



DELEDDA INTERNATIONAL SCHOOL

ACADEMIC INTEGRITY POLICY

The DIS Assessment Policy is reviewed annually.

Revised and approved by the Teachers Council and School Council in April 2026.



Purpose of an Academic Integrity policy	3
Deledda International school mission statement.....	3
Academic Misconduct and its different categories	4
The role of students	5
The role of teachers.....	6
The role of the Librarian	6
The role of parents	7
Procedures for dealing with violations of academic integrity.....	7
Investigation	7
Consequences.....	8
Academic Integrity during the DP exams: Conduct of the Examinations	8
How to reference sources in the PYP, MYP & DP?	8
Use of generative technology and resources	9
Policy alignment.....	11
... to IB Learner Profile	11
... to Language Policy	11
... to Admission policy	11
... to Assessment policy	11
Bibliography	12
APPENDIX	13
Appendix A: Declaration of authenticity.....	13



Purpose of an Academic Integrity policy

Deledda International school mission statement

Deledda International School (DIS) fosters academic growth within a caring and principled learning community. The school promotes the appreciation of the diversity and complexity of people and cultures and provides an environment conducive to learning and teaching. DIS offers a rigorous curriculum that aims to develop internationally-minded citizens who participate locally and globally to help create a more sustainable and peaceful world.

At DIS we value honesty and academic integrity to help students become well-rounded caring citizens and life-long learners so even from an early age, students learn about the importance of ethical behavior in all aspects of their lives, as stated in our mission statement and aligned with the IBO mission statement.

At Deledda International School, academic integrity is an integral part of our school curricula and is monitored by the entire school community, so students, from an early age, learn about the importance of ethical behavior in all aspects of their lives.

It is therefore important that the whole school community understands and follows the Academic Integrity Policy.

In a **Caring** and **Principled** IB World community, we expect our students, teachers and parents to be honest, trustworthy, fair, respectful and responsible. The IB Academic Integrity Policy states:

“Why do we need Academic Integrity? To maintain fairness. To maintain trust and credibility. To develop respect for others.”

As an IB World School, we are committed to the Standard:

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

- 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 school's procedures are transparent, fair and consistent. (0301-03-0500)

The above practices are taken from the 2018 IBO Programme Standards and Practices, updated in 2020 (IBO, 2020).

"Students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed.

Expectations should be clearly communicated and modelled at age-appropriate levels so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to adhere to ethical and honest practice through all teaching, learning and assessment practices."

(Academic Integrity Policy, Published October 2019, Updated March 2023)

Academic integrity is when teachers, students and parents or legal guardians acknowledge the contributions of others in the completion of work and do not misrepresent work as their own when it is not. When DIS teachers and students use someone else's material as part of their work, it must be acknowledged and referenced.

Academic Misconduct and its different categories

"The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct." (Academic Integrity: IBO, 2023).

Examples of Academic misconduct include but are not limited to:

- **Plagiarism:** "the representation, intentionally or unintentionally of ideas, words or work of another person without proper, clear and explicit acknowledgment" (Assessment Principles and Practices – quality assessments in a digital age). This may include but is not limited to: - direct or indirect copying of material; - use of large segments of non-cited, copied wording; - over-dependence on source's phrasing; - use of translated materials.
- **Forgery or falsification of grades:** modifying or erasing comments, grades, answers after feedback and grade has been given (on a digital platform or on paper).



- **Fabrication:** presentation of non-authentic data. This may include but is not limited to the presentation of invented data of an experiment; presentation of manufactured data for a mathematical exploration/project.
- **Collusion:** supporting misconduct by a student. This may include, but is not limited to:
 - o allowing other students to copy from one's examination, paper, homework assignment, or another project;
 - o assisting another student on a take-home examination, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor;
 - o writing a paper or other project for another student;
- **Facilitating plagiarism:** sharing information regarding assessment contents and questions with other students.
- **Duplication of work/data:** the presentation of the same work/data for different assessment components and/or diploma requirements (MYP & DP)
- **Disregarding the IB DP Examination code of conduct:** an infraction or disregard of guidelines as established by the IBO with respect to examination conduct.
- **Deliberately missing internal deadlines or summative tasks:** to gain prior knowledge of the contents of the summative task or extra time

What is legitimate collaboration versus unacceptable collusion?

Collaboration occurs when a group task is divided and contributions are made by the group members. Students are often asked to collaborate with other students; for example, working in the science lab when a group comes up with shared data. The shared data will then be processed into individual and unique work and references will be cited. Another example is a project or an oral presentation. Each student in the group collaborates and each individual contribution is well identifiable. All the sources are fully documented.

Why promote academic integrity?

We believe that those who breach the regulations of academic work may find it easy to contravene the conventions in other fields. For this reason and since the intellectual property concept is difficult to understand and borders of intellectual ownership can be blurred, students must be aware of who owns the information available on the internet and must be able to fully and appropriately acknowledge sources. To this aim we start promoting Academic honesty from PYP1.

The role of students

Students must take responsibility for their learning. Students can show academic integrity by:

- Reading and becoming familiar with this policy, our Handbook and all IBO regulation documents
- Understanding the proper way of citing or acknowledging the original authorship of work



- Submitting their work to Turnitin when required by teachers and/or the PYP/MYP/DP coordinators
 - o Complying with all internal school deadlines
 - o Not seeking nor accepting external help for their assessment
 - o Ensuring that all the work they submit is authentic

The role of teachers

At DIS, teachers are expected to:

- Provide students with guidance in understanding the meaning of academic integrity and how to avoid breaching it from an early age
- Provide opportunities for students to learn and practice how to properly carry out research or prepare a written assignment or oral presentation
- Set clear expectations for assignments and a manageable schedule for deadlines.
- Provide guidance on how to correctly cite sources (from PYP3)
- Check for authenticity by monitoring the progress of students' work and the students' full comprehension of the work they submit
- Check for authenticity using Turnitin for any digital summative task which will be graded and for any work which will be submitted to IBO (Internal and External Assessments - MYP & DP)
- Confirm to the best of their knowledge, that all work accepted or submitted for assessment is the authentic work of each student
- Comply with the DIS guidelines for citing and acknowledging sources (MLA style in the PYP and MYP, MLA, APA or Vancouver in DP)
- Clearly organise group work, especially for assessment, dividing tasks among group members so as to monitor and ensure fair assessment
- Be role models and use appropriate referencing systems for any material used
- Provide written feedback only once for IB assessment

The role of the Librarian

The Librarian's primary responsibility is to manage books and, increasingly, virtual learning resources and to develop the values of academic integrity and citation skills and to help students develop research skills (identified in the PYP, MYP and DP Approaches to Learning).

The role of programme coordinators

- Establish a school culture that actively encourages academic integrity.
- Support the IBO fully in the prevention, detection and investigation of malpractice.

Support class teachers with PD about Academic Integrity.

Review the Academic Integrity policy periodically.



Ensure that the Academic Integrity policy is presented and easily accessible, both in digital and printed form, to the school community, including students, parents, legal guardians and staff. Agree with teachers on an internal calendar for all due dates for the receipt/submission of candidates' assessment material (for MYP, due dates for the Personal Project; for DP, the internal deadlines for internal assessment and external assessment)

Inform DP students about IBO Conduct of Examinations as described into the 'Diploma Programme Assessment Procedures'.

For DP: Ensure candidates and invigilators are provided with relevant information about examination regulations.

The role of parents

Parents or legal guardians should support their children's learning by:

- Familiarizing with the school academic integrity policy, procedures and subject guidelines
- Supporting their children in developing a conscientious and responsible attitude towards their learning
- Abstaining from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work
- Submitting only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- Safeguarding the authenticity of their children's work
- Supporting their children in planning a manageable workload so they can allocate time effectively

Procedures for dealing with violations of academic integrity

Investigation

We normally have in class tests which are supervised and teachers have secure exam conditions during them. Tasks uploaded to Managebac may be checked against academic integrity by the teacher and by using anti-plagiarism software for MYP and DP students. DP coursework submitted is checked at different stages of completion.

If a member of staff suspects that a student has breached the school's Academic Integrity Policy, they will inform the student. The student will then be given the chance to respond to the accusation and if the student is found not guilty of dishonesty, then no record will be made. If on the other hand, the staff member believes that there is an instance of misconduct, they will inform the Head of Year and/or Class coordinator and/or the PYP, MYP or DP coordinator and any teacher involved, and the school will impose an appropriate measure.



Consequences

In the PYP, MYP and DP, if a student is found guilty of academic misconduct, the class teacher will inform parents with a Behaviour Note on Managebac. In the PYP, the student will write a reflection on the behaviour.

In the MYP and DP, a ONE grade will be given for the assessment in question. Any further infractions involving academic integrity will follow the same procedure as any other serious disciplinary matter, and could ultimately lead to a student's suspension and/or expulsion from DIS. The work may be resubmitted at discretion of the teacher and/or MYP/DP coordinator and /or Head of Year.

At the beginning of MYP4 and DP1, the coordinator will review the Academic Integrity Policy with students and then the students will sign the DIS Academic Integrity: Declaration of Authenticity for MYP and DP coursework¹. Periodically teachers will review the Academic Integrity Policy of the school to promote Academic Integrity in all aspects of the MYP and DP.

Academic Integrity during the DP exams: Conduct of the Examinations

Several weeks before the exam session, DP candidates are provided with a copy of the **Conduct of the Examinations-Notice to Candidates and booklet**, and the DP coordinator reviews the document with the students answering any questions which may arise.

Invigilators are provided with a copy of the Conduct of the Examinations booklet and must abide by all its rules in order not to commit acts of maladministration which may include but are not limited to additional time being granted to students without authorization, failing to monitor students bathroom visits, allowing the teacher responsible for the subject being examined to enter the examination hall (except for the DP coordinator if he/she is a subject teacher).

All the relevant information may be found in the Conduct of the Examinations booklet, which is available on Managebac.

How to reference sources in the PYP, MYP & DP?

At school, students will gather information, ideas, pictures from various sources for projects and when producing reports or written work. All sources must be acknowledged.

In the MYP, the MLA (Modern Languages Association) citation style is the referencing style used.

In the DP the referencing system used depends on the subject. The school has decided to limit the choice to three systems (APA, MLA, Vancouver) according to the following table. DP teachers must take the time to familiarize the student with new referencing styles and check to be sure that it is understood and documentation is correct.

¹ See Appendix A



The following table details the referencing systems in the different subjects in the Diploma Programme:

SUBJECT	MLA	APA	VANCOUVER
LANGUAGES A	X		
LANGUAGES B AND AB INITIO (English, French, German, Italian, Mandarin)	X		
SPANISH B		X	
ECONOMICS		X	
HISTORY	X	X	
PSYCHOLOGY		X	
EXPERIMENTAL SCIENCES			X
MATH APPLICATIONS	X		
MATH ANALYSIS			X
VISUAL ARTS	X		
THEORY OF KNOWLEDGE	X	X	

The referencing system used for the Extended Essay depends on the subject of the essay. For the interdisciplinary Extended Essay, the supervisor will advise student on the best referencing system to be used based on the topic and subjects.

Use of generative technology and resources

In the last few years, there has been constant and fast improvement in technology. As the world gradually adapts, we have felt the need to clarify for students what types of resources they are



allowed to use as a routine part of their work at home and how to acknowledge it. Technology is increasingly a part of our lives and learning, and we would like our students to use it as principled individuals who acknowledge the work of others and good communicators learning to effectively express their ideas and opinions in multiple languages (see also IBO - “The Ethical Researcher” 93).

MYP

During the MYP, the use of language-enhancing/translation software or websites, or the use of artificial intelligence to generate texts is not allowed in any subject unless expressly and explicitly allowed by the teacher for a specific task or purpose.

Students may use artificial intelligences to conduct research at home, but the results of this research need to be crosschecked to ensure reliability and the use of the artificial intelligence must be acknowledged (IBO “Effective Citing and Referencing” 5-6).

Students may also use artificial intelligences to locate more easily secondary sources. In this case, students use the artificial intelligence as a tool for locating the secondary source rather data or information. In this case, both the artificial intelligence used and the secondary source in question must be acknowledged (IBO “Effective Citing and Referencing” 5-6).

Summaries or reformulation of texts performed by an artificial intelligence are not allowed. Students are not allowed to use artificial intelligence (AI) to mark or receive feedback on their personal project. Students are only allowed the use of AI for this purpose after teacher permission and only in formative tasks. (IBO “Evaluating 13 scenarios of artificial intelligence (AI) in students coursework”).

If in doubt, students should ask the teacher.

The use of any unauthorized tools will be considered in breach of school policy, and may result in rejection of the work in question, a failing grade for assessment tasks and disciplinary action on the part of the school.

DP

During the DP, the use of language-enhancing/translation software or websites, or the use of artificial intelligence is not allowed unless expressly and explicitly allowed by the teacher for a specific task or purpose.

Students may use artificial intelligences to conduct research at home, but the results of this research need to be crosschecked to ensure reliability and the use of the artificial intelligence must be acknowledged (“Effective Citing and Referencing” 5-6).

Students may also use artificial intelligences to locate more easily secondary sources. In this case, students use the artificial intelligence as a tool for locating the secondary source rather data or information. In this case, both the artificial intelligence used and the secondary source in question must be acknowledged (“Effective Citing and Referencing” 5-6).

Summaries or reformulation of texts performed by an artificial intelligence are not allowed. Students are not allowed to use artificial intelligence (AI) to mark or receive feedback



on their own work (IBO “Evaluating 13 scenarios of artificial intelligence (AI) in students coursework”).

The use of unauthorized tools will be considered in breach of school policy, and may result in rejection of the work in question, a failing grade for assessment tasks and disciplinary action on the part of the school.

Policy alignment

... to IB Learner Profile

One of the IB Learner Profile attributes is being principled and we as a school strive to offer an education based on fairness and justice with respect for dignity and rights of people everywhere.

... to Language Policy

The school librarian liaises with teachers to teach the conventions of referencing, citation and the principles of academic integrity; and to ensure the provision of relevant mother tongue literature, newspapers and study resources.

... to Admission policy

Online tests for students living abroad

To ensure a fair and secure online entrance testing process, students residing abroad must follow the outlined procedures. These guidelines ensure academic integrity while allowing candidates to complete their entrance exams remotely.

... to Assessment policy

Students responsibilities: Follow Academic Integrity guidelines and ensure that any work that is submitted is the student's own, or referenced as indicated in the DIS Academic Integrity Policy. Programme coordinators hold an annual meeting with parents and the school council in June to inform them about and align them with the school's Assessment and Academic Integrity policies.



Bibliography

IBO. Effective Citing and Referencing. 2025.

IBO. The Ethical Researcher. Extended Essay Guide, 2025.

IBO. Academic Integrity. 2019, updated 2023.

IBO. Evaluating 13 Scenarios of Artificial Intelligence (AI) in Students' Coursework. 2023.

Academic Integrity Policy. School, 2023.

IBO. Assessment Principles and Practices: Quality assessment in a digital age.

IBO. Diploma Programme Assessment Procedures. 2020, updated version.

IBO. Middle Years Programme Assessment Procedures. 2020, updated version.

IBO. "Conduct of Examinations Booklet" 2026, updated version



APPENDIX

Appendix A: Declaration of authenticity



Deledda International School

Scuola Straniera operante in Italia affiliata all'I.B.O. di Ginevra e riconosciuta dal M.I.U.R. scuola primaria paritaria dal 01/09/2021 L.62/2000 – D.M.267/2007
Corso Mentana 27, 16128 Genova (tel. +390105536268) Sito web:
www.genoaschool.eu – email: info@genoaschool.eu



Academic Integrity: Declaration of Authenticity for MYP coursework

This form outlines the expectations associated with the submission of authentic work on the part of students. "The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct." (Academic Integrity: IBO, 2023) - more details in the Academic Integrity Policy of the school).

The following list includes examples of academic misconduct (the list is not exhaustive):

- Use of unauthorized assistance by an external tutor or organization for assessment materials
- Submission of work done by an artificial intelligence
- Fabrication or falsification of data, citations, or other information
- Paraphrasing of another person's work without due acknowledgement
- Use of the words, ideas, images, or data of another person without due acknowledgement
- Possession of unauthorized material during summative assessments
- Re-submitting the same or substantially similar work for which a grade/credit has already been given for a different assessment component
- Collusion: Facilitating another person's misconduct, for example, by providing other students with homework

This declaration will cover all pieces of work (including the Personal Project) produced by the students and handed in by the student or uploaded by school staff.

I consent to the IB coordinator or another authorized school staff member uploading my work to the IB eCoursework system (IBIS).

I confirm that the work I submit is my own work and that I will acknowledge the work of others. I understand that any instance of academic misconduct will be investigated as a potential breach of IB regulations.

Name:

Signature.....



Deledda International School

Scuola Straniera operante in Italia affiliata all'I.B.O. di Ginevra e riconosciuta dal M.I.U.R. scuola primaria paritaria dal 01/09/2021 L.62/2000 – D.M.267/2007

Corso Mentana 27, 16128 Genova (tel. +390105536268) Sito web:

www.genoaschool.eu – email: info@genoaschool.eu



Academic Integrity: Declaration of Authenticity for DP coursework

This form outlines the expectations associated with the submission of authentic work on the part of candidates. "The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct." (Academic Integrity: IBO, 2023) - more details in the Academic Integrity Policy of the school).

The following list includes examples of academic misconduct (the list is not exhaustive):

- Use of unauthorized assistance by an external tutor or organization for assessment materials
- Submission of work done by an artificial intelligence
- Fabrication or falsification of data, citations, or other information
- Paraphrasing of another person's work without due acknowledgement
- Use of the words, ideas, images, or data of another person without due acknowledgement
- Unauthorized prior possession of assessment material
- Possession of unauthorized material during an examination/assessment session
- Re-submitting the same or substantially similar work for which a grade/credit has already been given for a different assessment component
- Collusion: Facilitating another person's misconduct, for example, by providing other students with homework

This declaration will cover all pieces of work (including work for Internal and External Assessment) produced by the candidate and uploaded by the candidate or school staff.

I consent to the IB coordinator or another authorized school staff member uploading my work to the IB eCoursework system (IBIS).

I confirm that the work I submit for Internal and External Assessment is my own work and that I have acknowledged the work of others.

I understand that any instance of academic misconduct will be investigated as a potential breach of IB regulations.

Name:

Signature.....