriate confidentiality.
- Right to age-appropriate support and clarification of expectations.
- Right to know the outcome and required next steps.
- Right to appeal or request a review where an applicable school process provides for this.

20. External Assessments and Examination Integrity

For IB examinations, eAssessments and other externally assessed components, the current regulations and procedures of the relevant examination body take precedence.

- Students must follow examination instructions and permitted-material rules.
- Students must not communicate with other candidates in prohibited circumstances.
- Students must not access or share unauthorised examination content.
- Work submitted for external assessment must be authentic and appropriately acknowledged.
- Where suspected misconduct relates to an external assessment, the school will follow the applicable reporting and investigation requirements.
- Students and parents/guardians will be informed of relevant implications where appropriate.

21. Record Keeping, Confidentiality and Follow-Up

- Records of academic integrity concerns and outcomes are maintained securely by the designated school personnel.
- Records are shared only with those who need the information for educational, safeguarding, administrative or regulatory purposes.
- Documentation should include evidence, decisions, actions and follow-up where applicable.

- Records are retained in accordance with school requirements and applicable privacy/data-protection obligations.
- Repeated concerns are monitored so that appropriate support can be provided.

22. Staff Development and School-Wide Culture

Academic integrity is strengthened when it is embedded in everyday teaching rather than addressed only after misconduct occurs.

- Annual orientation and refresher sessions for staff.
- Explicit teaching of research, citation, paraphrasing and source evaluation.
- Professional learning on responsible AI use and current IB guidance.
- Shared expectations for authentic task design and assessment conditions.
- Collaboration between teachers, programme coordinators and librarians.
- Age-appropriate student awareness activities, assemblies and workshops.
- Parent communication about how families can support independent learning without completing student work.

23. Connection with Other OWIS Policies

Assessment Policy: Academic integrity protects the authenticity and validity of assessment evidence. Assessment design should allow students to demonstrate their own learning.

Language Policy: Students should receive appropriate language support and be taught how to acknowledge translated or adapted material. Language support must not become unauthorised completion of assessed work.

Inclusion Policy: Reasonable access arrangements should support equitable participation without compromising the intended learning outcome or authenticity of assessment evidence.

Digital Citizenship / Technology Expectations: Students are expected to use digital resources, online platforms and AI responsibly, safely and transparently.

Student Wellbeing: Clear expectations, manageable deadlines, early support and access to help reduce pressures that can contribute to poor academic decisions.

Admissions / Transition: Information about prior learning and academic practices may inform induction and support, without prejudging a student's potential.

24. Policy Review

This policy will be reviewed regularly to ensure continued alignment with OWIS mission and values, IB requirements and guidance, developments in digital and AI technologies, student needs, applicable national requirements and effective educational practice. The next scheduled review is September 2027, or earlier if significant changes to IB requirements or school procedures require an interim review.

Academic integrity is not simply a set of rules. It is a way of learning and acting that makes trust, authenticity, responsibility and respect visible.

25. References

1. International Baccalaureate Organization. Academic integrity. Current edition and updates.
2. International Baccalaureate Organization. Academic integrity: Guidance on the use of artificial intelligence tools.

3. International Baccalaureate Organization. Assessment principles and practices: Quality assessment in a digital age.
4. International Baccalaureate Organization. Responsibilities of students and IB World Schools.
5. International Baccalaureate Organization. Artificial intelligence (AI) in learning, teaching and assessment.
6. International Baccalaureate Organization. Relevant current programme assessment procedures and examination regulations.
7. OWIS. Citation and referencing guidance.
8. OWIS. Assessment Policy.
9. OWIS. Language Policy, Inclusion Policy, Digital Citizenship/Technology expectations and Student Wellbeing-related policies.

IB DP Parent Guidebook Reference

The [OWIS Whitefield IB Diploma Programme Parent Guidebook 2027–2029](#) provides students and families with practical guidance on academic integrity, responsible academic practices, student responsibility and the responsible use of AI within the Diploma Programme.

Students and parents should read the Parent Guidebook alongside the OWIS Academic Integrity Policy and the applicable IB requirements. The policy and relevant IB regulations remain the formal reference for academic integrity expectations, academic misconduct and associated procedures.