



Al-Rayan International School



ACADEMIC INTEGRITY POLICY

2025/2027

ARIS Core Purpose

“We are a diverse community of learners that are committed to **Inspire, Empower** and **Transform** for a better world.”

ARIS Core Values

- Greatness in Everyone.
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

IB Mission Statement

The International Baccalaureate Organisation 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 IBO works with schools, governments, and international organisations to develop challenging international education programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be correct.

ARIS offers the following programmes:

- The International Baccalaureate Primary Years Programme (PYP)
- The International Baccalaureate Middle Years Programme (MYP)
- The International Baccalaureate Diploma Programme. (IBDP)
- The International Baccalaureate Career Programme. (IBCP)

IB LEARNER PROFILE AND ACADEMIC INTEGRITY (Whole-School Approach)

At ARIS, the IB Learner Profile shapes who we are and how we learn. It defines the shared values that guide teaching, learning, and assessment across all programmes — PYP, MYP, DP, and CP. The Learner Profile connects academic excellence with integrity, compassion, and responsibility, forming the foundation of our culture of ethical learning.



INQUIRERS

curious and independent thinkers who question, investigate, and credit sources that inspire their learning.



THINKERS

using critical and creative thinking to make reasoned, ethical decisions.



PRINCIPLED

acting with honesty, fairness, and respect for intellectual property and originality.



CARING

demonstrating kindness, compassion, and respect for the efforts and ideas of others.



BALANCED

managing intellectual, physical, and emotional well-being with self-discipline and respect for others.



KNOWLEDGEABLE

developing understanding across disciplines while acknowledging those who contribute to their knowledge.



COMMUNICATORS

expressing ideas clearly, listening respectfully, and giving recognition to others' contributions.



OPEN-MINDED

appreciating diverse perspectives and cultural contexts with respect and empathy.



RISK-TAKERS

approaching challenges with integrity, courage, and a commitment to doing what is right.



REFLECTIVE

thoughtfully evaluating one's actions, decisions, and their impact on personal and academic growth.

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A: INTRODUCTION

Academic integrity lies at the heart of the International Baccalaureate (IB) philosophy and is central to its Programme Standards and Practices (2022). It reflects the IB's commitment to developing learners who are principled, reflective, and ethical in their pursuit of knowledge. At Al-Rayan International School (ARIS), we recognise that integrity is not merely about compliance — it is about nurturing the moral compass that guides lifelong learning and responsible global citizenship.

As an IB World School offering the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP), ARIS integrates the principles of academic integrity across all programmes, ensuring that they are developmentally appropriate and contextually relevant:

- In the PYP, integrity begins with the concepts of *ownership of learning* and *respect for others' ideas*. Students learn to acknowledge sources, collaborate ethically, and express their original thinking in age-appropriate ways.
- In the MYP, integrity extends into *conceptual inquiry and research skills*, as students learn to differentiate between collaboration and collusion, cite sources accurately, and use technology responsibly.
- In the DP, integrity becomes *academic honesty at an advanced level*, guiding students in research, writing, and critical analysis through the Extended Essay, Internal Assessments, and Theory of Knowledge.
- In the CP, integrity combines *academic and professional ethics*, ensuring that students understand workplace expectations, complete Reflective Projects authentically, and maintain honesty in their career-related studies.

Across all programmes, academic integrity is seen as a shared responsibility — upheld by students, teachers, parents, coordinators, and school leaders — that sustains the credibility of the IB qualifications and the trust within our learning community.

B. ARIS Commitment to Academic Integrity

Guided by the ARIS Core Purpose — *to Inspire, Empower, and Transform for a better world* — and our Core Values of *Greatness, Learning, Creativity, Service, and Change for Everyone*, this policy commits the entire ARIS community to:

- Embed integrity in teaching and learning: ensuring that every learning experience explicitly models ethical use of information and collaboration.
- Leverage cultural diversity: using our multicultural environment to discuss respect, fairness, and honesty as global competencies.

- Promote digital and AI ethics: guiding students to use technology and artificial intelligence responsibly, in line with the *IB Academic Integrity Policy (2024)*.
- Model principled behaviour: making integrity visible through classroom practice, school displays, and community engagement.
- Review and reflect continuously: aligning with IB and ARIS standards through biennial reviews and professional development for staff.

Through these practices, ARIS ensures that academic integrity is not a rule to enforce but a value to embody, fostering a generation of learners who inquire with curiosity, act with compassion, and think with integrity.

C. ACADEMIC INTEGRITY AND MALPRACTICE

All students must engage in an Academic Integrity orientation at the start of each school year to refresh their understanding of acceptable practice and malpractice.

- ***In the Secondary School**, this orientation includes explicit guidance on referencing, citation, plagiarism, and academic honesty expectations in line with IB requirements.*
- ***In the Primary School**, students are introduced to the foundational ideas of authenticity and ownership of work. For example, during the PYP Exhibition, students learn what it means to present authentic work, acknowledge sources, and cite references in age-appropriate ways.*

This ensures that academic integrity is embedded as a continuous learning process across the school, with developmentally appropriate expectations at each level.

Definition of terms

Term	Clear Definition	Key Points to Remember
Academic Integrity	A commitment to honesty, trust, fairness and responsibility in all scholarly work. It guides ethical decision-making and ensures that all work submitted is <i>legitimate, authentic and original</i> .	• Acts as the foundation of learning at ARIS and in all IB programmes. • Builds confidence that every grade earned is deserved.
School Maladministration	Any action by the school—or anyone acting on its behalf—that violates IB regulations and threatens the security or validity of assessments or examinations.	• Can occur <i>before, during or after</i> an assessment. • Examples: altering exam materials, ignoring invigilation rules, or submitting unauthorised student work.

Student Academic Misconduct	Any deliberate or inadvertent behaviour that gives—or could give—one student an unfair advantage or disadvantages another in an IB assessment.	- Includes plagiarism, collusion, impersonation, falsifying data, and unauthorised use of AI tools. - Applies to actions in school, out of school and online, and both paper-based and on-screen assessments. - Covers misconduct occurring <i>before, during or after</i> an assessment or exam.
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Forms of Misconduct (Non-exhaustive)

- Plagiarism – presenting another person’s ideas or work as one’s own.
- Collusion – secretly helping someone gain an unfair advantage (for example, allowing your work to be copied). *Collaboration*, by contrast, is authorised joint work toward a shared goal.
- Duplication of Work – submitting the same work for different subjects or assessment components.
- Exam Misconduct – bringing unauthorised materials into the exam room, disrupting an exam, or any action intended to gain an unfair advantage.
- Other Unfair Advantages – any behaviour that boosts one student’s results or harms another’s.

Note: Malpractice is not limited to students. Misuse of any intellectual property—text, images, data, music, artwork, etc.—without proper acknowledgement is also misconduct.

Acknowledging sources includes crediting ideas gained through discussion with classmates, teachers or others, using footnotes, endnotes, or in-text citations as appropriate.

These concise definitions ensure all community members understand and uphold IB Academic Integrity expectations.

Why these definitions matter

Understanding the concepts above helps every member of the ARIS community recognise—and avoid—behaviours that breach IB expectations. Academic misconduct (by students) and maladministration (by schools) undermine fairness and the integrity of assessment. By internalising these definitions, we protect the culture of honesty and trust that underpins both the IB philosophy and the ARIS mission.

D. THE CONSEQUENCES OF MALPRACTICE

Handling Breaches of Academic Integrity

- Guiding Principle
Academic dishonesty is a serious violation of ARIS values. Proven cases must always result in a formal consequence, be recorded in the student's portfolio, and be reported in writing to parents/guardians.
- Evidence, Not Intent, Is Key
 1. Malpractice is defined as any act that gains—or could gain—an unfair academic advantage.
 2. Proving intent “beyond a reasonable doubt” is rarely possible. Documentation or other concrete evidence is, therefore, the primary basis for determining malpractice.
 3. If intent to deceive is admitted or demonstrated, it strengthens the case but is not required for a finding of malpractice.
- Investigation Protocol
 1. Objective, fact-finding approach – The inquiry must be exploratory, seeking the truth rather than confronting or intimidating the student.
 2. Right to support – The student may request a trusted teacher or staff member to be present during all meetings.
 3. Written statements – Every individual involved is offered the chance to submit a written account of events.
 4. Restricted representation – Parents, guardians, or legal counsel do not attend internal investigative meetings, as their presence could compromise objectivity.

This process ensures fairness, transparency, and alignment with IB expectations while upholding the integrity of the ARIS learning community. The process is attached [HERE](#).

E. ARIS Academic Integrity — Summary of Offences and Consequences

Misconduct Category	Typical Contexts	First-time School Consequence *	Escalating / IB Penalties **
Plagiarism (copying from external sources or peers)	• Homework/class tests• MYP / DP / CP internal assessments or summatives → 1 day to resubmit• EE / PP / RP / Personal Project / PYP Exhibition → 2 days to resubmit• TOK essay / PPS essay → 1 day to resubmit	• Zero mark (unless resubmission granted)• Record in ManageBac/Toddle• Parent meeting + follow-up email	Level 1 – warning letter (minor) Level 2 – zero for component (40-50 uncited words) Level 3a – no grade for subject (≥ 51 uncited words or third-party editing) Level 3b – no grade for parallel subjects (grave/extensive)
Collusion (unauthorised sharing or common write-up)	Any coursework or assessment	• Zero mark + loss of grade• Documented + parent notification	Same Level 1 – 3 matrix, applied to all students who copy or enable copying
Facilitating plagiarism (posting, selling or exchanging work)	Online forums/essay mills / direct sharing	• Zero mark + disciplinary action	Escalates to Level 3a/3b for active selling or distribution
Duplication of work (re-using one's own work)	Submitting identical or substantially similar work in two components/subjects	• Zero in both components• 1 day to rewrite duplicated assignment	Partial reuse → Level 2 in both subjects Full reuse → Level 3a in both subjects
Falsification of data	Any investigation, experiment or research project	• Zero mark + disciplinary action	Level 3a (fabricated/manipulated data)
Exam misconduct / external malpractice	Internal exams	• Immediate removal from the exam session	External IB exams → reported to IB; Final Award Committee determines sanction
Offensive/inappropriate content	Any submitted work	• Minor: warning + rewrite• Moderate: zero mark• Major: disciplinary action; possible Level 3 penalties	—

All proven cases are recorded in the student's portfolio, reported to parents/guardians, and followed by counselling with the Well-being & Emotional Counsellor.

** Repeated offences normally result in dismissal.

Investigation Notes

- Focus on evidence (documentation, Turnitin reports, comparative writing samples); intent strengthens but is not required for a finding.
- Inquiry is fact-finding, not confrontational; students may bring a trusted teacher as a witness and submit a written statement.
- Preventive vigilance is the shared duty of all teachers; IB DP/CP Coordinators notify the IB of any confirmed external malpractice.

F. Use of Artificial Intelligence (AI) Tools

Al-Rayan International School recognises that Artificial Intelligence (AI) tools are increasingly shaping learning and research practices. In alignment with the *International Baccalaureate (IB) Academic Integrity Policy (2024)* and the *ARIS Assessment Policy (Section 15)*, AI use must reflect transparency, honesty, and responsible authorship..

Permitted AI Use (with declaration):

- Brainstorming or outlining ideas.
- Grammar, syntax, or formatting support.
- Generating examples, data, or visualisations to aid understanding (with teacher approval).

Prohibited AI Use:

- Submitting AI-generated text, images, code, or analysis as one's own.
- Using AI during invigilated or take-home assessments unless authorised as an access arrangement.
- Uploading IB-secure materials, confidential school content, or personal data to public AI platforms.

Declaration and Referencing (MLA Style):

Students must acknowledge the use of any AI tool, specifying the **tool name**, **prompt**, and **date of access**.

Example (MLA):

OpenAI. ChatGPT, 5 Nov. 2025, chat.openai.com. Prompt: "Explain the impact of AI on supply-chain efficiency." Accessed 6 Nov. 2025.

Undeclared or prohibited AI use constitutes a breach of academic integrity and will be addressed under Section F (*Procedures and Sanctions*).

See also the ARIS Assessment Policy § 7.3.1 and § 15 for further guidance on AI in assessments.

G. Detection & Prevention of Plagiarism

Student responsibility: Each student must submit only authentic work and review all assignments for correct citation of text, images, data, code and ideas before submission.

Teacher vigilance: Teachers, familiar with each learner's writing style, monitor for sudden shifts in tone, accuracy or formatting (e.g., mixed fonts, kerning). Any atypical work triggers a brief discussion with the student and, if needed, further checks.

Use of Turnitin: All major written assessments (MYP personal project, DP/CP internal assessments, EE, RP, TOK/PPS essays, and selected class tasks) are screened through Turnitin. Similarity reports support, but do not replace, professional judgement.

Citing & referencing guidance: Teachers explicitly teach the IB document *Effective Citing and Referencing* and provide regular reminders on why, when and how to acknowledge sources.

Support over sanction: Students under stress are encouraged to seek help from teachers or the Well-being & Emotional Counsellor early; plagiarism only amplifies stress and consequences.

H. Authenticating Candidates' Work — Key Points

- Teacher oversight – subject teachers and supervisors monitor drafts and coach on correct citation, reducing unintentional errors and deterring misconduct.
- Student accountability – the final version of every assignment must be wholly authentic; students bear full consequences for plagiarism or collusion, intentional or otherwise.
- Action on concerns – if authenticity is in doubt, the teacher/coordinator informs the student immediately, reiterates intellectual-property expectations, and requires correction *before* submission.

I. Programme Coordinators' Responsibilities

- Leadership & Communication

- Serve as pedagogical leaders, maintaining clear communication with teachers, students, and parents/guardians.
- Policy Access & Compliance
 - Ensure all IB regulations, subject guides, and school policies are readily available in print (library) and digital (school portal) formats.
 - Verify that teachers, students, and parents have read and understand the school's Academic Integrity Policy and relevant IB regulations.
- Academic Integrity Oversight
 - Apply school and IB policies fairly and consistently.
 - Enforce secure storage of confidential IB materials and proper conduct of IB examinations.
 - Report suspected academic misconduct or maladministration to school leadership and, when required, the IB.
 - Direct and document investigations of alleged misconduct in line with school and IB procedures.

J. Parents' & Legal Guardians' Responsibilities

1. Read and follow the ARIS Academic Integrity Policy.
2. Ensure your child understands the consequences of any breach.
3. Promote independent work—homework should be completed with minimal outside help.
4. Direct your child to proper support (librarian or subject teacher) for citing sources.
5. Reinforce IB Learner Profile attributes—Principled, Inquirer, Thinker, Reflective, Communicator—during all research and assessments.
6. Model integrity beyond school, so academic honesty becomes a lifelong habit.
7. Attend meetings promptly if your child is involved in an academic dishonesty case.

K. School's Responsibilities

Area	Key Actions
Parent Engagement	• Host an annual “walk-through” session of the Academic Integrity Policy. • Include a focused policy briefing in every PYP-to-DP/CP parent orientation.
Student Orientation	Deliver age-appropriate integrity sessions at the start and midpoint of each academic year.
Library & Research Support	Librarians run regular citation workshops and attend unit-planning meetings to embed integrity skills into inquiry and assessment tasks.
Communication & Visibility	• The communications team posts the policy on the website, highlights reminders on School Stream, and shares updates via PSA WhatsApp groups. • Display integrity posters in each classroom, corridor, and exam venue.
Non-Teaching Staff Involvement	• IT staff safeguard digital platforms (e.g., Turnitin, exam software) and report any security breaches. • Examination invigilators and administrative aides follow IB secure-storage rules, monitor exam conditions, and flag irregularities immediately. • PSA representatives and front-office staff reinforce sign-in/out, supervise study spaces, and remind students of integrity expectations. • Maintenance and security teams ensure posters remain visible and that restricted assessment areas stay locked when not in use.
Whole-School Awareness	All non-teaching personnel receive a brief annual briefing on the policy and their specific duties in upholding it.

L: Teachers' Responsibilities (Based on IB Guidelines)

1. Clarify expectations: Explicitly teach IB and ARIS requirements for every assessment task, using examples drawn from current PYP, MYP, DP and CP units.
2. Explain misconduct and consequences: Use orientation lessons and quick reminders before major deadlines so students understand what constitutes plagiarism, collusion, duplication, exam misconduct and the penalties detailed in Section A of this policy.
3. Plan realistic timelines: Sequence homework, drafts and checkpoints on ManageBac/Toddle so students can manage workloads and meet IB quality standards without last-minute pressure.
4. Provide limited, criterion-focused feedback: Offer one formal round of feedback (as allowed in each subject guide) and avoid “over-editing” that

could compromise authenticity.

5. Label and store work accurately: Save all assessment files with the IB-required naming convention in the programme SharePoint folder; double-check links before uploading to IBIS or e-Coursework.
6. Cross-reference submissions: Coordinate within departments to compare final pieces (e.g., science labs, economics commentaries) across classes, reducing the risk of collusion.
7. Maintain an electronic archive: Keep digital copies of final student work for three years to enable retrospective plagiarism or authenticity checks.
8. Use detection tools responsibly: Screen major written work via Turnitin and review similarity reports; professional judgement overrides raw percentages.
9. Report and support investigations: Promptly log suspected academic misconduct or maladministration in ManageBac/Toddle, inform programme coordinators, and cooperate fully with any ARIS or IB inquiry.

By fulfilling these duties, ARIS teachers create a consistent, transparent environment that upholds the highest standards of academic integrity.

M. Students Responsibilities

- Know the rules: Read and follow the ARIS Academic Integrity Policy and the relevant IB regulations (PYP, MYP, DP, CP).
- Produce authentic work:
 - Complete every assignment, quiz, and exam independently and honestly.
 - Cite all sources—text, images, data, music, ideas—in every written, oral, or artistic submission.

Refuse and report misconduct:

- Do not accept or give unauthorised help (friends, relatives, tutors, essay mills, file-sharing sites).
- Inform a teacher or programme coordinator if s/he witnesses academic misconduct or school maladministration.
- Use digital platforms responsibly
 - Act professionally on ManageBac, Toddle, email, and social media.
 - Never share IB exam content for 24 hours after an assessment.

- Avoid language or posts that could damage personal or IB reputations.
- Own their learning
 - Be honest about his/ her capabilities and seek authorised support—from teachers, librarians, or counsellors—when needed.
 - Recognise that they are fully responsible for every piece of work they submit and for their behaviour online.

By meeting these expectations, students uphold the IB Learner Profile—especially the attribute Principled—and strengthen the culture of academic integrity at ARIS.

N: Bibliographies, References & Citations — ARIS Requirements

Every piece of work submitted for assessment must show intellectual integrity. Accurate in-text citations and a complete *Works Cited* (bibliography) let readers verify evidence and respect the creators of ideas, images, data and code. Failure to cite correctly is treated as plagiarism and subject to the consequences in Section A.

1. Formatting Standard

- Default style: MLA (Modern Language Association) for all essays and written assessments.
- Students receive MLA instruction from subject teachers and librarians before beginning major assignments.

2. Definition (concise)

Term	What it is	Key points
Bibliography / Works Cited	Alphabetical list of every source <i>quoted or paraphrased</i> in the work.	Do not pad with sources that do not appear in the text.
Reference	Full publication details that allow the reader to trace the exact source.	Must be reliable and complete; untraceable references are invalid.
Citation	Short, in-text pointer that links a specific idea/quotation to the full reference.	Include page or line number for print sources where required by style.

3. Minimum Citation Expectations

- Quote or paraphrase → cite
Books, journals, websites, interviews, images, data sets, AI-generated material, etc.

- o Internet sources must show: author (if available), title, URL, and *date accessed*.
- o Interviews (transient sources): must list interviewer, interviewee, date, and place.
- o Use school-approved tools (built-in MLA templates on Word/Google Docs) to ensure accuracy.

4. Sample MLA Entries

Works Cited entry

Gachman, Dina. "During the Covid-19 Pandemic, Avid Collectors Find Joy in Their Prized Possessions." *Smithsonian Magazine*, 13 Nov. 2020, www.smithsonianmag.com/arts-culture/during-covid-19-pandemic-avid-collectors-find-joy-in-their-prized-posessions-180976281/.

In-text citation (direct quote)

"The pandemic has made it the time to fill in any holes in their collections" (Gachman).

5. Teacher Support & Oversight
 - Teachers advise students on reliable vs unreliable sources and confirm that the selected style is applied from the drafting stage onward.
 - Librarians deliver citation workshops and maintain up-to-date guides on the *Effective Citing and Referencing* (IBO, 2014) handbook.

O. Author's note

Finally, this policy document was written in connection with and compiled from the publications listed below and, in fulfilment of the advice therein, and the corresponding advice given in this policy, acknowledges extensive use of the IBO material.

It is important to note that, as a forward-thinking IB World School, we need to emphasise Reading for Enjoyment and Comprehension as well, across Primary and Secondary campuses. Furthermore, we must find out what kinds of learners these pupils are, which will ultimately contribute to the Academic Integrity of these children, making them lifelong learners and ethical professionals.

Academic Honesty: Guidance for Schools (September 2003), IBO

Academic Honesty: Diploma Programme (September 2007), IBO

Academic Honesty in the IB Educational Context (August 2014), IBO

Academic Integrity (October 2019), IBO

Academic Integrity Policy (March 2023)

Effective Citing and Referencing (August 2014), IBO

Extended Essay: Guide (March 2007), IBO

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P. Policy Communication

This policy is communicated on the school website. At the beginning of each academic year, the Programme coordinators and Head of School communicate the policy to parents, students, and staff during orientation programs. For students, this is reiterated during Extended Essay lessons and uploaded on Toddle and ManageBac for reference.

Q. Policy Review

As an institution, we believe in growth through reflection and continuous improvement, and we recognise our role as life-long learners. We are therefore committed to reviewing this policy every two years in the month of June or August to ensure that our policies are aligned with those of the International Baccalaureate.

Q. References and Acknowledgements

This policy has been developed in alignment with the International Baccalaureate (IB) Academic Integrity Policy (2023) and the Programme Standards and Practices (2022). It reflects the philosophy, procedures, and expectations of Al-Rayan International School (ARIS) across all IB programmes — PYP, MYP, DP, and CP.

It acknowledges the contributions of the ARIS Learning Leadership Team, Programme Coordinators, Teachers, Librarians, and Students, and Board, whose collective insights ensure that integrity remains a lived value within our school community.