Turtle Bay International School
مدرسة تيرتل باي العالمية

SEK EDUCATION GROUP

ACADEMIC INTEGRITY POLICY

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1. Introduction

At Turtle Bay International School (TBIS), academic integrity is understood as a foundational principle that underpins all teaching, learning, and assessment practices in an evolving educational landscape. In alignment with the International Baccalaureate (IB) Academic Integrity Policy (2019, updated 2023), academic integrity is defined as a commitment, both individual and collective, to ethical, responsible, and honest engagement with knowledge. It reflects the conscious choice to act in ways that foster trust, authenticity, and fairness, particularly at a time when digital tools and artificial intelligence are increasingly shaping how learning occurs.

Academic integrity at TBIS extends beyond compliance with rules or the avoidance of misconduct. It represents a core element of the school's ethical culture and educational philosophy. As access to information, digital resources, and AI-supported tools becomes more widespread, the importance of integrity is heightened rather than diminished. Students are required not only to demonstrate original thinking and responsible authorship, but also to make principled decisions about how tools, technologies, and external supports are used in the learning process. Authentic learning remains the central focus, regardless of the tools employed to support it.

In accordance with IB philosophy and the mission and values of TBIS, the development of ethical qualities, personal responsibility, and academic honesty is viewed as a shared responsibility. All members of the school community—including students, educators, families, and school leadership—are expected to uphold and promote high standards of integrity. This shared commitment ensures that learning experiences are equitable, assessment outcomes are credible, and trust is maintained within the school community and beyond.

This Academic Integrity Policy is informed by the IB publication *Academic Integrity in the IB Educational Context* and is grounded in the IB Learner Profile, particularly the attribute of being Principled. At TBIS, being principled means acting with honesty, fairness, and accountability, taking ownership of one's learning, and respecting the intellectual contributions of others—even when learning is supported by digital or artificial intelligence tools. These values guide students and educators in navigating the ethical complexities of contemporary education while upholding the highest standards of academic honesty.

2. Mission and Vision

Turtle Bay International School MISSION

We deliver inquiry-based, engaging education that nurtures creativity, critical thinking, and lifelong learning. By embracing heritage, global citizenship, sustainability, and inclusivity, and by integrating meaningful technology, we empower learners to thrive responsibly in a connected world.

Turtle Bay International School VISION

To cultivate a community of international-minded, inclusive, and empowered learners who lead with creativity, responsibility, sustainability, and digital innovation in a global society.

3. Purpose

The purpose of this Academic Integrity Policy is to establish a clear, coherent, and future-focused framework that guides ethical teaching, learning, and assessment practices at Turtle Bay International School (TBIS). The policy seeks to ensure that all members of the school community share a common understanding of academic integrity and are equipped to apply its principles responsibly within both traditional and technology-enhanced learning environments.

This document serves to inform students, teachers, families, and school leadership of the fundamental principles of academic integrity upon which all TBIS academic programmes are based. It clarifies the rights and responsibilities of each stakeholder, emphasizing that integrity is not solely about rule enforcement, but about fostering ethical judgment, transparency, and intellectual ownership. In addition, the policy establishes consistent and fair procedures for addressing situations in which academic integrity may be compromised, ensuring that responses are educational, proportionate, and aligned with IB regulations.

In accordance with the IB Academic Integrity Policy (2019, updated 2023), TBIS maintains a strong stance on academic integrity for several key educational reasons. First, the policy safeguards equity in assessment. For assessments to be fair and valid, they must provide all students with equal opportunities to demonstrate their learning and must accurately reflect individual achievement. Any practice that undermines this equity—whether through inappropriate use of artificial intelligence, plagiarism, collusion, or other forms of misconduct—creates an unfair advantage and compromises the integrity of the assessment process.

Second, the policy aims to preserve trust and credibility in academic outcomes. Confidence in grades, qualifications, and academic records depends on the assurance that they are earned through honest effort and authentic learning. In an era where AI-generated content can obscure authorship, maintaining transparency and ethical practice is essential to sustaining trust among students, families, universities, and external educational institutions.

Finally, this policy promotes respect for the intellectual work of others and for the process through which knowledge is constructed. Students are encouraged to engage critically with existing ideas, research, and digital resources, while learning to acknowledge sources appropriately and use tools responsibly. By understanding how knowledge is created, refined, and communicated—whether through human effort, technological support, or a combination of both—students develop the skills and ethical awareness necessary to apply their learning meaningfully and responsibly.

Through this policy, TBIS affirms its commitment to developing principled, reflective learners who are prepared to navigate the academic, technological, and ethical challenges of contemporary education with integrity and responsibility.

4. Community's Responsibilities

At Turtle Bay International School (TBIS), academic integrity is understood as a shared responsibility that must be actively upheld by all members of the school community. Developing and sustaining a culture of integrity requires intentional collaboration among students, teachers, families, and school leadership. When academic honesty is embedded into daily practice, it enhances the quality of learning experiences and equips students with ethical habits that extend beyond school into higher education, professional life, and civic engagement.

Students

Students at TBIS, across all grade levels, are expected to recognize the value of independent learning and to take ownership of their academic responsibilities. As part of their educational journey, students receive explicit instruction and guidance—particularly within the MYP and DP—on academic integrity, ethical research practices, and responsible use of digital and artificial intelligence tools. Students are expected to ensure that all submitted work reflects their own understanding and effort. When the ideas, words, media, or outputs of others—including AI-supported tools—are used, these contributions must be acknowledged in accordance with the referencing systems adopted by the school.

Students are responsible for respecting assessment deadlines, following task-specific conditions, and seeking clarification or support from teachers when expectations are unclear. Taking responsibility for authorship includes understanding that the use of technology, devices, and AI tools must be honest, transparent, and aligned with teacher guidance. This includes ethical use of recording tools, collaborative platforms, and digital applications, as well as refraining from misrepresenting work produced with external or automated assistance.

Collaboration is encouraged at TBIS as an essential component of inquiry-based learning. However, students must clearly understand the distinction between collaboration and collusion. While ideas may be shared and discussed, the final product submitted or presented must demonstrate individual understanding and original expression. Through developing knowledge of academic integrity and applying it consistently, students strengthen their ability to act as principled learners who engage ethically with knowledge and learning processes.

Teachers

Teachers play a central role in fostering academic integrity by modeling ethical behavior and explicitly teaching the skills necessary for honest academic practice. At TBIS, teachers are responsible for communicating expectations clearly and in an age-appropriate manner, ensuring that students understand their responsibility to produce original work and to acknowledge sources accurately. This includes instruction on appropriate citation practices, responsible use of information technology and social media, ethical engagement with AI-supported tools, and adherence to examination protocols.

Teachers are expected to design assessments that promote equity, authenticity, and coherence across learning experiences. By offering a safe and supportive learning environment, teachers help students develop confidence in their own thinking while learning how to use external resources responsibly. Professional development opportunities are provided to ensure that teachers remain informed about evolving academic integrity challenges, including those related to artificial intelligence and digital authorship.

Students are supported through access to guidance adapted to their developmental level, exemplars of correct referencing practices, and direct assistance from teachers and the school librarian. Workshops and learning experiences are provided across programmes to build understanding of ethical research, appropriate citation, and good examination practices, including examples of acceptable and unacceptable academic behavior.

Academic integrity education is introduced at the beginning of each school year and reinforced throughout the learning process. Responsibility for this introduction is shared among programme coordinators, classroom teachers, project supervisors, and mentors, ensuring consistency across the PYP, MYP, and DP. Teachers are also encouraged to monitor collaborative work closely and to design assessments that make individual contributions visible through strategies such as process documentation, peer assessment, and reflection, thereby reducing the risk of collusion.

All educators and staff members at TBIS are expected to model academic integrity by citing sources correctly in their professional work. While the school does not mandate a specific referencing system for internal staff documentation, APA referencing is adopted as the standard model when instructing students. The use of digital citation tools is permitted and taught as a support mechanism, provided these tools are used responsibly and do not replace understanding.

Families

Families are essential partners in supporting academic integrity at TBIS. Parents and legal guardians are expected to be familiar with this policy and to reinforce its principles at home. By encouraging independence, honesty, and responsible effort, families help students internalize ethical values and develop resilience in their learning. Parent workshops and communication opportunities are offered to promote shared understanding of academic integrity expectations, consequences of misconduct, and appropriate ways to support students without compromising authorship or authenticity. Families are also encouraged to guide students toward seeking clarification from teachers when questions arise about tasks or expectations.

School

The school holds responsibility for the development, implementation, and regular review of the Academic Integrity Policy. This process is led by the pedagogical leadership team, in collaboration with programme coordinators, teachers, librarians, and relevant stakeholders. TBIS is committed to applying all procedures and consequences outlined in this policy fairly, consistently, and transparently.

To support a culture of integrity, the school provides ongoing professional development for teachers and librarians, as well as age-appropriate learning opportunities for students. Workshops, seminars, and resources are designed to raise awareness of academic honesty, ethical research practices, and responsible use of technology and artificial intelligence. Through these measures, TBIS ensures that academic integrity remains a living principle embedded within the daily life of the school community rather than a standalone policy.

5. Academic Integrity in the Continuum

At Turtle Bay International School (TBIS), academic integrity is developed progressively across the IB continuum in a manner that is age-appropriate, explicit, and responsive to the evolving demands of contemporary education. Expectations related to integrity, authorship, and ethical use of resources—including digital and artificial intelligence tools—are introduced gradually and revisited with increasing sophistication as students move through the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). This developmental approach ensures that students are supported in building both the skills and the ethical awareness required for independent, responsible learning.

In the Primary Years Programme – Early Years, the foundations of academic integrity are introduced through guided practice and everyday learning experiences. At this stage, students begin to develop an understanding of ownership and fairness in relation to ideas and creative work. They are encouraged to recognize that stories, images, and ideas belong to someone and that it is important to give simple credit when using the work of others. With teacher support, students learn to name books, websites, and other sources used in their learning and are guided to complete their work independently, without copying or interfering with the work of peers. The focus at this level is not on formal citation, but on fostering honesty, responsibility, and respect for others' contributions.

As students' progress into the upper years of the Primary Years Programme, expectations for academic integrity become more structured. Students develop a clearer understanding of intellectual property and are guided to respect it consistently. They are introduced gradually to more detailed forms of attribution, such as identifying authors and dates, and begin to understand the purpose of referencing. In the later stages of the PYP, particularly in PYP 5, students are supported in using simplified citation practices aligned with APA conventions and are introduced to tools that help them check the integrity of their work. Students also become familiar with the concept of bibliographies and are expected to follow assessment conditions and examination behaviors established by their teachers. Throughout this phase, integrity is reinforced as a learning skill rather than a compliance requirement.

In the Middle Years Programme (MYP), academic integrity expectations become more explicit and formalized, reflecting students' increasing independence and capacity for critical thinking. Students are required to reference all sources used in their work, including written texts, images, videos, infographics, and digital media, using APA conventions accurately and consistently. Teachers and the librarian play a

key role in guiding students to understand not only how to reference, but why referencing is essential in ethical scholarship. Students are expected to acknowledge sources whenever they quote, paraphrase, summarize, or adapt the ideas of others, and to include complete bibliographies that correspond accurately to in-text citations.

Within collaborative learning contexts, MYP students are expected to demonstrate a clear distinction between collaboration and collusion. While discussion, idea-sharing, and joint inquiry are encouraged, all submitted work must reflect individual understanding and be expressed in the student's own words. Students are also expected to respect submission deadlines to ensure fairness and equity in assessment and to adhere strictly to examination and assessment conditions established by teachers.

Across all stages of the continuum, increasing attention is given to the ethical use of technology and artificial intelligence tools. Expectations evolve from basic awareness and guided use in the PYP to informed, transparent, and responsible decision-making in the MYP. Students are taught that while digital and AI-supported tools may be used to support learning when permitted, responsibility for authorship, thinking, and ethical judgment always rests with the learner.

Through this progressive approach, TBIS ensures that academic integrity is not treated as a static set of rules, but as a developmental competency. By the time students advance through the continuum, they are equipped with the knowledge, skills, and ethical awareness required to engage confidently and responsibly with learning in an increasingly complex academic and digital world.

6. Academic Honesty Incidents

At Turtle Bay International School (TBIS), academic honesty incidents are understood as breaches of the ethical principles that underpin authentic learning, fair assessment, and responsible scholarship. Such incidents may occur intentionally or unintentionally and may involve misuse of sources, inappropriate collaboration, unethical use of digital or artificial intelligence tools, or violations of assessment and examination conditions. While the school places strong emphasis on prevention through explicit instruction and ethical guidance, TBIS also recognizes its responsibility to respond to incidents consistently, transparently, and in accordance with International Baccalaureate (IB) regulations.

Academic honesty incidents include plagiarism, collusion, copying, examination misconduct, and falsification of data. Plagiarism occurs when a student presents the ideas, words, images, data, code, or outputs of another individual—or of an artificial

intelligence tool—as their own without appropriate acknowledgment. This includes direct copying, inappropriate paraphrasing, submitting AI-generated text, images, or code without permission, or failing to declare the use of AI when such declaration is required. Collusion involves contributing to misconduct by allowing one's work to be copied or submitted by another student, while copying refers to taking another student's work, with or without consent, and presenting it as one's own. Examination misconduct includes communicating with other candidates, failing to follow invigilator instructions, or using unauthorized materials. Falsification of data involves creating, altering, or misrepresenting evidence or research processes.

TBIS acknowledges that as expectations increase across the IB continuum and as technology and artificial intelligence become embedded in learning, students may require guidance to navigate ethical academic practice. Students are encouraged to seek support from subject teachers, librarians, and programme coordinators. All incidents are reviewed on a case-by-case basis, taking into account the student's age, intent, level of understanding, prior history, and the nature of the incident. Incidents are discussed with students and families, documented appropriately, and reviewed by school leadership where necessary.

Plagiarism detection tools such as Turnitin may be used for MYP and DP work as indicators rather than definitive proof of misconduct. Reports are interpreted using professional judgment alongside evidence of the student's learning process. TBIS adopts an educational and restorative approach, prioritizing reflection, learning, and revision. Repeated or serious breaches may result in additional consequences in line with IB regulations. Diploma Programme students and their families are required to sign an Academic Honesty Declaration, acknowledging understanding of academic integrity expectations, including ethical use of artificial intelligence.

Referencing and Citation Practices (APA 7th Edition)

Correct referencing is a fundamental component of academic integrity at TBIS. Students in the MYP and DP are required to use **APA (7th edition)** to acknowledge all sources used in their work. In-text citations must be included whenever a student quotes, paraphrases, summarizes, or adapts the work of others, and all in-text citations must correspond to entries in the reference list.

For example, a paraphrase may appear as *(Mitchell, 2017)*, while a narrative citation may appear as *Mitchell (2017) explains the importance of ethical authorship*. Direct quotations must include page numbers where applicable.

Book References (APA 7th Edition)

Books must include the author(s), year of publication, title in italics, edition (if not the first), and publisher.

Examples:

Mitchell, J. A. (2017). *A guide to citation*. My Publisher.

Mitchell, J. A., Thomson, M., & Coyne, R. P. (2017). *A guide to citation* (2nd ed.). My Publisher.

Jones, A. F., & Wang, L. (2011). *Spectacular creatures: The Amazon rainforest* (2nd ed.). My Publisher.

International Baccalaureate Organization. (2019). *Academic integrity*. IB Publishing.

Website References

Websites must include the author or organization, date, title, and URL.

Example:

Mitchell, J. A. (2017, May 21). *How and when to reference*. https://www.howandwhentoreference.com

Journal Article References

Journal articles must include author(s), year, article title, journal title, volume(issue), pages, and DOI or URL.

Examples:

Mitchell, J. A. (2017). Citation: Why is it so important? *Mendeley Journal, 67*(2), 81–95.

Mitchell, J. A. (2017). Citation: Why is it so important? *Mendeley Journal, 67*(2), 81–95. https://www.mendeley.com/reference-management/reference-manager

Use of Artificial Intelligence (AI)

When AI tools are used in ways explicitly permitted by the teacher—such as brainstorming, language support, or feedback—their use must be declared transparently. AI tools are not listed in the reference list under APA 7th edition.

Acceptable declaration example:

This assignment used an artificial intelligence tool (ChatGPT) to support idea generation and language refinement. All analysis, structure, and final wording reflect the student's original work.

If AI-generated text, images, or code are quoted directly (only when permitted), this must be clearly stated.

Example:

Text generated with the assistance of ChatGPT (OpenAI, 2024) was used for initial brainstorming and subsequently revised to reflect the student's own understanding.

Secondary Source Citations

When a student refers to a source cited within another source and has not accessed the original, this must be indicated clearly.

Example:

Smith's research (as cited in Mitchell, 2017) highlights the importance of ethical authorship.

Only the source consulted (Mitchell) appears in the reference list.

Common Referencing Errors to Avoid

Academic misconduct may occur when sources are listed but not cited in the text, when in-text citations do not match the reference list, when AI-generated content is submitted without declaration, when URLs are copied without author or date information, or when citation tools are used without verifying accuracy.

Through clear expectations, explicit examples, and consistent guidance, TBIS ensures that academic honesty incidents are addressed in ways that uphold integrity, protect fairness, and support responsible scholarship in a digitally enhanced and AI-informed learning environment.

7. Procedures and Consequences

At Turtle Bay International School (TBIS), academic misconduct is addressed through clear, transparent, and educationally grounded procedures that prioritize fairness, consistency, and student learning. Prior to sitting for any IB Diploma

Programme (DP) examinations, students are formally introduced to the Notice to Candidates and Items Not Permitted instructions issued by the International Baccalaureate. These regulations apply to all IB examinations and must be observed at all times. Failure to comply with these requirements may result in serious consequences, including the award of no grade for the subject concerned. Students are encouraged to seek clarification from the IBDP Coordinator should they have any questions regarding examination regulations or expectations.

TBIS recognizes that while breaches of academic integrity at any level are a serious concern, they also present an opportunity for learning and growth, particularly when incidents occur for the first time. All cases of academic misconduct are addressed on a case-by-case basis, with careful consideration given to equity, consistency, procedural fairness, proportionality, and the developmental stage of the learner. The school is committed to ensuring that responses are timely, educational in intent, and aligned with IB expectations.

All concerns related to academic misconduct are documented by teachers, counsellors, and administrators using the school's academic management systems. This ensures transparency, consistency of records, and appropriate tracking of incidents across a student's academic career.

Procedure for Handling Academic Misconduct

TBIS applies a graduated response model adapted from the IB Academic Integrity Policy, which distinguishes between different levels of academic misconduct. Minor or first-time incidents (Level 1) are addressed at the classroom level, while more serious or repeated incidents (Levels 2 and 3) are formally documented using an Academic Misconduct Form and escalated to programme coordinators or school leadership as appropriate. Timeframes for tracking offenses align with programme groupings across the MYP and DP to ensure consistency.

First Official Offense – Classroom Level

In cases of a first official offense, the incident is addressed by the subject teacher in collaboration with the relevant programme coordinator. The work in question is not assessed in its original form. The student is required to rewrite and resubmit the task within a specified timeframe, typically ten school days, with a deduction applied to the final grade to reflect the breach of academic integrity. Where the misconduct involves an assessment that cannot be resubmitted, an equivalent assessment may be provided under similar conditions, with the same grade deduction applied.

Parents or guardians are informed of the incident within three school days. An Academic Misconduct Form is completed and signed by the teacher, student, and

coordinator, and is kept on record to monitor any future incidents. In cases involving IB coursework, additional consequences may apply, including the decision not to submit the work to the IB for external marking.

Second Official Offense – Programme or Department Level

A second official offense indicates a more serious concern and is addressed by the relevant programme or department coordinator in collaboration with the teacher and school leadership. The dishonest work is not assessed, and a grade of zero is awarded for the task, regardless of the subject or assessment type. The student is required to redo the work within a specified timeframe, with the final recorded grade calculated as an average of the zero and the grade achieved on the resubmitted task.

The IBDP Coordinator is informed when applicable, and parents or guardians are notified in person within three school days. The Academic Misconduct Form is updated and placed in the student's academic file. At this stage, the student is required to attend a series of counselling or reflection sessions to support behavioral change and ethical decision-making. Recommendations may also be made for removal from leadership roles or positions of responsibility within the school.

For IB courses, additional consequences may apply. If both offenses occur within the same subject, no grade may be awarded for that course by either the school or the IB, which may result in disqualification from the subject.

Third Official Offense – School Leadership Level

A third official offense represents a serious breach of academic integrity and is addressed by the school principal in collaboration with programme coordinators and the academic leadership team. Parents or guardians are informed in person within three school days. The student may be assigned an in-school suspension, during which the work must be rewritten under supervised conditions, without access to technology and with limited reference materials.

No grade is awarded for the work, and the IBDP Coordinator is informed when applicable. The student is required to participate in further counselling or support sessions. Recommendations may again be made for removal from leadership positions or roles of responsibility.

In cases involving IB assessment components, severe consequences may apply, including the decision not to submit work to the IB for marking, the award of no grade for the IB course, disqualification from sitting IB examinations, and, where required,

notification of universities by both the school and the student. If work has already been submitted to the IB, the IB course may receive no grade.

Guiding Principles

Across all levels, TBIS is guided by the principle that academic integrity is best upheld through education, reflection, and accountability. While consequences increase in severity with repeated or serious offenses, the school remains committed to supporting students in developing ethical judgment, understanding expectations, and learning from mistakes. All procedures are applied consistently and in accordance with IB regulations to protect the integrity of the learning process and the credibility of academic outcomes.

Matrix of Penalties

The following matrix of penalties is adapted and modified from the International Baccalaureate Academic Integrity Policy. It outlines levels of academic misconduct and corresponding responses to ensure consistency, fairness, and alignment with IB expectations. For detailed guidance regarding external assessment and coursework submitted to the IB, reference should be made to Appendix 2: Student Academic Misconduct in the IB Academic Integrity Policy.

The classification of misconduct into Levels 1, 2, and 3 reflects increasing severity, intent, repetition, and impact on assessment integrity. All cases are reviewed individually, and professional judgment is applied in conjunction with this matrix.

(Adapted from the IB Academic Integrity Policy)

Infringement	***Level 1 Penalty Warning letter to student***	***Level 2 Penalty Official report and procedures applied***	***Level 3 Penalty Official report and procedures applied (from 2nd offense or severe case)***
Plagiarism	*Copying from external sources or peers where citation is present but incorrectly applied or incomplete.*	*More than 40 consecutive words copied verbatim or closely paraphrased without appropriate in-text citation. Use of*	*Extensive plagiarism indicating deliberate intent, including large sections copied or AI-generated and submitted as the student's own.*

		AI where authorship is unclear or declaration is missing.	
Facilitating plagiarism	*Student took minimal or insufficient steps to prevent their work from being copied.*	*Student knowingly shared work in a way that enabled copying (e.g., shared drafts/files without safeguards).*	*Student permitted copying, shared work on forums or essay mills, or sold/exchanged work (monetary reward not required).*
Collusion	*Student work shows close similarity beyond reasonable collaboration.*	*More than 40 consecutive words identical or closely substituted without citation.*	*Entire work submitted by multiple students or individual authorship cannot be established.*
Submitting work commissioned, edited, or obtained from a third party	*Not applicable.*	*Work heavily edited by a third party to circumvent teacher support rules. Penalty applies to all parties involved.*	*Work entirely produced or edited by a third party (paid or unpaid). Penalty applies to all parties involved.*
Duplication of work	*Not applicable.*	*Partial reuse of the same work across different subjects or assessment components. Penalties apply to all affected subjects.*	*Complete reuse of the same work across different subjects or assessment components. Penalties apply to all affected subjects.*

Falsification of data	*Methodology misrepresents or overstates how data was collected.*	*Data selectively omitted or manipulated to bias findings.*	*Data fabricated or data collected by others presented as the student's own.*

Academic Misconduct During Examinations

Internal Examination

(Adapted from the IB Academic Integrity Policy)

Infringement	Level 1 Penalty Warning letter	Level 2 Penalty Warning, no grade, counselling	Level 3 Penalty Letter, parent meeting, zero grade, counselling
Possession of unauthorized materials	Unauthorized material surrendered or removed within the first 10 minutes of the examination.	Unauthorized material in possession, no evidence of use.	Unauthorized material in possession with evidence of use during the examination.
Disruptive or inappropriate behaviour	Not applicable.	Non-compliance with invigilator instructions during one examination component.	Repeated non-compliance during one examination or misconduct across multiple examinations.

Communication or sharing of exam content	Not applicable.	Not applicable.	Attempting (successfully or not) to exchange, pass, or receive information during the examination. Penalties apply to all candidates involved.
Removal or sharing of secure exam materials	Not applicable.	Attempt to remove secure materials but stopped before leaving the examination room.	Successful removal of secure materials or obtaining exam information prior to the examination date.
Impersonation	Not applicable.	Not applicable.	Answering questions for another candidate or allowing impersonation.
Failure to report misconduct	Not applicable.	Not applicable.	Student knowingly fails to report an incident of academic misconduct.

Penalties may apply across multiple subjects if incidents occur during different examination papers.

External Examination

Context	Consequences

IB External Examinations	All IB examination candidates are subject to IB academic integrity regulations. Breaches may result in cancellation of grades, disqualification from individual subjects, or loss of the IB Diploma, depending on the nature and severity of the misconduct.

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8. Policy Development and Revision

The Academic Integrity Policy at Turtle Bay International School (TBIS) was developed in January 2026 under the oversight of the pedagogical leadership team. From its inception, the policy has been designed as a dynamic and evolving

document that reflects the changing nature of education, assessment practices, and ethical considerations, including those related to technological advancement and the use of artificial intelligence. All employees of the school are expected to engage with and contribute to the ongoing review and refinement of this policy, in accordance with the procedures outlined below.

The process of policy modification is overseen by the pedagogical leadership team, in collaboration with working groups of parents and teachers. This collaborative approach ensures that the policy remains relevant, inclusive, and responsive to the needs of the school community, while maintaining alignment with International Baccalaureate (IB) principles and expectations.

Updates to the policy are drafted by the pedagogical leadership team and informed by current IB documentation, input from community and personal project coordinators, contributions from the librarian(s), and feedback from family working groups. Where proposed revisions align with IB philosophy and the school's vision, teachers are invited to review and provide feedback on draft versions. The policy is then refined accordingly to ensure clarity, consistency, and practical applicability.

The Academic Integrity Policy is reviewed annually, particularly during the initial years of implementation, and is either reaffirmed or revised as needed. Following each review cycle, the updated version is formally approved by the academic leadership team before being shared with the school community and published on the school website.

Through this structured and collaborative review process, TBIS ensures that its Academic Integrity Policy remains current, robust, and responsive to emerging educational contexts, while continuing to uphold high standards of ethical teaching, learning, and assessment.

9. Bibliography

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10. Annex

Ten tips for acting with integrity (IBO)

Ten tips for acting with integrity
Always act with honesty and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.
Don't try to gain an unfair advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.
Stand up for what is right—alert a member of staff at your school if you suspect that someone has cheated.
Take responsibility for your own actions and their consequences.
Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.
Familiarise yourself with the school's rules and ensure that you understand what academic integrity means and consists of.
Always reference and cite other people's work that you have used in your essays—be proud of explaining that you understood someone else's ideas and thought that they were good. Seek help if you are struggling or are not sure of expectations.
Learn to accept your strengths and weaknesses and do the best that you can.
Know how to safely collaborate and share work when using social media and digital collaborative platforms.
Try to overcome procrastination. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.