



مدرسة الإمارات الدولية - ميدوز
Emirates International School - Meadows



Academic Integrity Policy

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Rationale

The aim of this document is to promote and safeguard good academic practice at EISM across the IB Primary Years Programme (PYP), Middle Years Programme (MYP), Career-related Programme (CP), Diploma Programme (DP) and BTEC provision, and to ensure that students understand their responsibility for producing authentic work. Students are encouraged to take responsibility for their learning and to seek appropriate support when completing assessed work in order to prevent academic misconduct.

Scope and Developmental Progression

This policy applies across EISM from Early Learners through the PYP, MYP, DP, CP and BTEC provision. Expectations are taught and applied in an age-, stage- and programme-appropriate way. In EY1, EY2 and the early PYP years, the emphasis is on developing honesty, ownership, respect for others' ideas and an understanding that learning can be supported by other people and sources. As students progress through the school, expectations become increasingly explicit in relation to research, citation, referencing, collaboration, assessment authenticity and the ethical use of digital and AI tools.

IB Standards and Practices

As an IB Continuum school, EISM ensures that its policies and procedures align with and support the implementation of the IB Standards and Practices. In relation to academic integrity, this means the following:

- EISM leaders have put in place structures and processes to support compliance with IB Standards and Practices.
- EISM complies with the IB regulations and procedures related to the conduct of MYP eAssessment.
- EISM provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff.
- EISM complies with IB regulations and procedures relating to DP and CP assessment, including relevant core components such as the CP Reflective Project.
- EISM implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.
- EISM 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.
- EISM articulates responsibilities for teaching a variety of practices related to academic integrity and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility.
- EISM ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented.
- EISM 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.

For BTEC provision, academic integrity and malpractice are managed in accordance with the current Pearson qualification specification, assessment requirements and EISM BTEC Quality Assurance procedures. Where IB and Pearson requirements differ, the requirements of the qualification being assessed take precedence.

The International Baccalaureate (IB) programme places a strong emphasis on academic integrity. The rights and responsibilities of the IB school community, including students in the Diploma Programme (DP) and Career-related Programme (CP), within an academic policy are designed to promote a culture of trust, fairness and ethical behaviour.

Rights of the IB School Community:

Right to a Fair Evaluation: Students have the right to be evaluated based on their own work, knowledge, and abilities, without the influence of academic dishonesty.

Right to Access Resources: Students have the right to access and use academic resources provided by the school to support their learning, as long as they do so ethically and within the boundaries of academic integrity.

Right to a Safe Learning Environment: All members of the school community, including students and teachers, have the right to study and work in an environment that promotes honesty, integrity, and fairness.

Right to Reporting: Students, teachers, and staff have the right to report instances of academic dishonesty without fear of retaliation, as well as the right to expect that such reports will be taken seriously and addressed appropriately.

Responsibilities of the IB School Community:

Upholding Academic Integrity: Students, teachers, and all members of the school community have a responsibility to uphold and promote academic integrity at all times. This includes not engaging in any form of academic dishonesty and taking steps to prevent and address such behaviours.

Understanding the Policy: Students, teachers, and parents have a responsibility to familiarise themselves with the school's academic integrity policy and to ensure they understand its principles and expectations.

Proper Citation and Referencing: Students must take responsibility for properly citing and referencing sources used in their work, giving credit to the original authors or creators of the material they incorporate into their assignments.

Reporting Suspected Violations: All members of the school community have a responsibility to report any suspected violations of the academic integrity policy to the appropriate authorities within the school.

Supporting a Culture of Integrity: Teachers, administrators, and parents have a responsibility to create and support a culture of honesty and integrity within the school, through education, communication, and modelling good academic practices.

Fair and Consistent Enforcement: Schools have a responsibility to ensure that the academic integrity policy is enforced consistently and fairly, with appropriate consequences for violations and an emphasis on education and prevention.

Educational Initiatives: Schools should provide educational initiatives and resources to help students develop the skills and knowledge needed to maintain academic integrity.

Whole-School Roles and Responsibilities

School leaders and Programme Coordinators are responsible for ensuring that expectations are communicated, staff receive appropriate guidance and training, and procedures are applied consistently. Teachers explicitly teach academic integrity within the context of their phase, subject and programme, model ethical scholarship, design assessment that supports authentic student work and raise concerns promptly. Students are responsible for producing authentic work, acknowledging sources and assistance, following assessment conditions and seeking clarification when unsure. Parents and carers support the school's expectations by encouraging independent work and appropriate acknowledgement of help and sources.

What is Academic Integrity?

Academic integrity is an important concept that helps shape responsible and ethical students. In today's world, where information is readily accessible and artificial intelligence (AI) plays a significant role, it is

crucial for our students from the PYP, MYP, CP and DP, to understand and uphold academic integrity. This means respecting the ideas and work of others, giving proper credit, and using AI responsibly.

The following guidelines help students understand the importance of referencing, conducting research with integrity and using AI responsibly. Academic integrity means producing authentic work, being truthful and respecting the work of others. It also includes acknowledging the sources of information, ideas and assistance used in research, projects and assignments.

The Importance of Referencing

Referencing is a way to give credit to the people or sources that helped you with your work. When our students' reference, they are expected to show that they are being fair and respectful of others' work.

In alignment with our commitment to upholding the principles of academic integrity and integrity, EIS Meadows has adopted Harvard referencing as the primary reference source within our academic community. However, as an International Baccalaureate (IB) school, we strongly encourage our students to exercise academic autonomy and scholarly creativity.

Where an alternative recognised referencing style is appropriate, students must apply it accurately and consistently and follow any programme-, subject- or assessment-specific requirements. This provides appropriate academic flexibility while maintaining clear and consistent expectations for acknowledging sources.

Researching Ethically

When conducting research, our students are expected to use books, websites, and other resources to gather information. Students are encouraged to always ask a teacher or parent for help when unsure if a source is appropriate or reliable. It is imperative that students keep track of sources by noting the name of the book, website, or person and the date where the information was found.

Citing All Sources

Whenever our students make use of someone else's words or ideas, there is an expectation that they are given credit by citing the source. This might involve mentioning the name of the book, website, or person that the information is sourced from.

The Role of AI

AI is a powerful tool that can support research and learning, but it must be used responsibly.

When using AI for schoolwork or home learning, students are expected to ensure that they understand the information it provides and verify it from trusted sources. Students must remember that AI may assist in their learning journey but not replace their own effort and understanding.

The IB believes that artificial intelligence (AI) technology will become part of our everyday lives — like translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with sound principles of academic integrity.

Students should 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 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. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

**Statement from the IB about ChatGPT and artificial intelligence in assessment and education. Last updated: 6 June 2023.*

What do EISM and the International Baccalaureate (IB) expect of academically honest students?

There is an expectation for students to be, in all aspects of school, work and play:

- Inquirers.
- Principled.
- Thinkers.

Academic integrity connects with the IB learner profile, which is the IB's mission translated into a group of learning outcomes for today's students, and links to students' developing competencies in self- management, research and communication.

As an IB student, how can you demonstrate academic integrity?

- Make your work personal and write using your own "voice".
- Acknowledge help and resources used.
- Allow yourself time to do the work properly.
- Submit work that is authentic as part of the e-Portfolios and personal/community projects.
- Familiarise yourself with what constitutes academic misconduct in the on-screen examinations for MYP and the written and oral examinations for CP and DP.

IB programmes encourage students to inquire, act and critically reflect on what they learn and how it affects their attitudes and behaviour. They should be able to:

- Make their thoughts and their learning explicit.
- Show how they have developed their ideas.
- Demonstrate the views they have followed or rejected.

This is essentially what academic integrity is about — making knowledge, understanding and thinking transparent.

Students need to understand that people construct knowledge together. We all must reflect on our roles in furthering knowledge and building understanding. An essential aspect of this is an understanding of academic integrity.

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and taught skills.*

**Middle Years Programme. MYP: From principles into practice. May 2014. P. 76.*

In order to understand what constitutes academic integrity, it is often easier to consider what constitutes 'malpractice' or 'academic dishonesty'. 'Academic dishonesty' or 'malpractice' is any behaviour that results in, or may result in, a candidate gaining an unfair advantage in one or more assessment components.

Examples include:

Plagiarism: The presentation of the ideas or work of others as the student's own.

Collusion: Promoting malpractice by another candidate e.g. allowing one's work to be copied or submitted for assessment by another.

Duplication: The presentation of the same piece of work for different parts of the Diploma i.e. submitting the same piece of work for an Internal Assessment and then using this within the Extended Essay.

Fabrication: The making up of facts and data, including your CAS record.

Misconduct: Inappropriate conduct during examinations or assessment, for example disruptive behaviour, copying answers, possessing or using unauthorised equipment or software, theft of assessment materials or impersonation.

Plagiarism

Plagiarism is presenting another person's words, ideas, images, data, media or other intellectual output as one's own without appropriate acknowledgement. It is a breach of academic integrity. The consequences depend on the nature of the work, the programme concerned and the applicable EISM, IB or Pearson procedures. Students must acknowledge sources clearly, accurately and consistently through appropriate in-text citation and referencing. EISM recommends Harvard referencing unless a programme, subject or assessment requirement specifies another recognised style, and students receive age- and programme-appropriate guidance in referencing.

Collusion/Collaboration

Collaboration involves working together with other students. There are occasions where collaboration with other students is actively encouraged. Nevertheless, the final work submitted by each student must be produced independently regardless of whether it may be based on similar data i.e. the piece of work must be written in each student's own words and cannot be the same as other students. Collusion is when a student copies another's work (with their full knowledge and permission) and submits it as their own. All parties involved in collusion are penalised.

Prevention of Academic Dishonesty

All work submitted as part of an IB DP, IB CP, a BTEC course or any aspect of the Core curriculum will be subject to checks for academic integrity, including the use of 'Turnitin®', a leading web-based plagiarism checker. Turnitin® affords the opportunity to check all work for improper citation or potential plagiarism prior to final submission to the International Baccalaureate Organisation (IBO).

Emirates International School Meadows, Dubai uses this software in connection with ManageBac. Teachers are asked to complete a Turnitin percentage spreadsheet ahead of IA uploads in order to ensure teacher/departmental accountability. Teachers must ensure that work submitted is entirely original work of the student. In the case of work which is Internally Assessed (IA), the teacher must have seen the work develop over time in order to verify that it is the students' own.

The student must be able to discuss the development of the work and demonstrate understanding of the concepts in it. All students will be introduced to the school's Academic Integrity Policy and will be clearly informed of acceptable practice, our expectations and the potential consequence of deliberate malpractice. All IB students are required to sign an official IB Declaration confirming that all work they have submitted will meet the academic integrity requirements of the IBO.

In addition, all students will have an explicit introduction to a Programme's General Regulations, will receive their own copy of the regulations and will sign the copy to say that they have understood and accepted all of the regulations, including those relating to academic integrity.

Use of Artificial Intelligence (AI) Tools

The IB recognises that artificial intelligence (AI) tools, such as ChatGPT and other generative technologies, are part of the evolving educational landscape. At EISM, the use of AI is permitted when applied ethically, transparently, and in ways that support learning rather than replace it.

Students must:

- Ensure all work submitted is their own authentic creation.

- Clearly acknowledge and reference permitted use of AI tools in accordance with the requirements of the relevant programme, subject and assessment task. Where required, this may include the tool name, prompt or nature of the assistance, and date of use.
- Use AI outputs critically, recognising potential bias, inaccuracy and limitations.

Teachers will verify authenticity by observing the learning process and ensuring students can explain and reflect on their work.

Misuse of AI—such as submitting AI-generated work as one's own, or failing to acknowledge its use—constitutes academic misconduct and will be addressed in line with IB regulations and school procedures. AI use is therefore task-dependent rather than automatically permitted. Teachers must make clear when and how AI may be used for a particular learning or assessment task. Students must not use AI in any way that prevents the school from being satisfied that the submitted work demonstrates the student's own knowledge, understanding and skills.

Reporting Academic Dishonesty

Students who have concerns about possible academic misconduct should speak to their teacher, Programme Coordinator or another trusted member of staff. Concerns will be handled appropriately, fairly and with due regard to confidentiality.

Consequences of Academic Dishonesty

Academic misconduct may result in school-based consequences and, where applicable, consequences determined by the IB or Pearson. Any response should be proportionate to the nature, context and seriousness of the concern, while maintaining the integrity of assessment and providing appropriate opportunities for learning and reflection.

Before an internal consequence is applied, the concern should be reviewed using the available evidence and the student should have an opportunity to explain the circumstances. Records of significant or repeated academic integrity concerns should be maintained appropriately. Where work is subject to external IB or Pearson assessment, staff must follow the relevant awarding body's procedures and must not apply a school-based decision in a way that conflicts with those requirements.

Internal Consequences in EISM

Level	Observed Behaviour	Consequences	Lead
1	Plagiarised material submitted as own work in one subject	• Student given another opportunity for task submission. • Lunchtime reflection with Class Teacher where Class Teacher informs Parents: CC student, Subject Leader, Form Tutor, Year Leader, and IB Coordinator.	Class teacher
2	Repeated level 1 in one subject	• Student receives a '0' score for the task. • Lunchtime reflection with Class Teacher where Class Teacher organises face to face meeting with student and parent. Subject Leader invited where appropriate. Level 2 Contract/agreement signed.	Class teacher

3	Sustained pattern of dishonesty across multiple subjects	• Student receives a '0' score for the task. • 1-day internal academic suspension recorded on student file. • IT ban for task submissions considered. • Year Leader organises meeting with student and parent. • Level 3 Contract/agreement signed.	Year Leader
4	Plagiarism after Year Leader meeting	• Student receives a '0' score for the task. • The IB is informed as per 'External Consequences from IB' policy. • IT ban for task submissions. • 2-day internal academic suspension recorded on student file. • IB Coordinator organises a meeting with student, parent, and Year Leader. • Level 4 Contract/agreement signed.	IB Coordinator
5	Plagiarism after IB coordinator meeting	• Student receives a '0' score for the task. • IT ban for task submissions. • 1-day external academic suspension recorded on student file. • Deputy Headteacher organises meeting with student, parent, and IB Coordinator • Level 5 Contract/agreement signed.	Deputy Headteacher
6	Plagiarism after Deputy Headteacher meeting	• Student receives a '0' score for the task. • KHDA exclusion request	Deputy Headteacher

External Consequences from the IB

For work submitted to the IB, alleged academic misconduct is managed in accordance with the current IB academic integrity and assessment procedures. The table below summarises the IB penalties reproduced in the source version of this policy; staff must check the current IB regulations before relying on it for a live case.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.

Collusion <i>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</i>	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence

Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

In conclusion, academic integrity is a cornerstone of responsible learning and growth as IB students who are preparing for the future. Referencing and citing sources in your school work are essential ways to demonstrate respect for others' ideas and maintain your integrity as a student.

Monitoring and Review

The implementation of this policy will be reviewed through relevant programme quality assurance, assessment review, student and staff feedback, and analysis of academic integrity concerns. Programme Coordinators and senior leaders will use identified patterns to inform curriculum guidance, staff development and student education. This policy should be reviewed at least annually, and sooner where IB, Pearson or school requirements change.

Links to other policies:

Assessment
 Learning and Teaching
 Behaviour
 BTEC Quality Assurance
 Inclusion
 Safeguarding and Child Protection
 IT