Al Faris International School
Academic Honesty Policy
IB Continuum (PYP – MYP – DP)

Updated September 2025

Revision Process

This Academic Honesty Policy was originally developed by the IB Coordinators at Al Faris International School (FIS) in 2014/15. It is reviewed annually by the Pedagogical Leadership Team (PLT) and the school teachers to ensure alignment with IB expectations and best practices.

Overview and the Rationale of the Academic Honesty Policy

As an IB World School, Al Faris International School is committed to upholding the principles of integrity and inquiry and to promoting a culture of integrity and ethical learning. This policy supports consistency with IB regulations and ensures integrity across all programmes: the PYP, MYP, and DP.

The Philosophy of Academic Honesty at FIS

Academic honesty is a fundamental value at FIS. All members of the school community are expected to act with integrity, honesty, and ethical responsibility. Academic honesty is celebrated through recognition of authentic student work and classroom practices that value intellectual ownership. Academic honesty is rooted in the culture of our school and its stakeholders, including administration, educators, students, parents/guardians, support staff, and the wider school community. The Al Faris team strives to ensure a strong pursuit of knowledge whilst embedding values of respect and caring for each other, a sense of belonging, and social responsibility within our whole-school community.

This policy exists to promote and reinforce values central to the tradition of acquiring knowledge and experiencing personal growth through diverse skills. As an IB World School, FIS has established academic honesty requirements to meet IB standards through an integrated Academic Honesty Policy.
"Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection." *(IB, 2016. Academic honesty in the IB educational context. Cardiff, UK: Peterson House)*- through which students make their thinking and understanding transparent.

The IB believes the Learner Profile provides a long-term vision of education with a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The IB Learner Profile attributes are the basis of the school's values and Mission Statement and the foundation of this policy. Academic honesty stems from the learner profile attributes "principled" and "reflective". Hence, the IB learners are viewed as principled learners who demonstrate integrity as they engage in learning and the inquiry process. IB learners develop an understanding of the form of academic honesty (what it is), its causation (why it is important), and responsibility (acting responsibly when applying academic honesty).

The school recognizes that artificial intelligence (AI) tools are increasingly part of modern learning environments. At Al Faris International School, students are encouraged to use AI tools responsibly to support inquiry, creativity, and understanding, while ensuring that submitted work reflects authentic student thinking. Transparency, acknowledgement of AI use, and teacher guidance are essential to maintaining academic integrity.

FIS promotes its staff/students to become:

Knowledgeable – as they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines
Inquirers – as they acquire the skills necessary to conduct inquiry and research, they actively enjoy learning.
Communicators – as they understand and express ideas confidently and creatively in a varied way of communication.
Open-minded – as they appreciate their own cultures and are open at the same time to the values and traditions of other individuals and communities.
Risk-takers – as they are brave enough to approach unfamiliar situations and uncertainty with courage and forethought.
Thinkers – We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Caring - We show empathy, compassion, and respect. We are committed to service, and we act to make a positive difference in the lives of others and in the world around us.
Balanced - We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world we live in.
Reflective – as they can thoughtfully consider and support their learning and personal development.
Commitment to the attributes of the IB learner profile means commitment to academic honesty. When referencing, principled students are expected to be honest and ethical.

What is the Academic Honesty Policy?

The main endeavor of the Academic Honesty Policy is to nurture students who construct knowledge, understand and think transparently. Therefore, students need to recognize their own role in supplementing knowledge construction and building understanding.

Academic Honesty is inquiry- and reflection-based, in which students develop the skills of "learning how to learn" through self-management, social, communication, thinking, and research skills. Understanding academic honesty is part of the learning and teaching process. It has become increasingly important as access to information through technological innovation has increased and ideas about learning and how knowledge is constructed have changed (as acknowledged in the academic honesty policy guide).

The aims of the Academic Honesty Policy

Academic honesty is taught progressively as a developmental skill, with age-appropriate expectations across PYP, MYP, and DP.

- ❖ To endorse a school culture that sets high standards and encourages all aspects of academic honesty in a positive and supportive manner from all stakeholders.
- ❖ To develop and sustain a high level of responsible learning and reinforce self- respect and respect for peers.
- ❖ To enable students to clearly understand and articulate what constitutes academic honesty and dishonesty.
- ❖ To ensure that students understand the importance of acknowledging all ideas and the work of others.
- ❖ To explain to students why it is important for them to understand the ethical obligations of academic honesty.
- ❖ To explain to students precisely the procedure and the penalties imposed should they be found guilty of academic misconduct.
- ❖ To foster students to become independent learners who reflect on their own learning with integrity.

Practicing Academic Honesty

As advocated by the IB, academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

- ✓ Academic honesty includes responsible digital citizenship, including ethical use of online resources, media, and emerging technologies.
- ✓ Academic honesty must be treated in a positive and respectful way. The benefits of following such a code of conduct for academic research should be respected and articulated for all forms of assessment by the school and its stakeholders to prepare our learners for the next stage of their lives.

✓ As stated by the IB, academic honesty is the basis for intellectual property rights and the
✓ authenticity of work. IB students at Al Faris International School will be taught to practice and exhibit these traits in all work produced.
✓ The IB states that an authentic piece of work is one that is based on the candidate's individual and original ideas whilst fully acknowledging the work of others, including all forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.
✓ When a student enrolls for the IB Program at Al Faris International School, it is the school's responsibility to ensure that the student and his/her legal guardian(s) receive a copy of the General Regulations for the PYP, MYP, and DP.

Academic Honesty as a Skill Development

Students are explicitly taught research, citation, and referencing skills. Expectations increase progressively from guided practice in younger years to independent academic integrity in the Diploma Programme. Teachers provide scaffolded support to help students develop authentic voice and ethical research habits.

Academic Dishonesty

In terms of addressing and acknowledging Academic Dishonesty, the IB states that this is any behavior that results in, or may result in, a student gaining an unfair advantage in assessment. Academic dishonesty encompasses all forms of malpractice, including plagiarism, collusion, and the duplication of work.

"Malpractice" or "Misconduct"

Misconduct is behavior that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice mainly includes:

Plagiarism: Plagiarism is defined as using another person's words, pictures, charts, or ideas without properly giving that person credit. What someone publishes in a book or on a website is their intellectual property, and using it improperly is theft.

Paraphrasing: Paraphrasing is writing a piece of text out in your own words. Paraphrasing is permitted only if the source used is acknowledged.

Collusion: Supporting the academically dishonest behavior of another student. This could include allowing one's homework or an assignment to be copied or submitted for another student's assessment, or sharing answers to a test. This also includes work completed in previous years, for example, the sharing of work between siblings in different year levels. It is important to note that *collaboration* is different from *collusion*. An ideal collaboration occurs when a group task is divided, and equal contributions are made. At times, students will be asked to collaborate with others. In a science lab, generating shared data would be a good example. In this case, however, the person allowing another to copy their homework is equally guilty of academic dishonesty. The

use of AI tools must not replace individual thinking or the teacher-set collaboration processes.

Duplication of Work: the presentation of the same work for different assessment components and/or diploma requirements.

Unauthorized Use of Artificial Intelligence (AI) Tools

The use of artificial intelligence (AI) tools is permitted only when explicitly authorized by the teacher and when used in a manner that supports learning rather than replaces a student's own thinking or work.

Academic misconduct occurs when students:

- submit work generated fully or partially by AI tools as their own original work
- use AI tools to produce responses, analysis, or ideas without acknowledgement
- use AI to complete assessment tasks when independent student work is required
- fail to disclose or reference the use of AI tools when required by the teacher or assessment guidelines

Students must ensure that any work submitted reflects their own understanding, voice, and learning. AI tools may be used responsibly for support purposes *(such as brainstorming, language assistance, or clarification)* only when this aligns with teacher instructions and assessment requirements.

Other Forms of Academic Dishonesty

- **Copying**: taking the work of another student, with or without his or her knowledge and/or permission and submitting it as one's own work.
- **Publishing**: taking the work and materials, photographs, voice or video recordings of a teacher and/or another student with or without his or her knowledge and publishing it, e.g. on the internet
- **Exam misconduct**: communicating with another candidate in an exam, bringing unauthorized material into an exam room, and/or consulting with such material during an exam to gain an unfair advantage in answering the exam questions.
- **Disruption of assessment environments**: causing a disturbance by talking, moving about, or otherwise distracting the proctor or interfering with the work that other students are producing and/or interfering with the teacher's conduct of a lesson or supervision of an examination.
- **Misuse of AI tools**: using artificial intelligence to generate answers or complete assessment tasks in a way that misrepresents authorship or compromises the authenticity of student work.

The Role of the Student, Teacher and Parent in Sustaining Academic Honesty

Students are responsible for:
- ensuring that all work submitted for assessment is authentically theirs
- correctly acknowledging all the work and ideas of others
- reviewing their own work before submission for assessment
- keeping all records (hard and soft copies) of the learning/assessment journey that evidence the original production of the assessment in question
- seeking the help of teachers, supervisors, academic mentors and IB Coordinators (if required)
- complying with all internal school deadlines as stipulated by the IB school calendar
- submitting their work using "Turnitin" so that students would learn about plagiarism to help minimize the possibility of plagiarism.
- signing the IB cover sheet in full knowledge that the work they have submitted is the final copy and is liable to be used as evidence in any penalization of academic dishonesty.
- providing evidence (if need be) to help verify that any suspected plagiarized work is indeed your own work

Teachers are responsible for:
- Explicitly teaching academic honesty
- Being cautious for obvious changes in a candidate's work pattern and the quality of work submitted
- Sharing good practice and exemplar material in a collaborative and responsible manner.
- Reading and checking all candidates' work for authenticity, following clearly stated
- timelines before submission
- Using the agreed citation style(s) identified by the school according to programme expectations (e.g., MLA)
- Using *'Turnitin'* to check major assignments, including final versions of Internal
- Assessments, Extended Essay and the TOK essay in the DP
- Following the appropriate academic honesty procedure for suspected misconduct within a cohesive, consistent and timely manner

Parents are responsible for:
- Reinforcing the importance of academic honesty and supporting their child's development.
- Taking an active role in their child's development and in particular monitoring their child's academic and pastoral development through using Managebac, parent-teacher interviews, the student communication logs and school email/Engage systems (Microsoft Teams) to ensure the communication system of teachers-students-parents is as successful as possible.

Academic Infringements

The IB states that there is a clear difference between *'infringement'* and *'malpractice'*. In cases of infringement, a candidate may submit work without having made a deliberate or knowing attempt to gain an unfair advantage.

As the IB states, this could occur when the candidate has not used a means to indicate a quotation but has cited the source of the text in the bibliography or a footnote. The IB may designate this as a case of academic infringement and not malpractice. If this is found to be the case for the DP students, no marks will be awarded for that particular component(s), but the candidate will still be eligible for a grade in that subject area and the overall IB diploma. The IB Coordinators, in collaboration with the school counsellor and relevant programme leaders, will oversee the orientation to academic honesty for students at the beginning of the year.

Investigating for Malpractice for IB Students

Steps to follow:
- Teacher or any staff member reports a concern to the Head of Department and the IB Coordinator
- Investigation is conducted, and the student is given the opportunity to respond
- Findings reported to school leadership
- Parents/guardians informed

The Consequences of Academic Dishonesty

FIS views academic honesty as a developmental process. Students are encouraged to reflect and learn from mistakes to strengthen ethical understanding. Consequences are applied in conjunction with guidance and reflection opportunities to help students learn from the experience and strengthen future academic integrity.

In the event of Academic Dishonesty,

- First offence: Official warning and documentation
- Second offence: a grade is not awarded in a subject, and thus, this will result in no IB MYP certificate or Diploma being awarded

However, if having followed due process, there are explanatory circumstances (Following the IB Code of Conduct as set out in Diploma Program Academic Honesty, 2019, 2023), the following steps must be followed:

a. If work that is deemed to be the subject of plagiarism (and if there is time for the DP coordinator to send the work to the examiner by the appropriate IB deadline), the candidate can be allowed one opportunity to revise and resubmit the work. In the MYP as well, students may retake the exam in a future session, assuming malpractice is not repeated.

b. If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned and thus forfeit any possibility of receiving the IB Diploma.

c. An F will be entered for the candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction, that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to present evidence at the interview (to be arranged).

d. If plagiarism or misuse of AI tools is detected after a candidate's work has been accepted or submitted for assessment, the IB must be informed.

e. FIS may make further decisions, in line with its own disciplinary policy, which may include withdrawal from the course, in addition to the suggested course of action noted above. This is at the Head of School's discretion, in consultation with the IB Coordinator.

Note from IBO regarding Academic Honesty

The IBO will only investigate a case of suspected academic misconduct when there is clear evidence to justify an allegation of malpractice. For a full list of policies and procedures laid down by the IBO, please consult the IB Coordinators.

Authenticating Candidates' Work

It is the responsibility of teachers, IB coordinators and the Head of School to support candidates preparing their work for assessment and examinations. It is the responsibility of the Head of School to ensure that teachers review, monitor, implement and evaluate all aspects of the policy. Teachers are in the best position to judge whether a candidate's work is authentic. Continuous support and guidance will help prevent plagiarism and other forms of malpractice. Nevertheless, candidates themselves must bear consequences if they deliberately submit work that is not theirs.

Teachers must take into consideration different methods to ensure that candidates' work is authentic:

- The school must ensure that every candidate at Al Faris International School receives a copy of the General Regulations/ Academic Honesty published by IB to draw the student's attention to the implications of malpractice and its consequences

- While reviewing the candidate's draft, a teacher must be fully aware of any suspicion of violation of the principles of academic honesty. In that case, the teacher must draw the student's attention to the risk of breaking the regulations of academic honesty

- Every candidate must sign a cover sheet for each IB assessed component and all internally assessed components to confirm the ownership of their work

- Teachers must also sign and date the cover sheet to the effect that, to the best of their knowledge, it is the authentic work of the candidate

- Teachers must instruct and assess paraphrasing skills in written assessments.

- Teachers must teach students how to cite & reference their work to authenticate

- To ensure the learners' authentic work, learners upload their work on "Managebac-turn it in" to be checked.

References

Academic Honesty: Guidance for Schools, published by the International Baccalaureate, (2003, 2011), Switzerland
Academic Honesty new guide
Academic Honesty guide across the 3 programs (IB Continuum)
General regulations: Diploma Program For students and their legal guardians (2011)
The IB Learner Profile, The International Baccalaureate Organisation (2013)
PYP: From principles into practice (2014)
MYP: From principles into practice (2014), "Implementation policies"
DP: From principles into practice (2014)
Coordinator Support Material (2016)

Note: MLA stands for Modern Language Association. Examples: Basic Book Format

The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. Title of Book. Publisher, Publication Date.

For more information, please use the Purdue Online Writing Lab

By Michel Foucault, Vintage-Random House, 1988. "Welcome to the Purdue OWL." *Purdue OWL: MLA Formatting and Style Guide, https://owl.english.purdue.edu/owl/resource/747/06/.*

Acknowledgement

Thanks also go to the following school publications that were also consulted to create this document: CIS Doha Academic School

FIS IB COURSE MALPRACTICE REPORT

Student's Name: _____   Year: _____

Subject: _____   Level: _____

Teacher: _____

Type of malpractice: _____

Summary about the malpractice: Date: _____
Evidence

Recommendation of a penalty:

Teacher's Signature: _____   Date: _____
Attached report:

Student's statement:

Student's Signature: _____   Date: _____

Coordinator's Signature: _____   Date: _____

Policy Review & Communication

- Reviewed annually by PLT and IB Coordinators
- Shared with students, parents, and staff at the start of each academic year
- Updated in response to IB guidance and evolving educational practices (including digital tools and AI)