



دار المعرفة
dar al marefa

Dar Al Marefa

Academic Integrity Policy

2025/2026

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Reviewed by: Teacher Representative Review Committee, Librarian, and SLT.

Principal Sign Off

Steven Giles

School Principal



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1. Our Vision

Our vision is to create a community that fosters lifelong learning, is rooted in its values and beliefs, is open minded, tolerant and appreciates diversity. Our graduates are principled and courageous individuals, ready to contribute to a more just and peaceful world.

2. Our Mission

Our mission is to build a consistent, challenging and safe learning environment that supports each child in exploring their capabilities, encourages them to respect other cultures, and embrace the world with open-mindedness, tolerance, and confidence.

3. Rationale

As an IB Continuum School offering the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and a candidate school for the Career Related Programme (CP), we take pride in our students' ability to challenge some of the most academically rigorous programmes in existence.

While we all come from different cultural backgrounds and value systems, it is our responsibility to create a learning environment that preserves and promotes our core values of achievement, honesty, care, communication, commitment, and responsibility.

Academic integrity is not only an IB expectation where students develop the IBLP attribute 'Principled' to become principled individuals but also a reflection of personal values. Linking honesty to UAE values such as trust, truth, and responsibility makes learning more meaningful and culturally relevant. Students are expected to reflect on their own work, use proper scientific and academic language, and understand that integrity is essential—not only in school but throughout life.

By fostering these principles from early years through to graduation, we aim to develop principled learners who act with honesty and take ownership of their learning and actions.

4. What is academic Integrity?

In an ever-changing world and an environment such as that at Dar Al Marefa, it is important that we define clearly the term 'academic integrity and explain the importance of having an Academic Integrity Policy in our school.

According to the IB:

"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work." IB Academic Integrity Policy Last Updated February 2025

"The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or digital. This includes behavior in school, out of school and online." IB Academic Integrity Policy Last Updated February 2025

Responsible Use of Artificial Intelligence (AI)

According to IB "students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct." IB Academic Integrity Policy Last Updated February 2025

"Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks.

Some recommendations are as follows:

-Before writing a piece of work, students should find research material –it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.

-Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.

-Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results." IB Academic Integrity Policy Last Updated February 2025

Students in Grades 4-12 are expected to engage with approved AI tools in a responsible and ethical manner:

- Teachers and librarians will provide clear guidance on how to effectively paraphrase and summarize using one's own words, as well as how to cite sources accurately to maintain academic honesty.
- Students will submit tasks on ManageBac to check Turnitin to support self-evaluation and promote reflection on feedback.
- Both students and teachers will participate in regular training to stay informed about the responsible and evolving use of AI in education.
- Using AI tools to generate, paraphrase, or summarize content for graded assessments—such as assignments, essays, or projects—is considered a breach of academic integrity.

By establishing clear expectations and offering age-appropriate guidance, we empower students to develop as principled, reflective learners who value integrity, not only in academics, but in all areas of life.

5. Our Expectations

Academic integrity is an integral part of any student's IB journey. Research is at the heart of the IB programme. Adhering to the academic integrity guidelines is crucial for students to be able to complete the PYP Exhibition by the end of their PYP journey, the MYP Personal by the end of their MYP journey and the DP Extended Essay by the end of the DP. To ensure that we uphold high expectations we strongly focus on teaching students' communication and research Approaches to Learning (ATL) Skills.

1. Student Expectations

- By participating in academic integrity sessions led by librarians or programme coordinators, students gain a clear understanding of the school's academic integrity expectations, which are aligned with both the IB mission and our school's vision and mission.
- At our IB Continuum School, academic integrity encompasses honesty and accountability in all areas of learning. Students are expected to complete their own work, acknowledge the contributions of others, and avoid all forms of academic misconduct.
- All submitted work must be original and independently completed by the student.
- Students must not copy from peers, rely on family members, or use online tools to complete assignments on their behalf.
- If students incorporate ideas or information from external sources, such as books, online resources, or other individuals' work—whether through quoting, paraphrasing, or summarizing— they must correctly and ethically cite those sources using the school's adopted citation convention: MLA9.
- While collaboration and idea sharing are encouraged during group work, students must not allow others to complete tasks for them, nor should they submit work that is not their own.
- Under no circumstances, students do not share their work with others even if the intention is to help. This practice, known as collusion, is a breach of academic integrity and must be strictly avoided.

2. Library Staff Expectations

- Collaborate with IB coordinators to support the learning of communication and research skills.
- Help students develop gradual foundational citation and research skills so that they could meet the learning objectives throughout PYP, MYP, and DP.
- Deliver lessons on paraphrasing, summarizing, and ethical research practices.
- Teach proper citation and referencing using MLA 9.
- Offer user-friendly citation tools and templates to support accurate source documentation.
- Guide students in using search engines and academic databases effectively.
- Support source evaluation for credibility, relevance, and reliability.
- Provide training on responsible use of AI tools and plagiarism checkers.

3. Teacher Expectations

- Collaborate with the librarians to provide students with opportunities to learn in the library and in class how to cite sources, reference accurately, and build bibliographies using MLA9.
- Create clear learning experiences that help students understand the different types of misconduct including plagiarism, facilitating plagiarism, collusion, duplication of work, using offensive language, submitting work prepared by a third part, and falsification of data.
- Ensure fairness and transparency during testing and examination situations by implementing the school's exam procedures.
- Reinforce the importance of original thinking, ethical research habits, and independent work.
- Encourage students to reflect on the authenticity of their work and to check that all outside ideas are properly acknowledged—either through citation or by paraphrasing in their own words.
- Refer to the Dar Al Marefa Academic Integrity Policy during subject lessons when relevant, helping students connect their actions to school-wide expectations through discussions about intellectual ownership, plagiarism, and academic responsibility.
- Provide students and share with parents clear and detailed instructions for completing assignments and assessments. These expectations should be included in Task-Specific Clarifications.
- Clarify what types of support or tools are allowed for assignments, such as dictionaries, online resources, library books, or AI tools when acceptable and guide students in the ethical use of AI tools.
- Use tools like Turnitin via ManageBac and AI checkers to check for possible plagiarism and guide students in understanding and avoiding it.
- Report any breaches of the Honour Code to the appropriate staff member (e.g., Head of Department and PYP/MYP/DP Coordinators) and support the follow-up process.
- Keep accurate records of academic integrity violations in line with the Honour Code.
- Model and promote the values of academic integrity in all classroom practices and interactions.
- Address academic misconduct at developmentally appropriate levels across grade groups.
- Clearly communicate the consequences of academic misconduct from the beginning of the year so that expectations are understood by all.

4. Senior Leadership Team Expectations (IB Coordinators).

- Organize academic integrity sessions to help students build a clear understanding of honest academic practices.
- Promote ongoing review and updates of the Academic Integrity Policy as needed in accordance with IB updates.
- Ensure consistent and fair application of consequences in response to Honour Code violations.
- Keep accurate records of all reported breaches of academic integrity.
- Uphold complete honesty and transparency in the administration of exams.
- Model the values and expectations outlined in the Honour Code in all professional conduct.
- With the help of the librarians, develop clear guidelines for the ethical use of quotations and referencing using MLA9.
- Provide regular training for staff and students on proper citation and referencing methods.

5. Parent Expectations

- Read and acknowledge the School's Academic Integrity Policy, understanding its importance and purpose.
- Support and, when needed, supervise student progress on major tasks such as assessments, projects, and coursework across all programmes.
- Stay informed by checking homework and assessment feedback through Seesaw or ManageBac and responding to teacher communication.
- Respect and support the school's decisions regarding consequences for breaches of academic integrity.
- Encourage students to cite any technology or AI tools used in their work to build consistent and ethical research habits from upper PYP through MYP.

6. What is Academic Misconduct?

At Dar Al Marefa, we have a zero-tolerance policy towards academic misconduct. Academic misconduct is an action of deceit towards Dar Al Marefa and towards oneself. To be true to the values that our institution dictates, we expect our students to have honesty and discipline to do what is right for their own learning and to promote healthy learning at our school.

Academic misconduct and malpractice consist of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in school. Most, although not all, such attempts fall into one or more of the following three categories

Course work, assignments, and projects

Adapted from: *IB Academic Integrity Policy Last Updated February 2025*

1. **Plagiarism:** Copying from external sources or peers.
2. **Facilitating Plagiarism:** Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills
3. **Collusion:** All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own. This applies to all types of media, including text, visuals, videos, audio, interactive media, print, social media, multimedia, performance and data/infographics.
4. **Duplication of work:** Presentation of the same work for different assessment components or subjects.
5. **Falsification of data:** Data is fabricated or data gathered by other people is presented as gathered by the student.
6. **Submitting work commissioned, edited by, or obtained from a third part**
7. **Inclusion of inappropriate and offensive material.**

Conduct during an examination

Adapted from: *IB Academic Integrity Policy Last Updated February 2025*

1. **Possessing unauthorized material in the examination room** like Rough/scratch paper or notes or Books or guides.
2. **Having any electronic equipment:** Note that this includes, but is not limited to, mobile phones/cellphones and any device that allows communication.
3. **Wearable technology and all types of watches:** Note that this includes, is not limited to smart watches, smart glasses, and wireless headphones.
4. **Exhibiting misconduct or disruptive behavior during an examination.**
5. **Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time– or attempting to.**
6. **Removal of secure materials such as examination papers, questions and answer booklets from the examination room.**
7. **Impersonating an IB candidate–** both impersonator and person allowing impersonation.
8. **Failing to report an incident of academic misconduct.**

Other Forms of Academic Misconduct

Falsifying or fabricating data, records, or any information relevant to the student's participation in any class, course or academic exercise, or tampering with such information as collected or distributed by the school, subject department or examination board. Examples of academic dishonesty include, but are not limited to the following:

- Falsifying, or attempting to falsify, attendance records, grades or comments of any kind, or any information or document intended to excuse the student from participation in any academic exercise.
- Knowingly furnishing false information (or facilitating the furnishing of false information) to others in a way that impacts student achievement, honesty, or fair opportunity in an assignment, assessment or examination.

IMPORTANT NOTE

The above list of offences is not intended to be fully exhaustive of all potential instances of academic misconduct. Heads of School, IB Coordinators MYP/DP, Heads of Departments, and Teachers may identify and treat as malpractice any individual cases of academic dishonesty not outlined above.

Consequences of Malpractice

- The teacher reports the incident to the Head of Department and the relevant IB coordinator.
- A meeting will be held with the relevant subject teacher and Head of Department.
- The relevant IB coordinator meets with the student for a reflection session as part of the investigation.
- The IB coordinator will determine the severity of the offence and implement an appropriate response as per the restorative and positive discipline procedures of Dar Al Marefa School.
- When the misconduct is confirmed, The Grade Level Leader for PYP/ The Wellbeing Advisor for MYP/DP contact the parent/guardian of the student regarding the incident and consequence.
- The subject teacher logs the incident and consequence on ManageBac after communication with parents takes place.
- Students found to have committed academic misconduct will be put on academic probation for a defined period. The progress of the students in concern will be monitored and feedback provided to parents via The Grade Level Leader for PYP/ The Wellbeing Advisor for MYP/DP)
- Offences of a more serious nature, such as theft or examination malpractice may result in a range of consequences, from disqualification from the exam to expulsion.
- IB regulations will apply to all students being entered for assessments, including Portfolios &, MYP Projects, IAs, EEs, TOK essay and exhibition or any other submission under the relevant governing board.
- The severity of any academic misconduct infraction is at the highest level of L3 (According to the Positive Discipline Behavior Policy).

Consequences

First offence

- Student reflection.
- Students repeat the work/ exam.
- The teacher logs the infraction as a first warning on ManageBac and publishes this to parents after a phone call to parents.
- One day internal suspension.
- Consider the other infractions and the behavior/academic infractions log.

Second offence: on the same or any other subject:

- Student reflection.
- Parent meeting to sign the second warning in the form of a written warning letter.
- Two days of internal suspension.
- Repeat the work but grade 0 will be awarded.
- Consider the other infractions and the behavior/academic infractions log.

Third offence:

- Student sign a final commitment letter.
- Parent meeting to sign the second and final written warning letter.
- Two to Three days internal suspension
- Consider the other infractions and the behavior/academic infractions log.

Further consequences for MYP and DP students:

After the third offence and if the student repeats the misconduct, the student will face the following consequences:

- Removal from the IB programme at Dar Al Marefa School- For subsequent breaches of academic integrity contract on school-based assignments, for submission of plagiarized work to IB for any assessment and for misconduct during IB examinations.
- Failure to earn the IB Diploma or MYP Certificate- For candidates who have committed academic misconduct as determined by an investigation conducted by IBO.

7. The Dar Al Marefa Honor Code (PYP)

At Dar Al Marefa we expect our PYP students to take responsibility for their learning and strive to have them experience the satisfaction of genuine academic achievement.

We ask our students to make the following pledge:

- I promise to be **knowledgeable**, original, and informed in my work.
- I promise to be an **inquirer** to research with enthusiasm, to acknowledge the ideas of others, and take the time to reference my work.
- I promise to be a **communicator**, working collaboratively with other students, sharing ideas and information for a common goal; however, I promise to avoid collusion, either copying from one another or allowing my work to be copied.
- I promise to be **principled**, to sit an honest exam by not taking unauthorized material into the exam room. I pledge never to accept exam papers or answers from another person or the internet.
- I promise to be **reflective**, to do the right thing, and inform my teachers of any malpractice I am aware of.
- I promise to be **caring** and say “no” to anyone who tries to copy my work or use my answers during an exam so neither the other person’s honesty or mine is compromised.
- I promise to be truthful and honest at all times.

Name of Student: _____

Grade level: _____



8. The Dar Al Marefa Academic Integrity Contract for MYP/DP

Students in the IBMYP/IBDP programmes must commit to upholding the highest standards of academic integrity. Responsibility for ensuring that all students follow ethical procedures is shared between school, students, and parents:

- It is the responsibility of the IB subject area teacher and the librarian to instruct students on how to conduct their academic work appropriately.
- It is the responsibility of the student to follow all guidelines of academic integrity to avoid academic malpractice and to uphold the IB Learner Profile attributes, especially that of being principled.

IB defines academic misconduct as a *“deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or digital. This includes behavior in school, out of school and online.”* IB Academic Integrity Policy Last Updated February 2025

By signing this contract, you agree to and acknowledge your understanding of all types of academic misconduct, and their consequences found in pages 9, 10, and 11 of this policy document. These consequences may be altered or amended by the IB Coordinator and the school administration if the severity of the offense warrants such action.



I have read and understood the Dar Al Marefa School Academic Integrity contract.

Student name:

Signature: _____

Date: _____

Parent/Guardian:

Signature: _____

Date: _____

9. References

- *IB Academic Integrity Policy Last Updated February 2025*
- *MYP From Principles into Practice*
- *DP From Principles into Practice*
- *Programme standards and practices - IBO 2020*

10. Links

- *Assessment Policy*
 - *Positive Behavior Policy*
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"Enhancing life by nurturing minds"

