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SAINT-CHARLES
- COLLÈGE ET LYCÉE -

ACADEMIC INTEGRITY POLICY

Kindness, Respect, Responsibility

Updated August 2025
Next review August 2026

As an IB World School, Saint Charles is committed to the principles articulated in the IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

(IBO, 2025)

Saint Charles has developed our mission statement and philosophy:

Mission:

Our mission is to provide students with a high-quality education while developing the attributes of kindness, respect, and responsibility towards others and the environment.

Philosophy:

Collège et Lycée Saint-Charles, follows the humanist and Christian values of caring for others and the environment, respecting cultures and individuals, and approaching the world with openness and positivity. Thus, the school aims to develop the same values in students and to support students in becoming responsible, global citizens who work to make the world a better place.

This policy is available in ManageBac. It should be read in conjunction with the following IB publications:

- IB Academic integrity policy
- Effective citing and referencing
- Evaluating 13 scenarios of AI in student coursework
- 10 tips for acting with integrity
- MYP and DP Assessment Procedures (updated annually)
- Programme standards and practices
- MYP, DP subject guides
- Secure storage of confidential IB examinations material booklet (updated annually)
- Conduct of examinations booklet (updated annually)

LINKS TO OTHER SCHOOL POLICIES

Assessment Policy:

Ensuring requirements are met for internal and external assessment.

Inclusion Policy:

Providing appropriate access arrangements, and documentation as required, for students with learning differences, both internally and with external assessment.

Language Policy:

Role of academic integrity in choosing appropriate language pathways in IBDP.

Admissions Policy:

Ensuring admissions testing is inclusive of academic integrity.

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1. Purpose of Policy

We believe that every member of our school community plays an important role in creating a positive environment where everyone feels valued and respected. We support each student in developing personal integrity and achieving their best in learning and assessment. The IB Learner Profile (IBO, 2025) qualities guide our approach to education, helping our students grow into kind, respectful and responsible citizens who make meaningful contributions to their communities, both locally and around the world.

Reflecting our school's mission, we foster a community where everyone takes responsibility for their actions and demonstrates honesty and integrity. We are committed to fostering an ethical culture where learners are proud of their own work, respect the contributions of others, and understand that academic integrity is a core commitment that thrives when it is valued and encouraged by all members of our school community. This commitment ensures that students are prepared for future life, whether in higher education or the workplace, adhering strictly to these principles.

Our staff is committed to fostering both the understanding and practice of academic integrity throughout the school. Students learn the importance of properly crediting information and ideas from external sources. We encourage both teachers and students to utilize tools like Turnitin to support the integrity of academic work and provide valuable feedback for learning. While we wholeheartedly support collaborative learning, we also help students understand the important distinction between working together appropriately and inappropriate sharing of work.

The purpose of this policy:

- Clearly articulate the academic integrity principle upheld by our school and expected of all its stakeholders.
- Outline the responsibilities and expectations of different groups within the school community in upholding academic integrity.
- Define key terminology related to academic integrity, student academic misconduct, and school maladministration.
- Provide clear guidance to all stakeholders—students, leaders, teachers, tutors, and parents/families—on the expectations for academic integrity across all programmes.
- Promote critical thinking, self-management, and responsible action, aligning with the IB Learner Profile attributes of being Principled, Thinkers, Risk-takers, and Reflective.
- Ensure that all submitted work to the IB is authenticated regarding academic integrity

2. Key Terms

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Student academic misconduct

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 that happens before, during or after the completion of the assessment or examination, paper-based or digital. This includes behaviour in school, out of school and online.

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.

Balance of probabilities approach

“Balance of probability” means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

(IBO, 2025)

3. Expectations and Responsibilities of the School Community

Maintaining academic integrity is a shared responsibility of the entire school community. All stakeholders are expected to embrace, promote, and maintain academic integrity. The IB state that *'All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in IB programmes are expected to act honestly, responsibly, and ethically'*.

All members of our school community will use APA citations and referencing.

3.1 School Leadership Team

- Establish a school culture that actively encourages academic integrity
- Teach students about academic integrity from the start of their education at Saint Charles
- Provide comprehensive training and support for staff on good academic practice and ethical behaviour to support academic integrity
- Review the Academic Integrity Policy regularly and share it with the community.
- Ensure that teachers and students are held accountable and adhere to the policy and understand the consequences of misconduct.
- Supervise investigations into school maladministration, in conjunction with programme coordinators.
- Act with integrity in all decision-making, ensuring transparent, fair, and consistent procedures for managing academic integrity incidents.
- Immediately notify the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents

3.2 Programme Coordinators

- Act as role models, exhibiting honest, ethical, and responsible behaviour. IB state that *'Programme coordinators must avoid conflicts of interest, apparent or real, and acts that may constitute maladministration. Coordinators are also expected to act decisively when an incident of academic misconduct or maladministration occurs, which must be reported immediately to the school's leadership and the IB, as appropriate.'* (IBO, 2025)
- Ensure that all school and IB policies are applied fairly and consistently
- Ensure that teachers, students and parents and legal guardians have a copy of, read and understand the school's academic integrity policy and the programme relevant IB regulations. This includes how to act if they witness an incident that goes against this policy.
- Organise meetings and workshops for teachers, support staff, students, and parents/families to explain the policy and address questions
- Ensure all staff involved in programmes receive adequate training
- Ensure compliance with secure storage of confidential materials and proper conduct of examinations

- Ensure all students involved in external IB examinations receive adequate support and training.
- Supervise investigations into student academic misconduct and school maladministration, reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- Support the development of Approaches to Learning (ATL) skills, particularly research and information literacy.

3.3 Teachers and Non-teaching Staff

- Help students understand academic integrity, fostering a conscientious and responsible attitude, ensuring students are aware of expectations from the relevant subject area
- Provide explicit focus on information literacy, effective citation, and referencing skills using age-appropriate tools and systems
- Clearly communicate expectations for tasks, assignments, and assessments regarding AI and other tools. This should include sharing good examples.
- Highlight the differences between collaboration and collusion and use assessment methods to promote legitimate collaboration.
- Give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- Model academic integrity in their own teaching materials and practices.
- Continuously evaluate students' work and take appropriate action when misconduct is suspected, addressing it as a learning opportunity first as appropriate
- Work with the IB Coordinators to plan manageable workloads for students to allocate time effectively.
- Collaborate with the school library team to support students
- Report incidents of potential academic misconduct to IB coordinators.
- Ensure that any student work uploaded to the IB has been authenticated. If the teacher is uploading work on behalf of the student, ensure that students have completed the IB Student Consent form.
- Keep electronic copies of students' past work for three years in case a plagiarism check is required
- Respond to school maladministration and support the school's and IB's investigations.

3.4 Librarians

- Guide and support the development of academic integrity within the school community.
- Organise workshops on research skills, evaluation of resources (origin, purpose, content, value, limitations, credibility, accuracy, reliability, relevance, scope), and correct citation.

3.5 Students

- Take ownership of their learning and be proud of their own work
- Read, understand, and adhere to Saint Charles' Academic Integrity Policy, and IB relevant policies, asking for clarification when unsure
- Think critically about sources and be proactive in learning research and referencing skills
- Produce and submit their own work, understanding that authentic and genuine work reflects personal achievement
- Acknowledge all sources, including ideas, words, images, sounds, and other intellectual property, using consistent referencing styles
- Complete the Academic Integrity Declaration at the beginning of each academic year (Appendix B) and give consent for teachers to upload to IB work on their behalf (Appendix C)
- Use information technology and social media platforms responsibly, including but not limited to:
 - not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
 - not using inappropriate language or sentiments that may be aired at a future job or university interview
 - not expressing views, behaviour or language that brings the IB into disrepute.
- Respond to acts of student academic misconduct, and/or school maladministration and report them to their programme coordinators
- Report incidents of potential academic misconduct.
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- Abstain from giving undue assistance to peers in the completion of their work
- Saint Charles provides all DP students with a calendar of assessed work deadlines. It is expected that all students will meet these deadlines. Failure to meet a draft deadline may affect feedback given. Failure to meet a final deadline may result in the work not being submitted to the IB. No work can be resubmitted after the final deadline.

3.6 Parents and Legal Guardians

- Support and encourage independence in their child(ren)'s learning
- Read and discuss the Academic Integrity Policy with their child
- Have an awareness of academic integrity and malpractice and its ethical underpinnings
- Encourage children to seek advice from teachers or librarians if they experience difficulties, rather than providing undue assistance
- Support the school and students' responsibilities regarding academic integrity
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school leadership
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children

3.7 The Use of External Tutors

Educational Approach

External tutors must adopt a teaching approach that:

- Allows adequate time for students to practice skills independently
- Encourages students to make their own discoveries and connections
- Focuses on developing understanding through guided practice rather than passive instruction
- Provide constructive feedback on student practice and performance
- Focus sessions on developing the student's ability to approach and complete work independently

Professional Responsibility

External tutors must:

- Take full responsibility for the quality and appropriateness of tutoring sessions
- Understand that they are not responsible for the final quality of students' academic work
- Respect the school's academic standards and academic integrity policies
- Support the student's development of independent learning skills

Communication and Transparency

- Parents/guardians must inform the relevant Houseparent and IB Coordinator when engaging an external tutor
- Students must provide the external tutor with the school's academic integrity policy
- External Tutors should maintain open communication regarding the student's tutoring arrangements through meetings with the student's teacher and/or IB Coordinator

4. The Role of Artificial Intelligence (AI) in Academic Work

'The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools.'

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

(IBO, 2025)

4.1 Pedagogical Opportunities of AI

AI can serve as a valuable tool for:

- **Research and Idea Generation:** AI can assist with research and generate ideas, provided it is used transparently and with proper attribution
- **Learning Assistance:** AI tools can be "powerful tutors and research assistants" when used effectively to help students understand topics, concepts, or skills more deeply
- **Teaching Support:** Faculty can utilise AI as "helpful teaching assistants" for tasks such as designing lesson plans, generating questions, providing feedback, and evaluating assignments
- **Enhancing Assignments:** Students may use AI in assignments when deemed appropriate, as a tool to support learning

4.2. Ethical Challenges and Guidelines for Responsible AI Use

While AI offers benefits, it also presents ethical challenges that require careful navigation:

- **Originality and Attribution:** Work produced, even in part, by AI tools is not considered the student's own. As with any other source, any AI-generated text, images, or graphs must be clearly copied from such software and attributed
- **Transparency and Citation:** AI-generated content must be credited in the body of the text and appropriately referenced in the bibliography. The in-text citation should contain quotation marks, the specific prompt used, and the date the AI generated the text. An essay predominantly composed of AI-generated content will receive few, if any, marks
- **Limitations and Critical Thinking:** Users must understand the limitations of AI tools, as they may generate false, inaccurate, outdated, biased, fictional, or offensive content, and may not accurately cite sources. It is crucial to verify AI output with reliable sources and engage in critical thinking, rather than using AI as a replacement for one's own work and decision-making.
- **Data Privacy and Security:** Users must exercise caution with private information provided to AI tools, assuming it will be collected, analysed, and used for various purposes. Sensitive, confidential, or identifying data should never be input into AI tools.

4.3 Teacher's Role and Clear Guidelines

Teachers are responsible for clarifying the appropriate and inappropriate uses of AI tools for specific tasks, assignments, and assessments. They should integrate discussions on ethical AI use, including potential biases and limitations, into the curriculum. Teachers are expected to apply professional judgment to determine the effectiveness, accuracy, and appropriateness of AI output.

A "Traffic Light system" (red, yellow, green) will be used to provide clear guidelines on when and how AI can be used.

When work is submitted for final assessment to the IB, teachers must authenticate that the work submitted. IB recommend the following approach:

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.
- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

(IBO, 2025)

4.4 Using software to improve language and grammar

Various software programs are available to help improve writing quality. These range from basic spell-checking tools (such as those built into Microsoft Word) to advanced writing assistance platforms like Grammarly that can suggest sentence improvements. Additionally, AI-powered writing tools including QuillBot can provide alternative phrasings, paragraph restructuring, and content generation assistance.

The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed. Please note: IB state that *'IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools. The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted'* (IBO, 2025).

The IB awards bilingual diplomas, and universities and schools look at the language subjects that 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. For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.

Please note, IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the Access and inclusion policy for more details.

5. Student Academic Misconduct

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 (IBO, 2025).

5.1 Categories of Student Academic Misconduct (including, but not restricted to):

Plagiarism: using someone else's material and presenting it as one's own. This includes:

- Copying text, images, or graphs from external sources or peers without citation
- Using AI-generated content without proper citations and referencing
- Using translated materials without acknowledgment
- Poor paraphrasing or word substitution without clear acknowledgment
- Memorizing and reproducing text in examinations without citation
- Copying pieces of art or computer programming codes

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

Falsification of Data: Misrepresenting, selecting, or fabricating data or information to enhance conclusions or present as one's own.

Misconduct During an Examination: any behaviour that gives a student an unfair advantage, such as: taking unauthorized material into an examination, disruptive behaviour, communicating with another student, or attempting to remove secure materials.

Submitting Commissioned Work: Submitting work entirely or heavily produced/edited by a third party (e.g., friends, family, tutors, essay writing services, file-sharing sites).

Unethical Behaviour: Including inappropriate, offensive, or obscene material in any assessment materials, or breach of ethical guidelines when conducting research.

Gaining/Attempting to Gain Unauthorized Access to Examination Content: Before or during the examination's scheduled time, or within 24 hours after completion.

Sharing Examination Content: Before, during, or within 24 hours after the examination.

Failing to Report Misconduct: Being aware of an act of misconduct but deciding not to report it.

Interfering with an Investigation: Not cooperating, providing false information, influencing witnesses, or threatening behaviour.

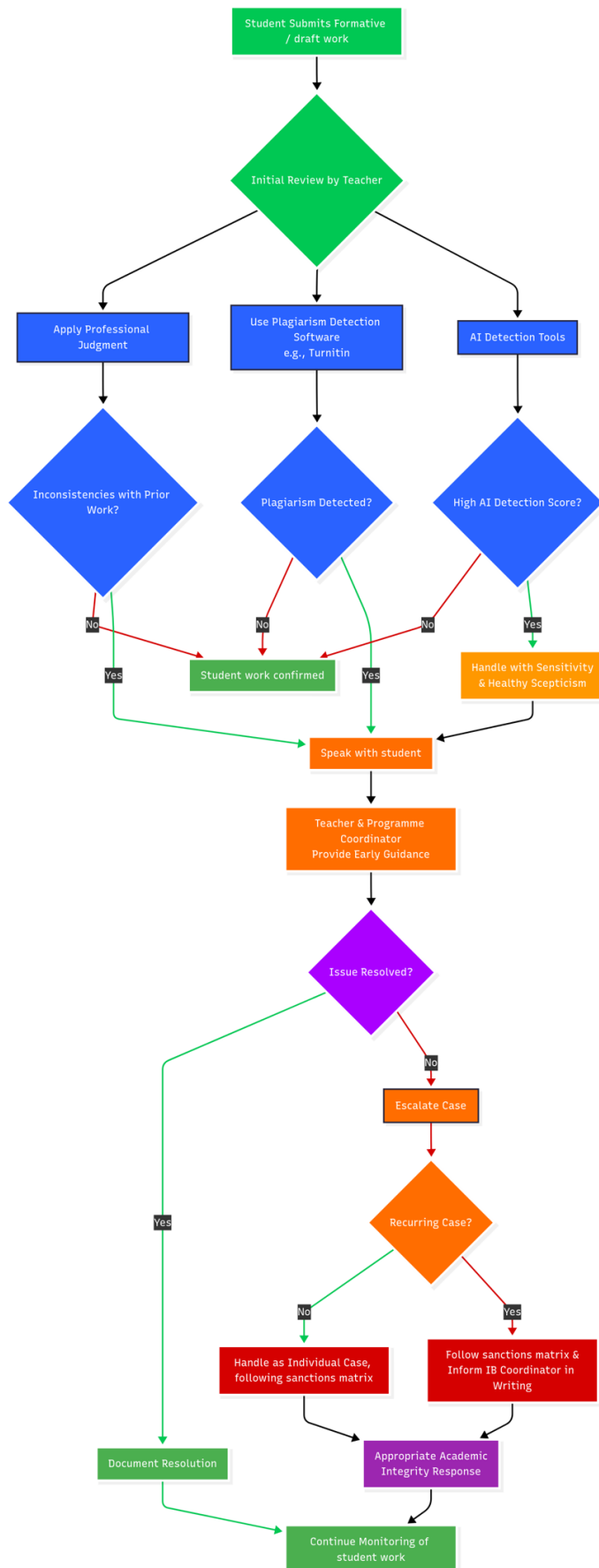
5.2 Guidance on Collaboration vs. Collusion

Collaboration: Refers to students working together with a shared aim, supporting each other in an endeavour where all group members contribute. Legitimate collaboration is encouraged to develop social and communication skills.

Collusion: Occurs when a student presents work, done collaboratively with a team, as their own without acknowledging the contribution of other students, regardless of intent. It is also defined as supporting academic misconduct by another student, such as allowing one's work to be copied or submitted for assessment. Teachers are encouraged to supervise group work and design assessments that enhance individual contributions (e.g., peer assessment, logging activities) to prevent collusion.

6. Procedures for Managing Academic Integrity Incidents

6.1. Detection and Monitoring



Flowchart created using MermaidChart

6.2. Investigation Process in formative and summative in-school assessments

- If a teacher has concerns, they will discuss with the Programme Coordinator
- Teacher will speak with the student to clarify understanding of their work and process. The student will have the right to explain their point of view, and a parent or guardian may be invited to be present at meetings, if appropriate.
- For suspected academic misconduct, a thorough, fair, and transparent investigation will be initiated, collecting evidence to reach an impartial and proportionate outcome. This information should be anonymized when relevant
- All individuals involved in the investigation will be given the opportunity to present a written statement, using IB standard templates as appropriate.
- Evidence will be collected, corroborated, and all parties involved will be informed of the investigation's details, duration, and possible consequences.

The school will use the principal used by the IB with the 'Balance of probabilities' approach. "Balance of probability" means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available. (IBO, 2025)

6.3 Student Academic Misconduct in Internal Assessment / External Assessment work that will be submitted to the IB for final assessment, prior to submission

When concerns arise regarding the authenticity of official International Baccalaureate (IB) internal or external assessments, the IB Coordinator will initiate and oversee a formal academic integrity investigation. This process follows established IB protocols (IBO, 2025) and utilizes standardized IB templates for documentation and evidence collection.

Investigation Process

Evidence Collection

The IB Coordinator will gather all relevant documentation that may assist in determining the authenticity of the submitted work. This may include:

- Additional samples of the student's verified written work
- Preliminary drafts, outlines, or planning documents for the assignment
- Original data collected during experimental procedures
- Complete bibliography and source materials referenced in the work
- Any other materials deemed pertinent to the investigation

Student and Teacher Interview

The IB Coordinator will conduct a formal interview with both the student and the subject teacher. During this meeting, the student will be required to provide a comprehensive explanation of their methodology and conclusions. All participants must review and agree upon a written summary of the discussion before concluding the interview.

Additional Interviews

When circumstances warrant, the IB Coordinator may conduct supplementary interviews with other students or staff members. These interviews will be facilitated by the IB Coordinator in conjunction with either the subject teacher/supervisor or the Head of School.

Collusion Investigations

In cases where academic collusion is suspected, all involved students will be separated and interviewed individually to ensure the integrity of the investigation process.

Student Rights and Support

Students maintain the right to request the presence of a parent, guardian, or designated school community member during any interview conducted as part of the investigation.

Resolution and Consequences

Following the completion of the investigation, outcomes will be determined based on the findings:

Additional Opportunity If the investigation reveals concerns about academic integrity and sufficient time remains before the final submission deadline, the student will be required to complete a new assessment under direct supervision.

Alternative Outcome When time constraints prevent the creation of new work, or when the integrity concerns cannot be adequately addressed, the International Baccalaureate Organization (IBO) will be notified that the student has not successfully completed the requirements for the subject in question.

Additional Disciplinary Action The school reserves the right to impose supplementary sanctions

6.4 Student Academic Misconduct in work that has been submitted to the IB for final assessment

When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator will inform the IB as soon as possible.

Please refer to the IB Academic Integrity Policy (IBO, 2025) for further details on 'Investigation into student academic misconduct cases'.

6.5 Academic Integrity in formal school examinations

Training and Preparation

The IBDP Coordinator will conduct mandatory training sessions and informational briefings to ensure all examination invigilators and candidates understand and maintain proper examination protocols. Current IB examination regulations are distributed to all invigilators and students prior to each examination session to ensure compliance with the most recent requirements.

Misconduct Reporting

Any instances of examination misconduct will be reported directly to the International Baccalaureate Organization for comprehensive investigation and adjudication in accordance with IB procedures.

6.6. Appeals

Students have the right to appeal decisions made by the school, following the school complaints policy, or to the IB following IB decision.

Appeals against IB decisions are considered if there is evidence of process failure or new relevant evidence.

7. Consequences of Academic Misconduct: Student Sanctions

In general, the matrix below will be used in identifying consequences. However, this may be amended considering intent or non-intent, age and level of awareness of the student, and history with academic honesty. The IB penalty matrix from the IB Academic Integrity policy (IBO, 2025) will also be consulted and used.

7.1 Learning Opportunities: Stage 1

In cases of unintentional or minor misconduct (e.g., inaccurate referencing), the initial focus will be on educating and supporting the student to learn from mistakes and avoid future challenges. Student sanctions will be based on stage 1 in the Student Academic Misconduct Matrix (7.4 in this policy)

7.2 Intervention: Stage 2 and 3

For more significant or repeated incidents, a staged intervention approach will be followed using the investigation procedures detailed in section 6 of this policy. This may result in:

- Opportunity to redo assignments (unsupervised/supervised)
- Formal warning letters
- Zero marks for the component
- No grade for the subject(s) concerned
- No retake allowed, or specific retake conditions
- Internal or external suspension, recorded on school record
- Permanent disqualification from current and/or different programmes for very serious offences

The Student Academic Misconduct Matrix in section 7.4 will be used to identify the appropriate consequence.

7.3 External Examinations: IB sanctions matrix

Misconduct in external examinations will be reported to IB, with outcomes dictated by them using the IB penalty matrix (IB Academic Integrity policy Appendix 1.2).

7.4 Student Academic Misconduct Matrix

	Examples	Homework / Formative assessment	Summative Assessed Work	Internal Assessment (prior to uploading to IB*)
Minor / First offence Stage 1	Minor citation errors	Reminder of policy	Zero grade awarded for work	The opportunity to submit new work
	Unintentional failure to properly attribute a source	Constructive feedback given and the opportunity to resubmit work	Constructive feedback given and the opportunity to resubmit work for re-grading	Parents & coordinator informed
	Cheating in a formative in-class assessment	Recorded on ManageBac in gradebook	Parents & coordinator informed	
Intervention Stage 2	Examples	Homework / Formative assessment	Summative Assessed Work	Internal Assessment (prior to uploading to IB*)
	Plagiarizing a portion of text from sources without correct citations and referencing	Zero grade awarded for work and the opportunity to resubmit work	Zero grade awarded for work	Zero grade awarded for work
	Altering data in a formative lab report	Coordinator informed	Meeting with Parents, Teacher & IB Coordinator	Full investigation and report sent to parents
	Cheating in a summative End of unit class exam			Internal suspension for 1 day
				Final warning issued
Intervention Stage 3	Examples	Homework	Summative Assessed Work	Internal Assessment (prior to uploading to IB*)
	Plagiarizing substantial portions of text	Zero grade awarded for work	Zero grade awarded for work	Removal from the programme and possible expulsion
	Cheating in formal End of Year exams	Meeting with Parents & Head of School	Recorded on School transcript	
	Purchasing essays or assignments from online services	Internal suspension for 1 day	Off campus suspension from school	
			Final warning issued	

** If the offence is discovered after the official IB candidate declaration has been signed, or occurs in an external examination, IB will be notified, and a full investigation will be launched. Students that are found guilty of malpractice on externally moderated assessments, projects, essays and/or written examinations will be subject to IB sanctions as outlined in the Handbook of Procedures. for the other subject(s) in which no malpractice has occurred.*

8. Works Cited

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International Baccalaureate Organization (2025, March 5). Retrieved August 6, 2025, from <https://www.ibo.org/about-the-ib/mission/>

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9. Policy Review

This Academic Integrity Policy will be reviewed annually by programme coordinators, and librarian(s), with feedback from teachers and other stakeholders. The updated policy will be made accessible to the school community through Managebac.

Appendix A: Student Expectations

MYP 4	<ul style="list-style-type: none"> ● Staff will model and explain how to create in-text citations using the APA system, the use of quotations and paraphrasing ● Students will correctly reference any AI-generated text, images, or graphs. AI-generated content will be credited with in-text citations and appropriately referenced in the bibliography. The in-text citation should contain quotation marks, the specific prompt used, and the date the AI generated the text ● Staff will support students in using websites to help in the creation of a bibliography ● Students will include references for works used to ensure that they have clearly distinguished between their own work and that of other sources, using APA as much as possible ● Students will review their work prior to submission to check that all sources of information are acknowledged, using the APA system as much as possible ● During exams, students will strictly follow all rules and instructions. <p>Students will be developing in their use of this through the year: ALL students will be expected to acknowledge their sources in some way using in-text citations and a bibliography; SOME students will be able to successfully do this using the APA system.</p>
MYP 5	<ul style="list-style-type: none"> ● Staff will develop and support students in the use APA referencing for ALL pieces of work, including AI support (bibliography and in-text citations) so ALL Students will be able to do this successfully by the end of the year with NO support ● Students must keep a copy of their rough notes and drafts for summative assessments in case of any queries regarding academic integrity ● Staff will monitor academic integrity and strictly enforce the consequences as laid out in this policy.
DP	<ul style="list-style-type: none"> ● Using APA referencing correctly and throughout, with a complete bibliography and in-text citations ● Students must keep a copy of their rough notes and drafts for summative assessments in case of any queries regarding academic integrity ● In all test and assessments, students must follow the rules as set out by IB ● Staff will monitor academic integrity and strictly enforce the consequences as laid out in this policy.
New Students	<p>As new students join Saint Charles, the librarian and subject teachers will ensure that students are brought up to the level of the class they have joined through the use of 1:1 mentoring sessions and regular support. This will be supported by the homeroom teacher in homeroom time and the Coordinators</p>

Appendix B: Student Academic Integrity Declaration

Academic Integrity Declaration: IB Diploma Programme

Student Name: _____

Class: _____

Please read our Academic Integrity Policy carefully before signing this document

By signing below, I acknowledge that:

- I have read and understand the Saint Charles Academic Integrity Policy and undertake to respect its contents
- The policy has been clearly explained to me
- I will use the processes for acknowledging someone else's work or ideas and will appropriately acknowledge all uses of someone else's work or ideas using APA style formatting. I understand that I must ask for help if I am unsure about what constitutes academic integrity in any of my assignments.
- I will submit only work that I have completed independently. I will not allow other students to copy or to submit work that I have completed
- I understand that all work that I submit to any teacher for consideration and/or assessment will be my own authentic work. This includes homework assignments, formative assessments, summative assessments, and work to be submitted to the IB
- IB does not regard any work produced by AI as my own, even if it is just a tiny part. As with any quote or material from another source, I will credit the software used in the body of the text and appropriately reference it in the bibliography. If this is not done, I understand that I am misrepresenting content, which is a form of academic misconduct.

I understand that I may be asked to:

- Discuss my work with my teacher to show my understanding
- Explain how I completed assignments and what I learned
- Apply my understanding to similar work, for example using a new set of data to demonstrate my knowledge, skills and understanding
- Provide a list of sources I used for my research

What Counts as Academic Misconduct

I understand that the following actions are not acceptable:

- **Plagiarism:** Using someone else's ideas, words, or work and presenting them as my own without giving credit
- **Collusion:** Allowing someone to copy my work or helping them submit my work as their own
- **Duplication of work:** Submitting the same work for different assessments
- **Malpractice:** including falsification of data and not following IB regulations

My Commitment

I understand that there are consequences if I engage in academic misconduct, and I commit to maintaining the highest standards of academic integrity in all my work. I also understand that it is my responsibility to report any concerns about academic misconduct to my teacher or IB Coordinator.

Student Signature: _____ Date: _____

Appendix C: Candidate Consent

Candidate Consent for Saint Charles to Upload work to IB 'eCoursework'

For students who do not use the candidates.ibo.org site to upload their eCoursework, the IB requires that student's IB school (via the programme coordinator) obtains consent and/or permission from the students allowing the upload of eCoursework on the student's behalf.

Below is a consent that students must sign to permit Saint Charles to upload eCoursework.

Candidate consent

By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system.

You also confirm that you are **at least** 15 years old and that the version of any materials you pass to your Programme Coordinator, or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Signature.....

Print name.....

Date.....