

THE FALCON SCHOOL



Academic Integrity Policy

Middle Years Programme & Diploma Programme

Academic Year 2026–2027

This Academic Integrity Policy will be reviewed periodically to ensure its relevance and effectiveness. Any necessary revisions will be made in consultation with relevant stakeholders.

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1. Introduction

The Falcon School is committed to fostering an environment that promotes Academic Integrity and ethical behaviour among students, teachers and other members of the school community. Upholding Academic Integrity is essential not only to ensure the credibility and fairness of teaching, learning and assessment, but also to cultivate a culture of honesty, trust, responsibility and respect.

This policy applies to students and staff participating in both the IB Middle Years Programme (MYP) and the IB Diploma Programme (DP) and reflects the principles and expectations of the International Baccalaureate regarding Academic Integrity.

Alignment of the Falcon School and IB Missions

The Falcon School and the International Baccalaureate aim to develop inquiring, knowledgeable, and principled young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB Learner Profile

The IB learner profile is a set of attributes that the IB aspires to develop in students. These attributes are to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. This policy has special reference to the concept of being principled.

Policy Statement

The Falcon School firmly believes in the promotion of the IB learner profile attributes. As such, the following Academic Integrity Policy has been established to guide and support students, teachers, and others in maintaining high standards of honesty, trustworthiness, and fairness in all academic endeavours.

2. Purpose

The purpose of this Academic Integrity Policy is to foster a culture of honesty, responsibility and ethical behaviour throughout The Falcon School and to establish clear expectations for Academic Integrity within both the IB Middle Years Programme and Diploma Programme.

The School recognises Academic Integrity as an essential element of teaching, learning and assessment. Students are expected progressively to develop the knowledge, skills and personal responsibility required to produce authentic work, acknowledge the ideas and work of others appropriately, and understand the consequences of academic misconduct.

Academic Integrity is a shared responsibility involving students, teachers, programme coordinators, school leadership and parents.

General Principles

2.1 Definitions of some key terms relevant to IB Academic Integrity:

Academic Misconduct	Academic misconduct is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages another student) in one or more assessment tasks.
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Academic Integrity	Academic Integrity is a commitment to honesty, trust, fairness, respect and responsibility in teaching, learning and assessment. At The Falcon School, Academic Integrity means that students produce authentic work, acknowledge the contributions and intellectual property of others, and act responsibly in all forms of assessment.
Plagiarism	Plagiarism is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words or works of another person without proper, clear, and explicit acknowledgement.
Collusion	Collusion is defined by the IB as supporting malpractice by another student. Most often this occurs when one student allows their work to be copied or submitted for assessment by another. This also includes receiving help from family members. However, at times, collaboration between classmates is permitted, and even encouraged. At the Falcon School, teachers take steps to ensure that the difference between collaboration and collusion is made clear. In collaborative or group work situations, students must present work in their own words and acknowledge the work of others. Teachers are also encouraged to set up assignments so that roles and responsibilities are clearly defined for students to prevent collusion.
Intellectual property	Intellectual property refers to property which exists because of an individual's creativity. This includes music, literary/artistic works, symbols, logos, discoveries, and inventions. Intellectual property is a legal term which refers to creations of the mind for which exclusive rights are recognized.
Authentic authorship	Authentic authorship refers to the fact that a student's work must be based on their own, original ideas with the ideas and work of others fully acknowledged. At the Falcon School, students are encouraged and required to use the work of others to support their ideas and arguments. However, they are also required to ensure that proper credit and acknowledgement is given.
Duplication of work	This is defined as the presentation of the same work by the same student for different assessment components and/or school requirements when it is contrary to the regulations of either the school or the external body assessing the work. Examples of duplication are: Submission of an old task done by you or someone else; Using the same piece of work for two assessments.

2.2 Examples:

Academic Misconduct	● Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. ● Using and taking unauthorized material to an assessment, such as cheat sheets or using notes on devices. ● Use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials. ● Asking about and sharing questions and/or answers about quizzes and assessments. ● Sharing answers to assignments/homework without permission. ● Submitting the same work for more than one assignment without permission from the teachers. ● Allowing one's work to be copied or submitted for assessment by another student
Intellectual property	Intellectual property is defined as intangible property that is the result of creativity. This could be anyone's creations of the mind: inventions, artwork, and designs. Forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.
Authentic authorship:	Authentic authorship refers to the person or persons truly responsible for the creation of a work. A source could be authored by an individual, or by an organization or publisher. By teaching Academic Integrity in the MYP programme, students learn to acknowledge authentic authorship appropriately and cite their sources of information accordingly

2.3 Honesty and Responsibility:

Students are expected to complete all academic work with honesty and honesty. Students are responsible for ensuring that work submitted for assessment is authentically their own and that the ideas, words and work of others are appropriately acknowledged.

2.4 Original Work:

All assignments, assessments, and projects must represent the original work of the student unless explicitly stated otherwise by the teacher.

2.5 Collaboration:

Collaboration on assignments is encouraged when permitted by the teacher. However, individual contributions must be clearly identified, and joint work should not compromise the individual assessment of each student. See notes on **Collusion**, above.

2.6 Distinction between Legitimate Collaboration & Unacceptable Collusion

As noted above, collaboration between students is permitted, and even encouraged. Falcon teachers ensure that the difference between collaboration and collusion is made clear. Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another. In collaborative or group work situations, students must present work in their own words and acknowledge the work of others. Teachers also aim to set up assignments so that roles and responsibilities are clearly defined for students to prevent collusion.

In the MYP, legitimate collaboration involves working with others to discuss ideas, share resources, and engage in group activities while ensuring each student's individual work reflects their own understanding and effort. This can include brainstorming together or seeking feedback on work. However, unacceptable collusion occurs when students work together in ways that lead to copying or the submission of identical or overly similar work, undermining the honesty of individual assessments. While students' collaboration is an essential part of MYP work, it is crucial that they produce their own independent work and must never share final answers or solutions.

2.7 Some Real-World Scenarios and Questions

To assist students and teachers in navigating complex situations, the following scenarios illustrate the boundary between acceptable support and academic misconduct:

2.7.1 Editing by Parents or Tutors

Question: *"My parent edited my draft essay and corrected all my grammar and sentence structures. Is this allowed?"*

Guidance: This is Collusion. While a parent or tutor may discuss your ideas, suggest structural improvements, or point out repeated grammatical errors in a single paragraph, they **must not** rewrite, correct, or edit the text for you. The final wording must be strictly your own.

2.7.2 Shared Lab Work & Data

Question: *"My partner and I collected data together in science lab. Can we write our analysis together?"*

Guidance: This is Permissible Collaboration turning into Collusion. Working together to perform experiments and collect raw data is encouraged. However, all data processing, graphs, calculations, and written evaluations must be performed and written independently by each student.

2.7.3 Using AI for Brainstorming

Question: *"I used ChatGPT to generate topic ideas for my TOK essay outline. Is that an integrity breach?"*

Guidance: Permissible with Declaration. Using AI as a brainstorming tool is allowed if authorized by your teacher. However, you must explicitly declare its use, detail the prompts used in an appendix, and ensure all final prose is independently authored by you.

3. Academic Integrity in the Diploma Programme

All work submitted by DP students (whether for IA, examination, or Core requirements) must be authentic and based on the student's individual, original ideas, with all external sources fully acknowledged.

3.1 Internal and External Assessment

All work submitted for internal or external assessment in the Diploma Programme must be the authentic work of the student. This includes Internal Assessments, coursework and other externally assessed components.

Teachers will explain subject-specific requirements for collaboration, referencing, the use of sources and permitted assistance. Students must ensure that all sources are acknowledged and that any assistance received is within the limits permitted by the relevant IB subject guide.

Teachers monitor the development of assessed work and must be satisfied that work submitted for assessment is authentic before it is submitted to the IB.

3.2 Extended Essay

The Extended Essay must represent the student's own independent research, analysis and writing. Students must acknowledge all sources and assistance appropriately and comply with the ethical and Academic Integrity requirements applicable to their research.

The supervisor provides guidance within the limits established by the IB but does not edit or rewrite the student's work. The student and supervisor complete the required reflection process, including the three formal reflection sessions and the viva voce. The supervisor must be satisfied, to the best of their knowledge, that the work submitted is authentic.

3.3 Theory of Knowledge

Work submitted for the Exhibition and the 1,600 word Essay must represent the student's original critical thinking. External examples and arguments must be cited.

3.4 CAS

Reflections, portfolio evidence, and project journals demonstrating the 7 CAS learning outcomes must be authentic records of the student's personal engagement. Falsifying service hours or supervisor verifications constitutes academic misconduct.

4. Authentication of Work

Falcon teachers, whether as part of the MYP or the DP monitor the production of work at every stage. Services such as TurnItIn form part of the authentication process, but do not replace the teacher's knowledge of his/her students.

4.1 Monitoring Process

Falcon School teachers use a range of strategies to detect academic dishonesty. Teacher judgment, since teachers monitor the production of classwork and homework regularly, is usually the first step to detecting plagiarism, although it is possible that plagiarism is brought to a teacher's attention by other means, such as an alert from another student. When academic dishonesty is suspected, teachers canvass other colleagues' opinion about the work, and then employ software (egTurnItIn) or online tools, such as Grammarly, to verify student work.

5. Referencing and Citation (See Appendix 1)

5.1 APA Style:

Students are required to use the American Psychological Association (APA) style for all written assignments and research papers. Proper citation and referencing of sources must be adhered to, including in-text citations and a comprehensive bibliography or works cited page.

5.2 Avoiding Plagiarism:

Plagiarism, whether intentional or unintentional, is a serious violation of Academic Integrity. Students must provide proper attribution for any information, ideas, or phrases obtained from external sources.

5.3 Citation Guidelines:

Students must follow APA guidelines for citing various sources, including books, articles, websites, and multimedia materials. See below for resources and guidance on how to correctly format citations.

6. Use of Artificial Intelligence (AI)

6.1 Principles for the Use of AI

The use of artificial intelligence tools does not remove a student's responsibility to submit authentic work. Students must not present AI-generated material as their own original work.

Teachers will make clear whether, and to what extent, AI tools may be used for a particular learning activity or assessment. Where AI use is permitted, students must follow the teacher's instructions and appropriately

acknowledge or reference AI-generated material used in their work.

6.2 AI and IB Assessment

Students must ensure that the use of AI does not replace the knowledge, understanding, analysis, research or other skills that an assessment is intended to demonstrate. Students remain responsible for the accuracy, authenticity and honesty of all work they submit.

6.3 Acknowledgement of AI

Where AI-generated material has been used and its use is permitted, it must be acknowledged appropriately in accordance with current School and IB guidance. Failure to acknowledge AI-generated content may constitute academic misconduct.

6.4 Teacher Guidance

As AI technologies and IB guidance continue to develop, the School will review its expectations regularly. Students must follow the guidance provided by their teachers and the current requirements of the relevant IB programme and subject.

7. Consequences for Violations

Violations of Academic Integrity, including plagiarism, cheating, and misuse of AI, may result in consequences such as a grade reduction, redoing an assignment, parental notification, or referral to a member of the Senior Leadership Team. Repeated offences may lead to more severe consequences, including academic probation or disciplinary action.

Specifically,

First Offence

- The subject teacher will discuss misconduct with the student and give a warning. Opportunities are given to learn from their mistakes and clarify understanding of that mistake and how to avoid it in the future.
- Students will be given a chance to submit the assessment, do it at a later time or will be given an alternative assessment.

Repeated Offence

- Parents will be contacted via email by the teacher when academic misconduct occurs, making the parents aware of what students need to do to correct the academic misconduct.
- A meeting to discuss the importance of Academic Integrity and the consequences of repeated academic misconduct will be held to ensure all are fully aware of impending consequences. The following parties will attend: the student, the student's parents/guardians, the subject teacher, and a member of the Senior Leadership Team.
- Depending on the type of breach, a student may get a chance to redo part of the assessment or do an alternative assessment, although the final grade may well be reduced.

- In cases of intentional, repeated misconduct, plagiarism, uncited AI use, etc, a student may receive a null mark (zero) on an internal task, the work may not be authenticated, and the school may have just cause not to submit the work to the IB for final assessment.

Academic Misconduct Relating to IB Assessment

Where suspected academic misconduct relates to work submitted, or intended for submission, for official IB assessment, the School will follow the procedures and requirements set out in the current IB Academic Integrity Policy and Diploma Programme assessment procedures.

The DP Coordinator will be informed of any suspected breach involving DP assessment. The School will investigate the matter, maintain appropriate records and communicate with the student and parents/guardians as appropriate.

Where required, cases will be reported to the IB in accordance with current IB procedures. Decisions relating to IB assessment outcomes and sanctions remain subject to IB regulations and procedures.

7.1 Due Process, Student Rights, and Right to Appeal

In alignment with the school's commitment to fairness and procedural justice:

1. **Right to Be Heard:** Before any final determination or sanction is applied for alleged academic misconduct, the student has the right to be informed of the allegation, review the evidence (e.g. similarity reports or draft comparisons), and present their explanation to the Subject Teacher, DP/MYP Coordinator, or Discipline Team.
2. **Advocacy:** During any formal review or meeting regarding suspected misconduct, MYP and DP students have the right to be accompanied by a parent or legal guardian.
3. **Right to Appeal:** If a student or parent/guardian believes that the investigation was procedurally flawed or that the sanction is disproportionate, a written appeal may be submitted to the Head of School within **three (3) working days** of receiving the official decision. The Head of School will convene an independent review panel whose determination will be final.

8. Education and Support

The School recognises that Academic Integrity must be explicitly taught, modelled and reinforced rather than addressed only when misconduct occurs.

Students receive age-appropriate and programme-specific guidance in:

- research and information literacy;
- paraphrasing, quotation and summarising;
- citation and referencing;
- evaluating the reliability of sources;
- distinguishing collaboration from collusion;
- responsible and transparent use of artificial intelligence;
- planning and time management; and
- understanding the Academic Integrity requirements of MYP and DP assessment.

These skills are developed progressively through the MYP and further reinforced in preparation for and throughout the Diploma Programme, including the Extended Essay, Theory of Knowledge and subject-specific Internal Assessments.

8.1 Development of Academic Integrity Skills

Academic integrity practices are explicitly scaffolded across year levels to ensure age-appropriate progression:

Programme Level	Focus & Key Competencies	Taught Practices
MYP Years 1–3	Foundational Honesty & Basic Attribution	• Basic understanding of original work vs copying. • Simple inline citations (Author, Year). • Differentiating deliberate copying from accidental errors.
MYP Years 4–5	Ethical Research & Collaboration	• Formal APA 7th edition formatting. • Paraphrasing. • Clear boundary management in group assessments (Collaboration vs Collusion).
DP Years 1–2	Authentic Scholarship & IB Standards	• Rigorous APA citation across DP Core (EE, TOK) and IAs. • Formal authentication of work. • Responsible, transparent AI citation & prompt archiving.

9. Rights and Responsibilities

9.1 MYP and DP Teachers

Falcon teachers maintain a safe learning environment, fostering a fair and consistent system to nurture students' sense of inquiry.

Rights

In order to embed Academic Integrity in school, the teaching team

- is involved in developing the school's Academic Integrity Policy
- receives all information related to Academic Integrity
- receives support and the resources to implement the Academic Integrity
- receives professional development on Academic Integrity.
- receives appropriate IB professional development
- receives support from the IB community

Responsibilities

The team is expected to:

- communicate expectations and educating students and staff on good practices to take ownership of and responsibility for the learning process
- create a system to closely monitor and investigate any breaches of Academic Integrity, and to promptly address any problems that may arise
- provide regular, appropriate professional development for all teachers, including guidance on teaching the research process in class, and promoting good Academic Integrity practices
- ensure that all members of the school community are responsible for upholding the principle of Academic Integrity in all interactions
- introduce to the programme through a series of introductory sessions and activities to new MYP and DP teachers and students to establish understanding and communicate expectations regarding the research process as well as Academic Integrity across all disciplines and projects
- create a unified research process with a clear progression that helps students and teachers understand how to navigate through sources, document their findings in an academic context and appreciate the way information is shared and constructed
- design a curriculum, in coordination with the librarians and teachers, to educate students about good Academic Integrity practices
- ensure that the Academic Integrity Policy is shared with and implemented by the entire school community
- provide guidance on Academic Integrity checking programs and tools (eg Grammarly or similar) to facilitate checking the Academic Integrity of submitted student tasks

9.2 IB Programmes Discipline Team

The IB Programmes Discipline Team tracks academic and behavioural progress. Concerns are recorded in the Schoolbase Day Book, reviewed, and when appropriate acted upon.

Responsibilities

The team is expected to:

- monitor and record breaches of Academic Integrity in accordance with the Academic Integrity Policy
- maintain a record of each individual case to ensure consistency and fairness
- ensure each student receives fair treatment when incidents of academic misconduct are under investigation
- work with the MYP and DP coordinators to develop an action plan in response to any breach
- inform parents or guardians when a student is being investigated and communicate decided consequences and action plans
- implement the consequences of each case in accordance with the Academic Integrity Policy

9.3 MYP and DP Students

Rights

Students have the right to:

- fair and unbiased treatment
- receive guidance on what is meant by Academic Integrity
- learn from mistakes

Responsibilities

The IB has published documentation of Students' Responsibilities. *See IBO Document on Students' Responsibilities (IBO, 2023)*

In addition, at the Falcon School, all students are expected to:

- be principled
- embrace an ethos where Academic Integrity is upheld
- acknowledge all sources used in producing a piece of work
- encourage others to embrace an ethos of Academic Integrity

9.4 Parents/Guardians

Parents and guardians support Academic Integrity by:

- familiarising themselves with the School's Academic Integrity Policy;
- encouraging students to complete their work independently and honestly;
- supporting effective organisation and time management;
- ensuring that external support, tutoring or family assistance does not compromise the authenticity of student work;
- encouraging students to seek guidance from teachers when they are unsure about Academic Integrity requirements; and
- supporting the School when concerns regarding academic misconduct arise.

9.5 MYP and DP Coordinators

The MYP and DP Coordinators are responsible for:

- ensuring that students, teachers and parents are informed of relevant IB Academic Integrity requirements;
- supporting consistent implementation of this policy across the programmes;
- ensuring that teachers have access to current IB regulations and guidance;
- supporting staff professional development relating to Academic Integrity;
- ensuring that suspected breaches involving IB assessment are handled in accordance with current IB procedures; and
- reviewing the effectiveness of the policy with relevant members of the school community.

10. Communication and Review of the Policy

This policy is communicated to students, staff and parents and is made available to the School community. Academic Integrity expectations are introduced to students at appropriate stages of the MYP and DP and reinforced throughout both programmes.

The policy is reviewed periodically by the School in consultation with relevant stakeholders, including programme coordinators and teaching staff, to ensure that it remains aligned with current School practice and IB requirements. Changes in IB regulations, assessment procedures and guidance relating to emerging technologies will be incorporated as appropriate.

Appendix 1

Resources and Guidance: APA Style Citation

- 1. APA Style Manual:** Refer to the official American Psychological Association (APA) Publication Manual (7th edition) as the primary source for comprehensive guidelines on APA style. This manual provides detailed instructions on formatting, citation rules, and examples for various types of sources.
- 2. Online Writing Resources:** Utilize online writing resources provided by reputable sources. Websites like Purdue Online Writing Lab (OWL) and the APA Style Blog offer guidance on APA formatting, citation rules, and common citation issues.
- 3. Citation Generators:** APA citation generators automate the citation process. <https://www.mybib.com/> and other tools such as Zotero, EndNote, and Citation Machine assist in creating accurate and properly formatted citations. However, always double-check the generated citations for accuracy.
- 4. Classroom Instruction:** APA citation is taught in relevant courses, especially those with a focus on research and writing. Students practise and receive feedback on their citation skills.
- 5. Peer Review and Collaboration:** Peer review and collaboration on citation practices promote a communal understanding of APA style within the student body.

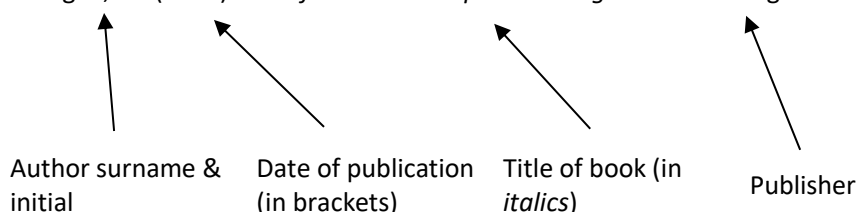
Examples of the use of APA style:

- Book: Author, A. A. (Year). *Title of work: Capital letter also for subtitle*. Publisher.
- Journal Article: Author, A. A., Author, B. B., & Author, C. C. (Year). Title of the article. *Title of the Journal*, volume number(issue number), page range. DOI
- Website: Author, A. A. (Year). Title of the webpage. *Name of the website*. URL

Bibliography (at the end of the assignment)

BOOK

Mangan, M. (2014). *A Preface to Shakespeare's Tragedies*. Routledge.



In-text citations (in the text of the assignment):

Mangan (2014) views Iago's motivation as a combination of different factors ...

Iago's motivation is a combination of factors (Mangan, 2014)...

Iago is not driven by one motivation, but by "too many" (Mangan, 2014, p152)

APA Style Quick Guide

1. General Formatting Guidelines:

- Use 12-point Times New Roman font.

- Double-space the entire paper, including the title page, abstract, and references.
- Set 1-inch margins on all sides of the page.
- Include a page header (running head) on each page, aligned to the left, with the title in all caps and the page number to the right.

2. Title Page (if needed):

- Include the title of the paper, your name, and the institutional affiliation.
- Place the title in the centre of the page, using title case (capitalize major words).
- Do not exceed 12 words for the title.
- Include a running head (abbreviated title) in the header.

3. Abstract (if needed):

- Begin on a new page after the title page.
- Include a brief summary of your paper (150-250 words).
- Use a clear and concise writing style.
- Do not indent the first line of the abstract.

4. In-Text Citations:

- Include the author's last name and the publication year for all in-text citations.
- Use "et al." for three or more authors.
- For direct quotes, include the page number (p. xx).
- Use "and" when citing multiple authors within the parentheses; use "&" outside parentheses.

5. References:

- Alphabetize the reference list by the author's last name.
- Italicize the titles of books and journals.
- Use hanging indents for all lines after the first in each reference entry.
- Include the DOI for electronic sources when available.

Examples:

- Book: Author, A. A. (Year). *Title of work: Capital letter also for subtitle*. Publisher.
- Journal Article: Author, A. A., Author, B. B., & Author, C. C. (Year). Title of the article. *Title of the Journal*, volume number(issue number), page range. DOI
- Website: Author, A. A. (Year). Title of the webpage. *Name of the website*. URL

6. Tables and Figures:

- Number tables and figures sequentially.
- Include a title for the table or figure.
- Provide a source note below the table or figure if applicable.

7. Additional Resources:

- Consult the APA Publication Manual (7th edition) for detailed guidelines.

- Use online resources like the Purdue OWL (owl.purdue.edu) and the APA Style Blog (apastyle.apa.org/blog) for clarification.
- Use the referencing tool in Britannica School.

8. Referencing AI input

- In the Bibliography:
- OpenAI. (2024) *ChatGPT* (Aug 19 version) [Large language model] <https://chat.openai.com/chat>
- Appendix – include, as an appendix, the portion of text produced by the AI on which the final work is based
- Note: AI will respond differently each time a prompt is submitted

NB As AI continues to evolve, so too do the guidelines regarding its citation change. Every effort will be made to keep guidance within this document current.

9. Side-by-Side Citation & Paraphrasing Guide

To ensure clarity, refer to these paired examples of proper versus improper source usage:

Example A: Paraphrasing and In-Text Citation

Original Source Text: *"Artificial intelligence in education offers personalized learning experiences, but it poses significant risks to authentic assessment when unmonitored."*

Poor/Misconduct Practice: Artificial intelligence in school offers personalized learning experiences, but it creates big risks to authentic assessment when unmonitored. (*Reason: Merely swapped a few words without changing structure or citing source*)

Good Practice: While adaptive technologies can tailor learning to individual student needs, unmonitored AI integration creates distinct challenges for evaluating genuine student achievement (Author, 2024).

Example B: Quoting and Formatting

Poor/Misconduct Practice: According to research, AI offers personalized learning experiences but poses significant risks to authentic assessment. (*Reason: Direct quote copied verbatim without quotation marks or page citations*)

Good Practice: According to research, AI "offers personalized learning experiences, but it poses significant risks to authentic assessment when unmonitored" (Smith, 2023, p. 14).

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