Anatolia & Pinewood International Baccalaureate Diploma Programme

Academic Integrity Policy

ANATOLIA-PINEWOOD

IBDP

Last revised: June 2026

I. Statement of Philosophy

The Anatolia-Pinewood IBDP endorses an Academic Integrity program built upon a philosophical foundation which is in essence positive, humanistic and proactive, while at the same time informative regarding what constitutes Academic Misconduct and its consequences. A proactive and humanistic approach is one which gives emphasis to cultivating and nurturing on an on-going basis, positive human qualities which are linked to integrity as an overall quality of character; these include self-respect and self-confidence; trust, honesty, respect, sincerity in one's dealings with others; responsibility as a member of a community (in this case a learning community) to the well-being of that community. Informative requires that members of the IB community are clear and of a common wavelength about what constitutes Academic Misconduct and what procedures are in place for handling breaches of Academic Integrity when they occur.

Cultivating the above humanistic qualities is a process which involves engendering awareness and raising consciousness regarding the meaning of the terms, what it means to embody them, what it means to act them out in relation to others, how they are connected to Academic Integrity. According to Anatolia-Pinewood IBDP philosophy, this process of consciousness-raising--of planting and nurturing seeds of awareness regarding qualities connected with integrity--should be approached in ways that are positive, playful, upbeat, fun; in ways that can be built upon and reinforced from various angles. A positive approach to humanistic character building would seem to yield the most promising results.

II. Correlations with IB Mission and Philosophy

The above-stated philosophical approach to Academic Integrity seems to align naturally with the overall educational approach of the IB, which seeks to educate the person and not just the intellect. In relation to the IB learner profile, an approach to Academic Integrity which nurtures humanistic qualities links closely with Principled, Caring, Balanced, Reflective.

This Policy takes into account and builds upon the 2026 updated publications by the International Baccalaureate: *Academic Integrity Policy* and *General Regulations: Diploma Programme*. It correlates with academic standards regarding "Authenticity of Student Work" as stated in the *Anatolia-Pinewood IBDP Handbook* effective September 2025. It serves as the Academic Integrity Policy referred to in the Anatolia-Pinewood IB Application Form section titled "DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE", which is signed by all incoming IB students and their parents. This Policy aligns in philosophy and spirit with the Academic Integrity Policy of the Anatolia Middle Years Program, each taking into consideration the ages and levels of maturity of its students.

III. Responsibilities: Philosophy into Practice

A. Responsibilities of the School:

1. Providing a safe learning environment for its students and cultivating a general atmosphere of individual and collective ethos and responsibility

2. Ensuring to the best of its ability that all pieces of student work, submitted at any level within the program, are the original work of the candidates;

3. Providing support systems through which students can seek assistance on academic assignments and on acceptable methods of incorporating, into their work, the knowledge of others. Examples of school support systems include:

a. Basic Study Skills Workshops provided to all IB1 students

b. Providing support in *The Write Place,* which ensures its availability to all students on a weekly basis throughout the school year, to assist in cultivating student writing skills with responsible acknowledgement to outside sources of knowledge.

c. The Library and Library Staff which serve as student support resources and consultants regarding acceptable standards of incorporating and referencing outside sources of knowledge;

4. Giving students opportunities within the classroom and through support services in informal situations and on ungraded assignments to practice incorporating into their words the ideas of others, through paraphrasing, quoting, citing, synthesizing;

5. Promoting awareness of this Policy to active members of the Anatolia-Pinewood IB Community;

6. Upholding consistency in the implementation of this Policy in an equitable fashion, while maintaining the right to apply professional judgment regarding variances of individual cases of Academic Misconduct;

7. Maintaining records of all cases of Academic Misconduct reported to and acted upon by Class Advisors; those records of situations addressed and their consequences to be kept by Class Advisors

8. Making available for faculty use an Anatolia-Pinewood International Baccalaureate Cover Page, which can be used optionally by faculty for in-school homework assignments, which is stamped with a statement such as the following and requires the signature of the student:

“I have neither given nor received unauthorized assistance on this assignment, nor am I aware of any infraction on my part of the IB Academic Integrity Policy.”

Student Signature_____

B. Responsibilities of the Students:

1. On the level of the elected Student Council, optimally exemplifying qualities of self-management in organizing activities throughout the school year which serve to promote student responsibility to self and community, cultivate positive school spirit, nurture communal trust, build pride in self and community;

2. Reading carefully and being cognizant of the content and implications of their signature on the Anatolia-Pinewood IB Application Form's "DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE", which includes expectations of familiarity with IB policy on Academic Integrity and Misconduct, and with this Anatolia-Pinewood IB Policy on Academic Integrity;

3. Taking pride in and cultivating their own natural gifts and innate intelligence through opportunities offered in their IB education; displaying their pride through the presentation of original work for all IB assignments; giving proper credit for all contributing sources of knowledge to their own understanding;

4. Being familiar with and having a practical working knowledge of a reference system acceptable to the IBDP, such as MLA, APA, Harvard; and when not certain about how to apply the referencing system in a particular situation, seeking assistance from a teacher or school support system;

5. Comporting themselves in their overall conduct according to ethical standards embodied in the IB ethos and as outlined by the IB Learner Profile attributes.

C. Responsibilities of the Parents and Guardians:

1. Reading carefully and being cognizant of the content and implications of their signature on the Anatolia-Pinewood IB Application Form's "DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE", which includes expectations of familiarity with IB policy on Academic Integrity and Misconduct, and with this Anatolia-Pinewood IB Policy on Academic Integrity;

2. Supporting their child's natural cultivation of skills and abilities to a degree that is in keeping with fair standards and is supportive of the child's own holistic and organic development

IV. Definitions of Academic Misconduct

The following definitions build upon the International Baccalaureate: *Academic Integrity Policy* updated in May 2026.

"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. It also includes any act that potentially threatens the integrity of IB examinations and assessments, which happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online."

a. Plagiarism - this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear, and explicit acknowledgement.

b. Collusion - this is defined as supporting academic misconduct by another candidate, or unauthorized collaboration, for example, allowing one's work to be copied or submitted for assessment by another.

c. Duplication of work - this is defined as the presentation of the same work for different assessment components and/or DP core requirements.

d. Misconduct during an IB examination (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate).

e. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

V. Guidance on the Use of Artificial Intelligence Tools:

A. Guidance for Students

According to the IB statement regarding Artificial Intelligence Tools in Education and Assessment Published in March 2023, students must learn how to correctly use Artificial Intelligence Tools:

"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."

Students are expected to develop and demonstrate their own writing skills. While basic digital writing tools such as spell-checkers and non-generative grammar checkers may be used where appropriate, they should be used sparingly and only to correct minor errors. Such tools must not change meaning, generate content, or compromise the originality of the student's work.

In language acquisition courses, where assessment criteria include language accuracy and sentence structure, the use of spelling, grammar correction, translation, or language-enhancement tools is **not** permitted.

The IB awards bilingual diplomas, and universities and schools look at the language that subjects are taken in for proof of being able to work in that language. Therefore, students are **not** permitted to write essays in one language and then translate them to be submitted to the IB in another language.

B. Guidance for Teachers

Teachers are encouraged to design learning experiences that help students develop an understanding of the ethical, responsible, and transparent use of artificial intelligence tools. To support this, the school uses a traffic light system to communicate expectations regarding AI use in assignments and assessments:

- **Red:** AI tools may not be used for any part of the task.
- **Orange:** Limited use of AI tools is permitted. Any use of AI must be transparent and appropriately acknowledged through citations, references, or other documentation as specified by the teacher.
- **Green:** AI use is permitted. AI-generated content may be incorporated into submitted work, provided its use is transparent and appropriately acknowledged.

Teachers are encouraged to identify opportunities within their subjects for students to learn and practise the ethical use of AI tools, including appropriate disclosure, critical evaluation of AI-generated content, and responsible integration of AI into the learning process.

VI. Procedures in cases of Academic Misconduct

Although the overall approach to Academic Integrity should be one of creating a culture in which students are disinclined toward committing acts of Academic Misconduct, in cases of breaches of trust, the procedures outlined below will be followed.

Language instructors will keep on record a copy of student writing produced at the beginning of the year in class for that particular course. These writing samples can be consulted for purposes of comparison in cases where authenticity of a student's written work is questionable.

A. Academic Misconduct in cases of homework:

1. First offense:

As homework is intended primarily as a formative learning opportunity, teachers are strongly encouraged not to assign graded homework tasks. In case an instructor encounters or suspects a case of Academic Misconduct on a homework assignment in any form (plagiarism, cheating, duplication, collusion), and this is the first case of Academic Misconduct for the particular student, the teacher(s) involved will meet with at least one other faculty member to discuss the case and to agree upon whether or not the incident warrants notification of the Class Advisor.

If so, a formal letter will be sent home by the Class Advisor about the case, following a meeting that will be called by the Class Advisor, where the Class Advisor, the involved faculty member, the involved student, the Academic Integrity Coordinator will be present. The Class Advisor will initiate the meeting and explain its purpose; the instructor will explain how and why the piece of work does not comply with standards of Academic Integrity; the student will have the opportunity to respond and offer his or her perceptions; the Academic Integrity Coordinator will make the student aware of possible sanctions in the case of any

subsequent incident of Academic Misconduct, and if deemed appropriate, will arrange for follow-up tutorials with the student. The Class Advisor will keep a record of the meeting and of all relevant materials.

The main purpose of this meeting is educational and supportive: to help the student understand how the assignment does not comply with Academic Integrity standards, why these standards are important, and how to avoid similar issues in the future. The meeting will also clarify the nature of the breach and outline the consequences that could result from a subsequent violation of Academic Integrity standards.

Follow-up action for *first-time offenses* could include:
a. Being required by the teacher to re-do and re-submit the relevant assignment
b. In case the assignment is graded, receiving no grade for the relevant assignment
c. A letter being sent to parents relaying the incident
d. Required participation in an Academic Integrity tutorial under the supervision of the Academic Integrity Coordinator
e. A required signature on the part of the student as acknowledgment that the nature and type of Academic Misconduct has been understood, as well as agreement to the follow-up steps decided upon by the Committee

2. Subsequent Offense:

When a subsequent case of Academic Misconduct is committed by a student on a homework assignment in any of the above forms (cheating, plagiarism, duplication, collusion) the case will be taken by the teacher(s) to the Academic Standards Committee, which is comprised of, the IB Coordinator and/or Deputy Coordinator, the Class Advisor, the involved teacher, the Academic Integrity Coordinator. Upon assessing the case and its legitimacy, if deemed appropriate, a meeting will be held with the involved student, at which time the student will have the opportunity to respond to questions by the Committee.
The student reserves the right to request at this meeting, as support, a parent or guardian, a member of the student council, a faculty member of choice. The student at every stage in the above-outlined process maintains the right to bring forth relevant evidence in his or her defense. Following the meeting with the student, the Committee will determine the course of action to be taken for the subsequent act of Academic Misconduct.

Follow-up for *subsequent offenses* could include:

a. A meeting with parents or guardians, at which time a formal written report is delivered to and signed by student and parent or guardian, outlining the nature of Academic Misconduct committed and its consequences

b. Inclusion in university reference letters information--whether stated implicitly or explicitly by referees--concerning the student's record of Academic Misconduct

c. A recording of the grade of "N" ("grade not awarded") for the subject and the school term in which the breach occurs. The grade 'N' will be reviewed at the end of the school year if there is no other breach.

d. A formal comment recorded by the Class Advisor, which is sent to parents and accessed by university referees

B. Academic Misconduct in cases of formal IB Assignments:

1.When Academic Misconduct is suspected in relation to a first draft or a final version of work (such as TOK essays, Extended Essays) before the IB submission deadline and/or before submission to the IB:

The teacher involved will first meet with at least one other faculty member to discuss the case and to agree upon whether it warrants intervening action and what steps should be taken in response to the assignment. In the case of a final version of an IB assessment, the case will go directly to the Academic Standards Committee which consists of the Class Advisor, the involved faculty member, the involved student, the Academic Integrity Coordinator, and if deemed necessary the IB coordinator or Deputy coordinator. Upon assessing the case and its legitimacy, a meeting will be held with the involved student at which time he/she will have the opportunity to respond to questions by the Committee; The student will be interviewed by at least two Subject Group Teachers regarding his or her submitted drafted work. The student reserves the right to request at this meeting, as support, a parent or guardian, a member of the student council, or a faculty member of choice. The student at every stage in the below outlined process maintains the right to bring forth relevant evidence in his or her defense.

Depending on the outcome of the interview, actions could entail:

a. The student being required to rewrite the assignment on a different topic within a confined and timed school situation. This could entail restricted access to resources, and supervision of a Subject Group Teacher.

b. A Comment will be recorded and records of the incident kept by the Class Advisor.

c. A meeting with parents or guardians, at which time a formal written report on the incident is delivered to and signed by student and parent or guardian, outlining the nature of Academic Misconduct committed and its consequences.

d. A formal comment recorded by the Class Advisor, which is sent to parents and accessed by university referees.

e. Inclusion in university reference letters information—whether stated implicitly or explicitly by referees—concerning the student's record of Academic Misconduct

f. Non-submission of work to the IB

g. Submission of earlier drafted work for the assessment to the IB

h. Submission of work to the IB with plagiarized sections extracted, and with no allowance for revision to give coherence to the whole

If there is insufficient time to revise and resubmit work, the school reports the case of misconduct to the IB, which may result in no grade being awarded for the particular subject. This means that in such cases the IB Diploma will not be awarded.

When academic misconduct is suspected **after an assessment has been submitted to the IB for marking**, the case will be investigated according to the IB *General Regulations: Diploma Programme (Updated May 2026)*, Article 13. "The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases with respect to the award of the IB Diploma, IB CP Certificate, DP Course Results and CP Course Results."

C. Other Instances of Academic Misconduct:

1. Any situation in which a student is involved in behavior which disadvantages another IBDP candidate or other candidates (such as misconduct during an exam, communicating, or trying to communicate with another student during an exam) the case will be taken directly to the Academic Standards Committee. The Committee will use professional judgment to determine sanctions.

2. Any situation in which a student is involved in behavior which gives that candidate unfair advantage over other IBDP candidates (such as falsifying a CAS record, disclosing information about the contents of an exam within 24 hours following the exam), the case will be taken directly to the Academic Standards Committee. The Committee will use professional judgment to determine sanctions.

VII. Eligibility for Honors and Awards

School honours and awards, including Valedictorian and the IB Learner Profile Award, are intended to recognize not only academic achievement but also the qualities of integrity, responsibility, and ethical conduct that underpin meaningful learning. As such, a student's record of adherence to the school's Academic Integrity Policy may be considered when determining eligibility for these distinctions.

A student who has committed more than one breach of the Academic Integrity Policy may be deemed ineligible for school honours and awards, including Valedictorian and the IB Learner Profile Award. Such decisions will be made by the Academic Standards Committee on a case-by-case basis, taking into account the nature, severity, intent, and circumstances of the breaches, together with any evidence of reflection, growth, and subsequent adherence to Academic Integrity standards.

VIII. School Maladministration

The following information has been taken from the March 2023 publication of the International Baccalaureate: *Academic Integrity Policy* School Maladministration:

“The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

A. Cases of Maladministration

Cases of school maladministration may occur at different times during the year and in the assessment cycle and may affect the assessment components, coursework, or the examinations. Such cases may include:

1. A subject teacher providing excessive assistance to their students during the coursework production process. For example, a teacher may provide a template or framework, but while this ensures that their students complete the task correctly, this level of support affects the very nature of the task and it negates the achievement expected from the students as it curtails creativity. Equally, if a teacher provides multiple edits to the work, in contradiction to the instructions of the subject guide, this extra help provided represents an unfair advantage to the student

2. Additional time being granted to students without authorization from the IB

3. Failing to monitor student bathroom visits

4. Allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students

5. Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments

6. Failing to ask candidates to surrender unauthorized materials before the start of the examination

7. Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.

8. Failing to report incidents of student misconduct or school or teacher maladministration

B. School Maladministration Offenses:

When an IB coordinator encounters or suspects a case of Maladministration, they must immediately report it to the school's leadership and the IB. A meeting will then be called by the IB coordinator, where the involved faculty member, the Academic Integrity Coordinator, and the IB coordinator and/or Deputy coordinator will be present. The coordinator will initiate the meeting and explain its purpose; the Academic Integrity Coordinator will make the faculty member aware of possible sanctions in the case of any subsequent incident of Maladministration. The Coordinator will keep a record of the meeting and of all relevant materials. The report must then be submitted to the IB within 10 working days of receipt of the notification using the *School staff statement (suspected maladministration)* document.

Possible actions for maladministration during the **completion of coursework** could entail:

a. Recording the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits

b. A formal warning letter and action plan to address incident

c. An audit or monitor the internal assessment completion process

d. Quality assurance checks in the entire cohort's work for the component(s) concerned

e. Bringing forward the evaluation visit

f. Recommending relevant IB training

g. Including school in session monitoring for two consecutive sessions

Possible actions for maladministration during an **examination** could entail:

a. Recording the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits

b. Requesting immediate corrective action

c. A formal warning letter and action plan to address incident

d. Immediate inspection visit

e. Mandated relevant IB training

f. Including a school in session monitoring for three consecutive sessions

Possible actions for **undermining the integrity of assessments** could entail:

a. Recording the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits

b. Immediate inspection visits

c. A controlled dispatch of IB examination papers

d. Deployment of independent invigilators

e. The relocation of candidates to another venue

f. An annulment of grades for the candidates concerned or the entire cohort

g. Authorization withdrawal

h. Including school in session monitoring for five consecutive sessions

"While maladministration is an action taken by the school, the IB cannot allow students to gain an unfair advantage from such an action. In this instance, the IB will require the impacted student(s) to retake assessments in a future examination session in order to be eligible for a final grade in the subject concerned. This is not a "penalty" imposed by the IB on the student but the outcome of a failure on the part of the school, for which that institute is responsible (as per "Article 5: Responsibilities of schools" in Rules for IB World Schools)."

IX. Frequently Asked Questions:

1. How do I know if I am accidentally committing academic misconduct?

First, be sure to thoroughly read through Anatolia-Pinewood's most recent Academic Integrity Policy, which provides definitions for academic misconduct. When in doubt, always raise your concerns to a teacher, who will advise you on what to look out for. The Academic Integrity Coordinator is also available on a weekly basis in *The Learning Hub* to assist you and address any concerns regarding Academic Integrity.

2. I know of someone who has committed academic misconduct or maladministration. Who should I report my concerns to?

It is always important to raise your concerns about academic integrity or maladministration to an administrative member or to the Academic Integrity Coordinator, who will know how to proceed and conduct an investigation.

NOTE:

This Academic Integrity Policy will be reviewed on an annual basis.[1]

[1]With the exception of 2019-2022, due to hindrances related to covid-19.

Written September 2013
Revised November 2014
Revised June 2015
Revised September 2017
Reviewed June 2018
Reviewed June 2023
Revised January 2024
Revised June 2026