SYMBIOSIS INTERNATIONAL SCHOOL

SYMBIOSIS INTERNATIONAL SCHOOL

Pune, India

॥ वसुधैव कुटुम्बकम् ॥ — The World is One Family

ACADEMIC INTEGRITY & ARTIFICIAL INTELLIGENCE POLICY

Honesty · Trust · Fairness · Respect · Responsibility across the IB PYP, MYP and DP

Revised 2026

CAMBRIDGE International Education
Cambridge International School

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

POLICY DOCUMENT AT A GLANCE

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Applicable for **IB PYP, MYP, DP & CAMBRIDGE IGCSE**

TABLE OF CONTENTS

PART ONE — FOUNDATIONS 4

Programme Standards and Practices 5

Philosophy 5

IB Mission Statement 6

SIS Mission Statement 6

SIS Vision Statement 6

Connection with the IB Learner Profile 6

PART TWO — ACADEMIC INTEGRITY 7

Academic Integrity at SIS 7

Academic Dishonesty 8

Academic Integrity across Programmes 9

Roles and Responsibilities 9

Sharing on Social Media 13

Building Academic Integrity 13

Preventing Academic Misconduct 14

Referencing Conventions 14

Detecting Academic Misconduct 15

Monitoring Academic Misconduct 15

Academic Integrity Committee 15

Procedures to Deal with Misconduct 15

PART THREE — ARTIFICIAL INTELLIGENCE 18

Artificial Intelligence at SIS 18

AI Roles and Responsibilities 18

Approved AI Tools at SIS 19

IB-Specific Guidance 19

Approval 19

Responsible and Unacceptable Use of AI 20

PART FOUR — CONNECTIONS, COMMUNICATION & REVIEW 21

Connections with Other IB Policies 21

Communication of the Policy 21

The Policy as a Working Document 21

Development and Review of the Policy 21

References 22

APPENDICES 23

Appendix 1 — Academic Integrity Pledge Form 23

Appendix 2 — Academic Misconduct Report 24

Appendix 3 — Student and Parent Consent for the Use of AI 25

Appendix 4 — Responsible Use of the School Email Account 26

PART ONE — FOUNDATIONS

Philosophy, IB alignment and the Learner Profile

Programme Standards and Practices

This policy is aligned with the IB Programme Standards and Practices and supports the following standards for an IB World School (Academic Integrity Policy, revised 2026).

Leadership and governance (0201)

Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

- Leadership 4.1: The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)
- Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

Culture (0301)

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

- Culture 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)
- Culture 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)
- Culture 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)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Culture 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)

Lifelong learners (0402)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

- Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
- Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)
- 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)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

- Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)
- Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)
- Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)
- Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)
- Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)
- Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)
- Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Philosophy

Symbiosis International School's philosophy is deeply ingrained in its motto '*Vasudhaiva Kutumbakam*'. We at SIS consider it a mission to imbibe this magnanimity, reinforced in the Sanskrit shloka from the Maha Upanishad, among our students by making it a lived aspect of our cultural ethos — to impart quality education which is founded in academic integrity as the key founding principle.

As per the IB policy, 'academic integrity is fundamental in their development into responsible and caring world citizens of the future' (International Baccalaureate Organization, "Academic Honesty"). We endeavour to create morally upright and ethical world citizens, as children deserve a world that values truth, honesty, and justice, and they need to learn to uphold it to create and thrive with righteousness.

Our mission is to instil in our children the ethic of service and resilience with unwavering integrity, empowering them to be the architects of a sustainable world. Creating responsible global citizens is the core of our school mission, and ensuring social harmony to create a peaceful world requires living up to the ethics and pledging probity to make this world a better place to live in — even while their integrity is tested, especially in this era of technological expansion which is leading to the erosion of the value of honesty and righteousness.

With the exponential increase in the role of AI in our lives, it is crucial to make it part of the student's learning. A culture of using AI as a tool to scaffold, enhance, facilitate and bolster one's learning journey needs to be developed. This will be role-modelled by all stakeholders to make sure that artificial intelligence is not used as a replacement.

'When students learn integrity in classroom settings, it helps them apply similar principles to other aspects of their lives.' — *Marilyn Price-Mitchell (Price 2023)*

We at SIS remain committed to the key reasons behind having an academic integrity policy and its fundamentals: to maintain fairness, trust and honesty, to be responsible, and to develop respect for others. All stakeholders will model these fundamentals and strive towards providing a safe environment for the

learners in the school, ensuring that they get an opportunity to even make mistakes and learn from them. However, by setting clear expectations and enforcing the policy, academic misconduct will be dealt with.

We pledge to work towards inculcating the attribute of being 'principled' in thought and action amongst our students and to demonstrate this in their role as a learner.

IB Mission Statement

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.

SIS Mission Statement

Symbiosis International School, a cradle of leadership, aspires to create responsible global citizens deeply rooted in the philosophy of Vasudhaiva Kutumbakam, instilled with a spirit of international mindedness. Our academically rigorous curriculum is an essential catalyst that fosters a desire for lifelong learning. We aim to nurture adept netizens and promote inclusivity and unwavering integrity. Our endeavour is to equip our students with the requisite skills and competences that will cultivate an ethic of service and enable them to be the architects of a sustainable world.

SIS Vision Statement

Promoting International Understanding through Quality Education.

Connection with the IB Learner Profile

At Symbiosis International School the IB Learner Profile is a part of the school culture and daily learning. The school follows the idea of "Vasudhaiva Kutumbakam" — the world is one family — which encourages students and staff to be honest, responsible, empathetic and respectful in all work. Being honest and fair is important for learners who know why ethics and respecting others' work matters.

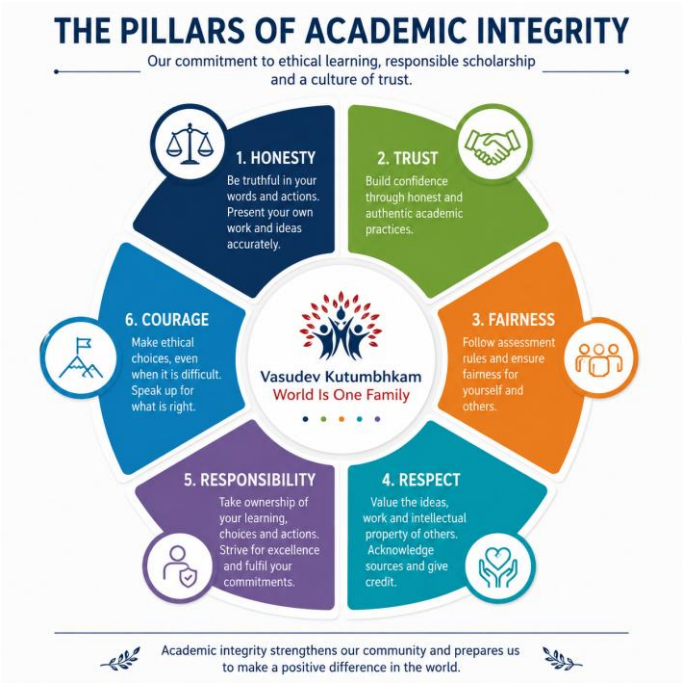
Symbiosis International School believes that having IB Learner Profile qualities helps make a community of learners who take responsibility and reflect on their actions. Students are encouraged to do their own work, give credit to others' ideas and work together fairly. By doing this, learners gain the skills and attitudes to act with integrity in and out of the classroom.

Teaching and learning at Symbiosis International School aims at developing international-mindedness and encouraging students to understand viewpoints, cultures, diverse perspectives, and experiences. In this interconnected world, students can easily find information and are expected to use it fairly and ethically. Respecting others' work and being honest in all tasks is crucial to becoming caring, fair and responsible global citizens at Symbiosis International School. The IB Learner Profile helps students become knowledgeable and principled, and Symbiosis International School makes sure they learn and practise these values.

PART TWO — ACADEMIC INTEGRITY

Definitions, responsibilities and procedures

Academic Integrity at SIS



Source: Developed by Symbiosis International School, adapted from International Center for Academic Integrity, The Fundamental Values of Academic Integrity, 3rd ed. (2021). (Generated using AI)

Academic Integrity

Academic Integrity refers to the production of original and authentic work based on one's own ideas, while appropriately acknowledging the contributions of others through proper citation and referencing. It also includes maintaining appropriate conduct during examinations and respecting all forms of intellectual property.

At Symbiosis International School, it is expected that:

- The school maintains zero tolerance towards plagiarism and recognises it as a serious academic offence.
- The school community clearly understands the distinction between collaboration and collusion.
- Students take responsibility for properly acknowledging the ideas and work of others.
- Students submit authentic work for all tasks, including homework, oral and written presentations, research assignments, school-based assessments, IB internal and external assessments and any other examinations.
- All students are aware of what constitutes academic integrity.

Academic Dishonesty

Academic Dishonesty refers to any action, whether intentional or unintentional, that results in students getting an unfair academic advantage or misrepresents their own work, assignments or assessments. These actions may not always be intentional attempts to gain an unfair advantage; they can also result from a lack of understanding of the relevant subject guidelines. The most common forms of academic misconduct are summarised below.

Type	What it means	Example of misconduct	Good practice
Plagiarism	Representing, intentionally or unintentionally, someone else's ideas, words, or work as your own without proper acknowledgement. This includes copying from books, websites, or peers without citation. Even unintentional credit-source failure is considered plagiarism.	Copying a paragraph from a website into your assignment without citing the source; copying pieces of art such as painting and music, or taking ideas and portraying them as your own.	Using quotation marks and properly citing the source when including someone else's words. In case of doubt, consult your librarian.
Collusion	Working with others in a way that results in submitting work that is not entirely your own — even if one person allows another to copy the work — when independent work is required. While collaboration may be encouraged, the final submission must reflect individual understanding.	Two students submit nearly identical assignments when the task was meant to be completed individually; a group task where only one person does the majority of the work.	Discuss ideas together, but submit your own work. Do not share your work with others. In group tasks, all participants should work together.
Duplication of Work	Submitting the same piece of work, or parts of it, for more than one assignment or subject without prior permission. Each task is expected to be original and specifically prepared for that assessment.	Submitting the same research project for two different subjects; using the same experiment for the EE and the IA.	Creating a new and original response for each assignment, even if the topics are similar.
Incorrect Paraphrasing	Rewriting someone else's ideas too closely to the original text, or without proper citation. Simply changing a few words or the sentence structure does not make the work original. Proper paraphrasing requires understanding and re-expressing ideas in your own words with acknowledgement.	Changing a few words from a textbook sentence but not citing the source.	Restating the idea fully in your own words and including a proper citation.
Fabrication	Making up or falsifying information, data, sources, or results in academic work. This includes inventing references, altering data, or presenting untrue information as factual.	Creating fake survey results for a research assignment.	Collecting real data and accurately reporting findings, even if results are unexpected.

Type	What it means	Example of misconduct	Good practice
Academic Infringement	Minor breaches of academic integrity, often due to misunderstanding or lack of awareness. These may include incomplete referencing, formatting errors, or missing citations, and are usually addressed through guidance and support.	Forgetting to include a reference for an image used in a presentation.	Reviewing work carefully to ensure all sources are properly cited and acknowledged.

Academic Integrity Across Programmes

At Symbiosis International School, academic integrity is an integral part of our school ethos and reflects our philosophy of "Vasudhaiva Kutumbakam" — the world is one family. We believe in fostering honesty, responsibility, fairness, truth, and respect for intellectual property in all aspects of learning. Through teaching practices, research guidance, and consistent reinforcement of ethical behaviour, SIS promotes a culture of authentic learning and principled action. Upholding academic integrity is a shared responsibility of students, teachers, parents, coordinators, and the wider school community.

Roles and Responsibilities

School Responsibilities

- Create a supportive learning environment that helps students with the guidance and skills required for academic writing, research, and ethical practices.
- Emphasise authentic and meaningful tasks within teaching and learning practices.
- Develop, implement, and regularly review academic integrity practices and procedures.
- Ensure that academic integrity policies and guidelines are accessible to all stakeholders.
- Provide students with adequate time to complete tasks through a structured assessment schedule.
- Ensure that students learn the necessary skills and that their rights are protected in cases of academic misconduct.

The Role of School Leadership

- Ensure academic integrity is an essential part of teaching and learning.
- Ensure all stakeholders understand the importance of maintaining academic integrity in all learning practices.
- Ensure students, parents, and teachers share a common understanding of academic integrity and academic misconduct.
- Ensure teachers, support staff, students, parents, and legal guardians are aware of academic integrity and the IB's expectations regarding it.
- Promote a culture of honesty, ethics and safety through a well-established academic integrity policy.
- Provide professional development for teachers and other staff members in various skills and practices for developing academic integrity.
- Establish the school policy promoting good academic practice and develop a culture that encourages academic integrity.
- Ensure all stakeholders understand what constitutes academic misconduct and school malpractice, and are aware of the possible consequences.

- Encourage good academic practices to help students produce authentic individual and collaborative work.
- Hold students accountable for incidents of academic misconduct in accordance with the school's policies.
- Hold teachers and school administrators accountable for malpractice in accordance with school policies.
- Respect students' rights in cases of misconduct and give them a fair opportunity to explain their innocence.
- Immediately inform the IB of any breach related to the secure handling of examination materials or examination procedures, as required by IB guidelines.
- Fully support the IB in investigations related to possible academic misconduct by following IB procedures and guidance.

The Role of the Programme Coordinators

The Coordinators play a pivotal role in promoting and upholding academic integrity across the school. They ensure that IB expectations, school policies, and academic integrity practices are communicated clearly and implemented consistently among all stakeholders.

- Ensure that all school and IB policies are implemented fairly and consistently.
- Ensure compliance with the secure storage of confidential IB materials and the proper conduct of IB examinations.
- Ensure that teachers, students, parents, and legal guardians have access to, read, and understand the school's Academic Integrity Policy.
- Report suspected cases of academic misconduct or malpractice to the school administration and/or the IB when required.
- Ensure that all teachers have a clear and consistent understanding of academic integrity expectations.
- Provide teachers with guidance and support in handling cases of academic misconduct.
- Ensure that all staff members — including teachers, teaching assistants, counsellors, librarians, special educators, and laboratory assistants — receive appropriate training related to academic integrity, referencing, and ethical practices.
- Organize sessions that strengthen students' understanding of academic integrity skills.
- Ensure that academic integrity procedures and related documents are readily accessible to the school community.
- Ensure the rules and procedures are followed consistently and applied fairly to all members of the community.
- Ensure class schedules and assessment timelines support students in meeting academic expectations responsibly.
- Support the planning of learning strategies and activities that help students develop research, referencing, and academic writing skills.
- Oversee investigations related to academic misconduct and malpractice in accordance with school and IB policies.

The Role of the Librarian

At SIS, the librarian plays an important role in supporting students and teachers in promoting academic integrity by developing effective research, referencing, and information-literacy skills. The librarian helps

create awareness about ethical use of information and encourages responsible academic practices across the school community.

- Guiding students in locating, evaluating, and using credible sources of information.
- Supporting students and teachers in understanding citation and referencing practices.
- Promoting ethical use of information and respect for intellectual property.
- Conducting sessions on research skills, referencing tools, and avoiding plagiarism.
- Assisting students in accessing academic resources for research and inquiry.
- Collaborating with teachers to strengthen students' academic writing and research skills.
- Encouraging the use of authentic and credible sources in academic work.
- Providing examples of best practices related to academic integrity.
- Integrating information literacy and academic integrity in the curriculum in collaboration with teachers.
- Providing journals, books, and databases to help students and teachers.
- Guiding students in the ethical and responsible use of Artificial Intelligence (AI) tools.
- Educating students and teachers about plagiarism and AI detection tools like Turnitin.

The Role of Teachers

- Read, understand, and support the school's Academic Integrity Policy.
- Reinforce the values of honesty, responsibility, and fairness.
- Encourage students to complete and submit authentic work.
- Support students in time management and meeting deadlines responsibly.
- Emphasise that a lower grade earned honestly is more valuable than a higher grade based on dishonest work.
- Avoid providing excessive assistance that may compromise the authenticity of student work.
- Counter-sign the academic integrity pledge that students will sign.
- Communicate with coordinators if clarification regarding academic integrity practices is required.
- Support the responsible and ethical use of Artificial Intelligence (AI) tools in accordance with school and IB expectations.
- Understand what constitutes student academic misconduct and school maladministration and their consequences.
- Report any potential student misconduct or school maladministration to school authorities and/or the IB.
- Ensure that any documents or evidence submitted for inclusive access arrangements or adverse-circumstance considerations are authentic, accurate, and genuine.
- Refrain from seeking external assistance or providing inappropriate support that may compromise the authenticity of student work.

The Role of the Parent Community

- Understand the academic integrity policy of the school.
- Continuously remind children of the importance of following the school policies.
- Inform children about the potential consequences of academic dishonesty on scholarships and job opportunities.

- Emphasise that a lower grade earned honestly is more valuable than a higher grade based on dishonest work.
- Counter-sign the academic integrity pledge that students will sign.
- Familiarise themselves with the shared citation and referencing guide and remind their children about its importance.

Responsibilities of Students

At SIS, students are expected to uphold the principles of academic integrity in all aspects of their learning and develop the IB Learner Profile attributes. Students should become principled and act honestly, responsibly, and ethically while completing academic work and assessments.

- Submit authentic and original work based on their own understanding.
- Acknowledge and properly cite the ideas, words, images, and work of others in an appropriate format.
- Understand and avoid plagiarism, collusion, duplication of work, fabrication, and other forms of academic misconduct.
- Follow examination rules and assessment guidelines set by the school and IB honestly and responsibly.
- Not receive assistance in editing or completing their work from outside sources such as tutors, friends, family members, other students, or online writing/editing and file-sharing services.
- Use Artificial Intelligence (AI) tools ethically and in accordance with school and IB expectations.
- Manage time effectively to meet deadlines and avoid academic misconduct due to poor time management.
- Seek guidance from teachers or librarians when unsure about referencing or academic practices.
- Respect the intellectual property and contributions of others and give credit for it.
- Report any suspected cases of academic misconduct responsibly.
- Read, understand, and adhere to the school's Academic Integrity Policy and relevant IB regulations.
- Refrain from giving or receiving inappropriate assistance that may compromise the authenticity of academic work.

Students must also use social media platforms and the internet responsibly and ethically. This includes:

- Not sharing, discussing, or disclosing any information related to IB examinations within 24 hours after the examination.
- Using respectful and appropriate language in all online interactions.
- Avoiding any behaviour or communication that may negatively affect the reputation of the school or the IB.

Orientation of New Staff

At SIS we orient our new staff on the Academic Integrity Policy as part of their induction procedure. The coordinator and their team conduct orientation for new staff to develop a shared sense of responsibility across the school community.

Turnitin — AI for Detecting Similarity

Turnitin is used to check for similarity in the MYP for assignments, homework, or any other submission, and for DP students particularly for IA, EE, TOK, and English A LAL HL Essay submissions. The following procedure is followed:

- Teachers create student accounts using their email IDs and enrol them in their respective classes and chosen subjects.

- Respective teachers upload all assignments to ensure timely submission and verification.
- The originality report serves as the final checkpoint for detecting academic dishonesty.
- Detected instances of plagiarism, collusion, duplication, or malpractice are conveyed to the student by the subject teacher. The assignment is amended, redone, or rejected accordingly.

When using the detection tool, teachers should not rely solely on similarity reports. They are expected to carefully review and analyse the report to identify and determine any instances of plagiarism or improper citation in the student's work.

Sharing on Social Media

Students must use social media platforms and online study groups responsibly and ethically. While these platforms may be used for sharing study materials, revision resources, and academic support, they must not be used to access, obtain, or share confidential examination content or coursework through unfair or dishonest means.

Students should be aware that all online interactions create a digital footprint, including conversations within private or closed groups. Any content shared online can potentially be circulated further by others. Students are expected to immediately report to the school authorities any activity or behaviour that may compromise the integrity of examinations or assessments. Students must use their school-issued email IDs only for academic and school-related communication and activities, and not for personal, inappropriate, or non-school-related purposes.

Building Academic Integrity

Academic integrity is developed through continuous guidance, awareness, and skill-building practices integrated into teaching and learning. At SIS, the school leadership, programme coordinators, and teachers are committed to equipping students with the knowledge and practical skills required to engage in honest and ethical academic work. To integrate academic integrity, the school engages in various ways:

- Conducting orientation sessions for students, parents, and staff on academic integrity expectations and IB guidelines.
- Conducting guest lectures on citation, referencing, plagiarism and research work.
- Providing regular guidance on citation, referencing, paraphrasing, and research practices.
- Supporting students in developing academic writing, note-taking, and research skills.
- Guiding students in expressing ideas using their own understanding, language, and voice.
- Encouraging drafting, reflection, and feedback processes to strengthen authentic learning.
- Teaching students the difference between collaboration and collusion.
- Providing guidance on the ethical and responsible use of Artificial Intelligence (AI) tools.
- Integrating academic integrity discussions within classroom teaching and assessments.
- Encouraging inquiry-based learning that promotes critical thinking and independent understanding.
- Providing students with opportunities to practise correct citation and referencing methods.
- Supporting students through teacher mentoring, librarian guidance, and academic support sessions.
- Using age-appropriate strategies to help students understand intellectual property and ethical use of information.
- Reinforcing the importance of honesty, responsibility, and fairness in all academic practices.

Preventing Academic Misconduct

At Symbiosis International School, we believe that a culture of academic integrity begins with education, awareness, and consistent guidance. Prevention is achieved by equipping students with the knowledge, skills, and values needed to make ethical academic decisions. The following measures are implemented to promote authentic learning and limit academic misconduct:

- All students are introduced to the Academic Integrity Policy and are explicitly taught the principles of academic honesty, ethical conduct, and responsible scholarship.
- Good academic practices are modelled, reinforced, and integrated into teaching and learning in an age-appropriate manner across all programmes.
- Grade-specific expectations related to academic integrity, research skills, citation, and referencing are communicated clearly to students and teachers.
- Students are taught the importance of acknowledging all sources of information and intellectual property, including books, journals, websites, images, artwork, photographs, diagrams, maps, videos, computer programs, Artificial Intelligence (AI) tools, and other digital resources.
- Research skills, note-taking, summarising, paraphrasing, citation, referencing, and ethical use of information are explicitly taught through classroom instruction and the Approaches to Learning (ATL) framework.
- Orientation sessions and workshops on academic integrity, research skills, referencing conventions, and ethical use of AI are conducted for students at the beginning of each academic year and reinforced throughout the programme.
- Students are encouraged to maintain research notes, planning documents, drafts, and reflections as evidence of their learning process and the authenticity of their work.
- Students are required to sign the Academic Integrity Pledge confirming that all work submitted for assessment is authentic and complies with the school's Academic Integrity Policy (see Appendix 1).
- Teachers model ethical academic practices by consistently using appropriate citation and referencing when providing learning resources and instructional materials.
- All newly appointed staff members receive training on the school's Academic Integrity Policy and IB expectations as part of their induction programme.
- The school uses plagiarism detection and other appropriate digital tools, where applicable, to support the verification of authenticity. These tools are used as educational resources to provide feedback and promote learning. Teachers review similarity reports critically and should not rely solely on technology when determining academic misconduct.
- Students are provided with ongoing guidance on the ethical and transparent use of AI tools. AI may be used to support learning where permitted, but it must never replace a student's own thinking, analysis, creativity, or understanding.
- The school promotes a culture of reflection, feedback, drafting, and teacher support to help students develop confidence in producing authentic work.

Referencing Conventions

To ensure consistency in academic writing, Symbiosis International School follows the Chicago Manual of Style (17th edition) as the referencing convention for the MYP and DP.

Detecting Academic Misconduct

At Symbiosis International School, the detection of academic misconduct is approached with fairness, transparency, and professional judgement. The school recognises that concerns may arise through teacher observations, assessment reviews, plagiarism detection software, AI detection indicators, or other appropriate means. Teachers are expected to use a range of appropriate methods to identify potential academic misconduct, including plagiarism detection tools like Turnitin, search engines, and professional judgement. Any concerns should be investigated carefully by reviewing the authenticity of the student's work and supporting evidence before reaching a conclusion. Each case is carefully reviewed by considering the student's work, drafting process, understanding, and supporting evidence before any decision is made. Students are provided with an opportunity to explain their work, and all cases are investigated in accordance with the school's Academic Integrity Policy and IB guidelines, ensuring that decisions are fair, consistent, and educational in nature.

Monitoring Academic Misconduct

At Symbiosis International School, academic integrity is monitored as an integral part of everyday teaching and learning. The school believes that academic integrity is best developed through continuous guidance, reflection, and consistent practice rather than only through disciplinary measures. Teachers regularly monitor students' academic work, provide timely feedback, and encourage authentic learning throughout the academic year.

For school-based assessments and internal tasks, concerns related to academic misconduct will be addressed in accordance with the procedures outlined in this policy. For IB external assessments and examinations, the school will follow the policies and procedures prescribed by the IB. All cases will be handled fairly, confidentially, and consistently, ensuring that students are given an opportunity to explain their work before any decision is made.

Academic Integrity Committee

The Academic Integrity Committee at Symbiosis International School comprises the PYP Coordinator, MYP Coordinator, DP Coordinator, Examination Head, Student Counsellor, two teachers, and the PYP, MYP and DP Librarian. The committee is responsible for promoting a culture of honesty, fairness, and ethical academic practices across the school. It oversees the implementation and periodic review of the Academic Integrity Policy, ensures that cases of suspected academic misconduct are addressed fairly and consistently, and provides guidance in line with school and IB expectations. The committee also supports awareness programmes, staff and student training, and initiatives that strengthen authentic learning and uphold the principles of academic integrity throughout the school community.

Procedures to Deal with Misconduct

Misconduct During Homework or Class Assignments

First Instance

- The subject teacher/homeroom teacher will review the suspected academic misconduct and discuss the concern with the student.
- The student will be given an opportunity to explain the circumstances and present their perspective.

- If the misconduct is determined to be unintentional (academic infringement), considering the student's age and level of understanding, the teacher will provide guidance on appropriate academic practices and strategies to prevent similar errors in the future.
- Where required, the student may receive additional support or remedial instruction in areas such as research, citation, referencing, paraphrasing, or academic writing.
- If the misconduct is found to be intentional, the teacher will document the incident, provide written feedback highlighting the nature of the misconduct, and maintain a record of the case (see Appendix 2).

Second Instance

- If the misconduct is repeated or is determined to be intentional, the subject teacher will submit the case, along with supporting evidence (e.g. similarity reports, student work samples, or other relevant documentation), to the Programme Coordinator.
- The student will be given an opportunity to explain their actions before a decision is made.
- If academic misconduct is confirmed, the student will be required to redo or resubmit the assignment, as appropriate.
- The teacher will assess whether the student requires further support in academic skills, such as citation, referencing, paraphrasing, or research practices, and provide guidance with the librarians where necessary.
- The incident will be formally documented, and the Programme Coordinator will maintain a record in accordance with the school's Academic Integrity procedures (see Appendix 2).

Misconduct During Internal Written Assessments

First Instance

- The incident will be documented and reported to the relevant Programme Coordinator (see Appendix 2).
- The student will be given an opportunity to explain the circumstances and present their perspective.
- A meeting will be held with the Programme Coordinator, Principal, student, and parents/guardians to discuss the incident and consequences.
- A formal written warning will be issued and retained in the student's record.
- No grade will be awarded for the assessment.

Second Instance

- A further meeting will be held with the Programme Coordinator, Principal, student, and parents/guardians.
- The student may be restricted from appearing for the relevant written assessment.
- Further disciplinary action, including temporary suspension, may be considered in accordance with the school's policies.

Academic Misconduct in Internal Assessments and IB Coursework

All work submitted for DP internal assessments and other components that may contribute to formal IB assessment must be authentic and completed in accordance with IB requirements.

- Drafts containing inadequate or missing referencing may be returned to the student for correction before feedback or marking.

- Teachers will use appropriate methods, including review of the student's work and plagiarism detection tools where appropriate, to verify authenticity.
- If academic misconduct is identified in a draft, the student will be required to correct the work and may receive appropriate guidance. The Programme Coordinator will be informed and the incident documented (see Appendix 2).
- If misconduct is confirmed, the Programme Coordinator, in consultation with the relevant staff, will determine the appropriate action. Parents/guardians may be informed where necessary.
- If the final coursework or ePortfolio is suspected to be unauthentic, the teacher may withhold authentication until the matter has been investigated.
- The student may be required to meet with the subject teacher, Programme Coordinator, and/or Principal to explain the work and circumstances.
- Where timelines permit, the student may be given an opportunity to redo the work, subject to school and IB requirements.
- Work that does not meet IB authenticity or submission requirements will not be submitted to the IB by the school. The consequences prescribed by the IB, including non-submission or an F where applicable, will apply.
- If misconduct is identified after the work has been submitted to the IB, the school will inform the student and parents/guardians and notify the IB as required. The subsequent procedures and consequences will be determined in accordance with IB regulations.

Academic Misconduct in IB External Assessments

In the event of detecting academic dishonesty during examinations, the IB Programme Coordinator, student, and parent will receive written notification regarding the incident. The concerned coordinator will promptly inform the IB. The established procedure, as determined by the IB at that time, will be adhered to (latest Conduct of Examinations booklet). Some instances of academic dishonesty include:

- Disobeying the coordinator or invigilator.
- Communicating in the examination set-up.
- Disrupting the examination or distracting other students.
- Stealing an examination paper.
- Use of an unauthorised calculator, or using it when it is not permitted.
- Using a digital device such as a mobile phone, smart watch, etc.
- Leaving the examination room without permission.
- Leaving and/or accessing unauthorised material in a bathroom/restroom that may be visited during an examination.

The school will prominently display certain instructions that need to be followed during IB examinations, including on-screen examinations.

PART THREE — ARTIFICIAL INTELLIGENCE

Responsible, ethical and transparent use of AI

Artificial Intelligence at SIS

At SIS we believe that rapid developments in Artificial Intelligence (AI) may potentially impact the academic integrity of students. While AI tools can support research, brainstorming, language development, and learning, they also have the potential to be misused in the completion of academic work and assessments. The use of AI-generated content without proper acknowledgement may compromise the authenticity of student work and violate the principles of academic integrity.

At Symbiosis International School, students are guided to use AI tools responsibly, ethically, and in accordance with IB and school guidelines. AI tools should support learning and understanding rather than replace independent thinking, creativity, analysis, and student voice. Work submitted for assessment must reflect the student's own understanding and effort. Teachers are responsible for teaching such transparency so that students understand that, while technical proficiency is crucial, conceptual and ethical knowledge should come first, and students must act responsibly and ethically while using such tools.

Students are expected to acknowledge and appropriately reference any ideas, content, or support obtained through AI tools wherever applicable. The inappropriate use of AI tools to generate complete responses, essays, reflections, data analysis, or other assessment components and presenting them as one's own work will be treated as academic misconduct. Symbiosis International School recognizes the educational value of AI tools when used responsibly, ethically, and in accordance with school guidelines.

AI Roles and Responsibilities

Director

- Ensure implementation and annual review of the AI Policy.
- Approve AI tools and oversee compliance with data privacy and academic integrity standards.
- Promote responsible AI adoption across the school.

Coordinators (PYP, MYP, DP)

- Support teachers in integrating AI appropriately within the curriculum.
- Monitor alignment with IB expectations and academic integrity requirements.
- Facilitate professional development and AI literacy initiatives.

Teachers

- Model ethical and responsible AI use.
- Clearly communicate when AI use is permitted or prohibited.
- Teach students how to evaluate AI outputs critically.
- Protect student data and ensure transparency regarding AI use.

Students

- Use AI responsibly, ethically, and for educational purposes only.

- Acknowledge and cite AI assistance where required.
- Verify information generated by AI and avoid plagiarism.

Parents

- Support responsible AI use at home.
- Encourage discussions about digital citizenship and online safety.
- Collaborate with the school regarding age-appropriate AI access and consent.

Approved AI Tools at SIS

The following AI tools may be used subject to school approval and periodic review:

- ChatGPT (school-approved versions)
- Microsoft Copilot
- Google Gemini for Education
- Turnitin

Any additional AI tool must be reviewed and approved before use.

IB-Specific Guidance

PYP

AI may be used to support inquiry, creativity, language development, and research under teacher supervision. Students should learn foundational AI literacy, digital citizenship, and responsible technology use. AI should not replace student voice, reflection, or agency.

MYP

Students may use AI as a learning partner for brainstorming, research support, language assistance, coding support, and formative feedback where permitted. Students must critically evaluate AI outputs and disclose AI use in assignments. AI must not replace original thinking or ATL skill development.

DP

Students must comply with current IB academic integrity requirements regarding AI tools. AI use must be transparent, acknowledged, and appropriately cited. Students remain responsible for the authenticity and accuracy of all submitted work, including the Extended Essay, Internal Assessments, and Theory of Knowledge tasks.

Approval

This policy is approved by the Director of Symbiosis International School and takes effect from the date recorded below.

Effective date _____

Review date _____

Director's name _____

Director's signature _____

Date _____

Responsible and Unacceptable Use of AI

AI tools can support learning, research, brainstorming, language development, and understanding when used responsibly. At Symbiosis International School, students are encouraged to develop the skills to use AI ethically while ensuring that their academic work remains authentic and reflects their own thinking, understanding, and effort.

Responsible Use of AI

Students may use AI tools where permitted by the teacher or assessment guidelines. They should:

- Use AI to support learning rather than replace their own thinking, analysis, creativity, or understanding.
- Follow the specific requirements provided by the teacher, subject, assessment, and IB.
- Follow the school's Artificial Intelligence policy.
- Verify the accuracy and reliability of information generated by AI.
- Clearly acknowledge and reference the use of AI when it contributes to submitted work.
- Maintain evidence of their own research, drafts, ideas, and development of the work where required.
- Be aware that AI-generated information may contain errors, bias, or fabricated references.

Unacceptable Use of AI

Students must not:

- Submit AI-generated work as their own without appropriate acknowledgement.
- Use AI to complete an assessment or coursework component where such use is not permitted.
- Present AI-generated ideas, text, images, data, or analysis as their own work.
- Use AI to fabricate information, sources, references, or evidence.
- Use AI to gain an unfair advantage in examinations or assessments.

Key Principle

The use of AI should **support learning, not replace learning**. Students remain responsible for the authenticity, accuracy, and integrity of all work they submit. Teachers will use professional judgement when reviewing the use of AI and may ask students to explain, discuss, or demonstrate their understanding of submitted work. Where AI use is suspected to have compromised the authenticity of an assessment, the matter will be addressed in accordance with this policy and relevant IB requirements.

PART FOUR — CONNECTIONS, COMMUNICATION & REVIEW

Coherence with other policies and governance

Connections with Other IB Policies

Academic Integrity and Assessment

At Symbiosis International School, academic integrity is an integral part of assessment and learning. Students are guided to be principled, knowledgeable, and responsible in completing their work, while respecting and acknowledging the contributions of others. Teachers are encouraged to design authentic and meaningful assessments that promote independent thinking, original work, and a genuine demonstration of learning, including the use of an honour pledge in examinations.

Academic Integrity and Inclusion

SIS is committed to ensuring that academic integrity practices are inclusive and accessible to all learners. Teachers provide appropriate guidance and support to help students understand and meet academic integrity expectations. Where required, students may be provided with individualised guidance or checklists covering citation, referencing, paraphrasing, and acknowledgement of sources. The school librarian and teachers support students through workshops and guidance on research skills, plagiarism, copyright, and responsible use of information.

Academic Integrity and Admissions

Academic integrity is upheld throughout the admissions process. Where admission or placement assessments are conducted online, appropriate measures are taken to ensure the authenticity and integrity of the assessment process. Prospective students and parents are provided with clear information regarding the school's expectations for academic honesty and responsible academic practices.

Communication of the Policy

At Symbiosis International School, the Academic Integrity and AI Policy is communicated to students, parents, and staff through orientations, PTMs, homeroom sessions, academic integrity orientation sessions, the school website, and classroom discussions. Coordinators, teachers, librarians, and school leadership share responsibility for ensuring that the policy is understood and its principles are consistently reinforced.

The Policy as a Working Document

This policy is a working document aligned with relevant school and IB policies. It is reviewed regularly in line with IB requirements, curriculum review, and whole-school improvement processes to ensure that it remains relevant, effective, and consistently implemented.

Development and Review of the Policy

The Academic Integrity and AI Policy at Symbiosis International School is developed collaboratively by the Senior Leadership Team, Programme Coordinators, and relevant school stakeholders. The draft is reviewed

by the wider school community. The policy is reviewed annually and updated whenever required to reflect changes in IB requirements, school practices, emerging concerns, or technological developments. Any amendments are discussed amongst the school community, where applicable, and incorporated through a collaborative process to ensure the policy remains relevant, effective, and consistently implemented.

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APPENDICES

Pledge, reporting and consent forms

Appendix 1 — Academic Integrity Pledge Form

I understand that academic integrity is an essential part of learning at Symbiosis International School. I commit to being honest, responsible, and ethical in all academic work and assessments. I pledge that:

- All work submitted by me will be authentic and created to the best of my own ability.
- I will appropriately acknowledge and cite the ideas, words, images, and work of others.
- I will not engage in plagiarism, collusion, cheating, fabrication, or any form of academic misconduct.
- I will use Artificial Intelligence (AI) tools responsibly and only in accordance with school and IB guidelines.
- I will respect examination rules and maintain integrity during all assessments.
- I will seek guidance whenever I am unsure about academic integrity expectations.
- I have read and understood the Academic Integrity Policy of Symbiosis International School and understand the consequences of not adhering to it.
- I understand that any violation of the Academic Integrity Policy may result in disciplinary action in accordance with the school's Academic Integrity Policy and IB regulations.

Student Name _____ **Class and Division** _____

Student Signature _____ **Date** _____

I have read and understood the Academic Integrity Policy of Symbiosis International School. I will support my child in upholding honesty, responsibility, and ethical academic practices at all stages of learning.

Parent/Guardian Signature _____ **Date** _____

Appendix 2 — Academic Misconduct Report

1. Student's Name _____

2. Date of Incident _____

3. First / second / subsequent offence _____

4. Date of reporting incident _____

5. Subject _____

6. Name of the teacher _____

7. Type of assignment _____

8. Nature of the misconduct _____

Description of incident

_____

_____

Action taken

_____

_____

Coordinator's remarks

_____

_____

Teacher (Name & Sign) _____ **Dept HOD (Name & Sign)** _____

Coordinator's Signature _____ **Student Name & Sign** _____

(Attach the relevant evidence.)

Appendix 3 — Student and Parent Consent for the Use of AI

Symbiosis International School recognizes the educational value of Artificial Intelligence (AI) tools when used responsibly, ethically, and in accordance with school guidelines. This consent form confirms that students and parents/guardians have read, understood, and agree to abide by the school's AI Policy. By signing below, we acknowledge that:

- We have read and understood the SIS Artificial Intelligence (AI) Policy.
- We understand that AI tools are intended to support learning and not replace independent thinking, creativity, or academic integrity.
- We understand that any use of AI in assignments must comply with teacher instructions and school expectations.
- We understand the importance of protecting personal and confidential information when using AI tools.
- We agree to use AI responsibly, ethically, and safely.
- We understand that misuse of AI may result in disciplinary action in accordance with school policies.
- We consent to our child using school-approved AI tools as part of the learning process, under teacher guidance and supervision.

Student Details

Student Name _____ **Grade/class** _____

Student Signature _____ **Date** _____

Parent/Guardian Consent

Parent/Guardian Name _____ **Relationship to student** _____

Parent/Guardian Signature _____ **Date** _____

Appendix 4 — Responsible Use of the School Email Account

The school Gmail account provided to me is an official school account and is intended primarily for academic, educational, and school-related communication. I understand that using this account is a responsibility and agree to the following.

Student Name _____ **Grade & section** _____

School Gmail ID _____

I Will

- Use my school Gmail account responsibly and only for school-related purposes.
- Communicate respectfully and use appropriate language when emailing teachers, staff, and students.
- Keep my password confidential and never share it with others.
- Log out when using a shared/public device and immediately report any suspected unauthorised access.
- Respect the privacy and confidentiality of others and not share personal or sensitive information without permission.
- Follow the school's expectations regarding academic honesty, including not using email to facilitate cheating or plagiarism.
- Report any suspicious, inappropriate, threatening, or harmful email to a teacher or the school IT team.

I Will Not

- Use the account for cyberbullying, harassment, impersonation, or any form of inappropriate online behaviour.
- Send, receive, or share offensive, threatening, discriminatory, or inappropriate content.
- Share another person's work, assessment material, or personal information without permission.
- Use the school email address to register for personal websites, social media, gaming, shopping, or other non-school services without permission.
- Send spam, chain messages, unnecessary mass emails, or inappropriate content.

I understand that the school Gmail account is a school-managed account and that its use is subject to the school's policies and applicable privacy and security requirements. I understand that misuse of the account may result in appropriate disciplinary or administrative action, including restriction or suspension of access.

Declaration

I have read and understood this undertaking and agree to use my school Gmail account safely, respectfully, responsibly, and in accordance with school policies.

Student Signature _____ **Date** _____

Parent/Guardian Name _____ **Parent/Guardian Signature** _____