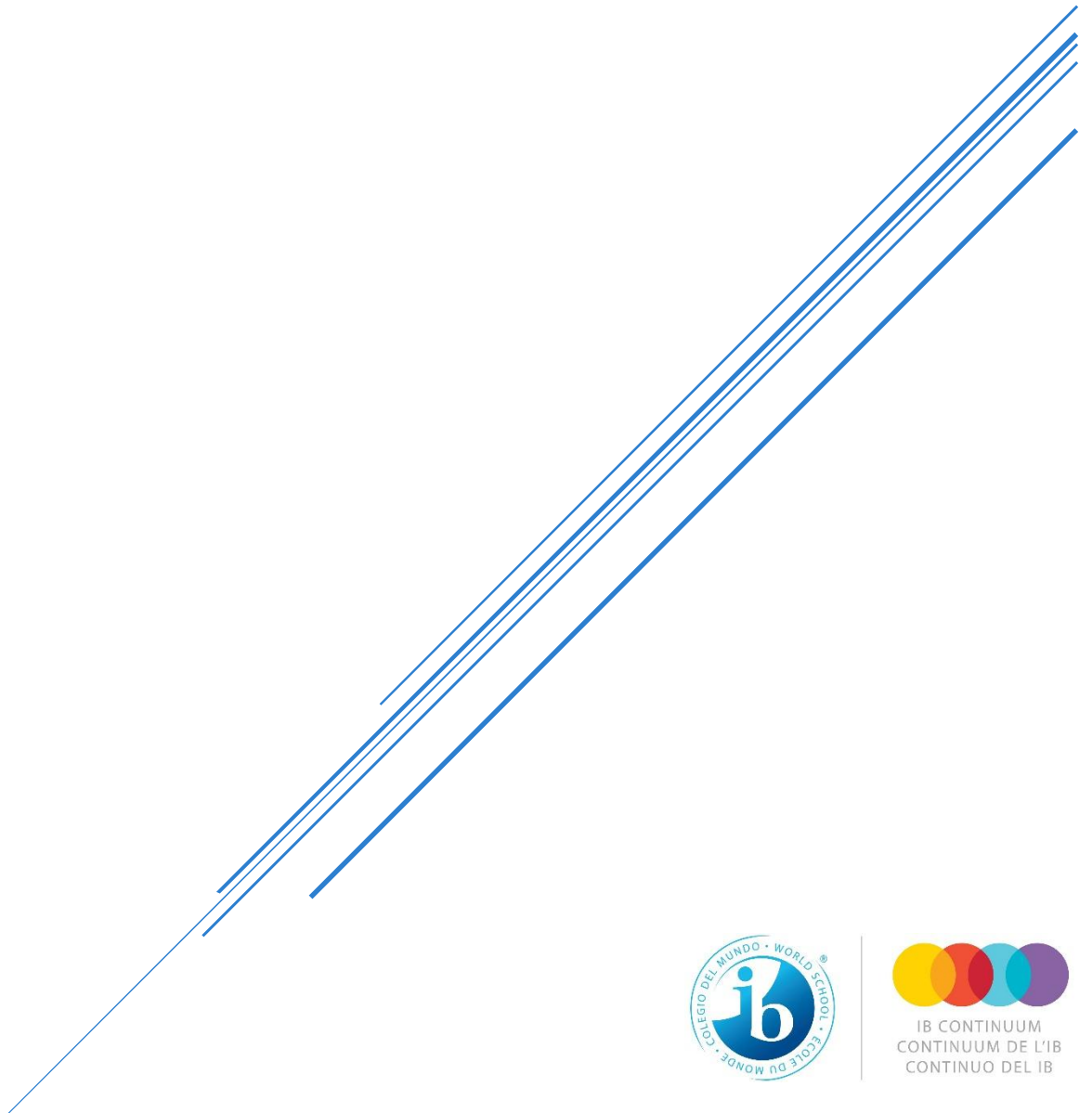


PLATON

ACADEMIC INTEGRITY POLICY



2026 - 2027

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1. Purpose

The purpose of this policy is to establish a shared understanding of academic integrity across the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP), and to promote a culture of honesty, responsibility, fairness, respect, trust and courage throughout the school community.

Academic integrity is viewed as a developmental continuum. It begins in the early years through everyday teaching and learning experiences and grows, through the MYP and into the DP, into the formal standards of authorship, referencing and examination conduct required for IB-assessed work. At every stage, students are supported in becoming ethical learners who take responsibility for their own learning and acknowledge the ideas and work of others.

This policy outlines the responsibilities of students, teachers, parents, the librarian, the PYP Coordinator, the MYP Coordinator, the DP Coordinator and school leadership in supporting academic integrity and applies to all members of the school's learning community, from Nursery through to the completion of the Diploma Programme.

2. Philosophy

At Platon School, academic integrity is embedded in our educational philosophy and reflects our commitment to developing principled, reflective and responsible learners. It is understood as a set of values and skills that promote good practice in teaching, learning and assessment across all three programmes, rather than as a narrow concern with avoiding plagiarism.

Academic integrity extends beyond avoiding plagiarism. It encompasses the development of ethical behaviours that enable students to:

- communicate honestly;
- respect intellectual property;
- acknowledge the contributions and ideas of others;
- produce authentic work;
- use information, including information generated by artificial intelligence tools, responsibly;
- make ethical decisions during inquiry, research and assessment.

Because academic integrity is affected by external factors such as peer pressure, workload and cultural background, it is taught explicitly and revisited consistently as students move from the PYP through the MYP and into the DP.

3. Guiding Principles

The implementation of academic integrity at Platon School is based on the following principles, which apply consistently across the PYP, MYP and DP:

- honesty in learning, communication and assessment;
- trust within the learning community;
- fairness in recognising individual contributions;
- respect for ideas, cultures and intellectual property;
- responsibility for one's own learning and actions;
- courage to ask questions, acknowledge mistakes and learn from feedback.

These principles are aligned with the IB Learner Profile and are embedded throughout the curriculum in each programme.

4. Academic Integrity in the PYP

4.1 Developing Academic Integrity

Academic integrity is developed progressively through age-appropriate learning experiences. Students are supported in learning how to:

- distinguish between their own ideas and the ideas of others;
- express their thinking using their own words;
- acknowledge assistance received from adults or peers;
- identify where information comes from;
- use books, images and digital resources responsibly;
- understand why sources should be acknowledged;
- respect copyright and intellectual property in age-appropriate ways;
- collaborate ethically while recognising individual contributions.

Rather than focusing on sanctions, the PYP emphasizes explicit teaching, modelling and guided practice.

4.2 Inquiry and Research

Inquiry is central to learning within the PYP. Students progressively develop research skills by learning how to:

- ask meaningful questions;
- identify information needs;
- locate appropriate sources;
- evaluate simple sources for reliability;
- record information responsibly;
- organise evidence;
- communicate findings accurately;
- acknowledge information sources using age-appropriate citation methods.

Research instruction is integrated into classroom learning and supported by the school library.

4.3 Information Literacy

The library collaborates with classroom teachers to develop information literacy across all grade levels. Students learn how to:

- access library resources;
- use the Online Public Access Catalogue (OPAC);
- locate fiction and non-fiction resources;
- distinguish between primary and secondary sources when appropriate;
- evaluate print and digital resources;
- recognise misinformation in age-appropriate contexts;
- use information ethically.

4.4 Digital Citizenship

Students are supported in becoming responsible digital citizens. Learning experiences include:

- safe internet use;

- respectful online communication;
- protecting personal information;
- identify appropriate keywords;
- use search strategies and Boolean operators where developmentally appropriate;
- responsible use of digital images and media;
- recognising reliable online information;
- understanding digital footprints.

4.5 Artificial Intelligence

Artificial intelligence tools may be introduced as learning resources where developmentally appropriate. Students are taught that:

- AI supports learning but does not replace thinking;
- work submitted must reflect their own understanding;
- AI-generated information should always be checked;
- transparency regarding AI use is expected whenever applicable.

Teachers provide age-appropriate guidance on the ethical use of emerging technologies.

4.6 Responding to Academic Misconduct in the PYP

Within the PYP, instances of inappropriate academic behaviour are treated primarily as learning opportunities. Teachers investigate situations carefully, considering the student's age and developmental stage. Responses focus on guidance, reflection, reteaching and restoration of learning.

Repeated or significant concerns are managed in accordance with this policy and communicated to parents where appropriate.

5. Academic Integrity in the MYP

5.1 Developmental expectations

Academic integrity in the MYP is taught explicitly and developed progressively. Expectations reflect students' age, prior learning and increasing independence. Students receive instruction, modelling and guided practice before they are expected to apply conventions independently.

In MYP1 and MYP2, students learn to distinguish their own ideas from those of others, paraphrase in their own words, record basic source information, acknowledge quotations and images, and explain the contribution of each member of a group.

In MYP3, students apply agreed citation and bibliography conventions with increasing consistency, evaluate the reliability of sources, maintain research records and identify the boundaries between legitimate collaboration and collusion.

In MYP4 and MYP5, students are expected to reference independently, document their research and creative process, authenticate their work, disclose permitted assistance and use digital or artificial intelligence tools transparently. These expectations apply particularly to the Personal Project and MYP eAssessment components.

5.2 Authentic authorship and collaboration

Authentic work represents the student's own knowledge, understanding, ideas and skills. Students may receive teaching, feedback and other authorised support, but the final work they submit must remain their own. Teachers clarify whether a task is individual or collaborative and what forms of assistance are permitted.

When students work collaboratively, they must acknowledge the contributions of others and remain able to explain their own decisions and learning. Collaboration becomes collusion when a student allows another person to copy or submit work, completes work for another student, shares answers where independent work is required, or presents jointly produced work as solely their own.

5.3 Acknowledging sources

Students acknowledge any words, ideas, data, images, media, code, translated material or other intellectual and creative work that is not their own. This includes material obtained from print and digital sources, interviews, peers, family members, tutors, translation tools and artificial intelligence tools when their use is permitted.

Direct quotations must be clearly identified, paraphrased ideas must still be credited, and a bibliography or reference list must be included when required. Citation expectations are taught across subject groups and increase in complexity across the five years of the MYP. Students are expected to follow the school's agreed referencing guidance and apply one APA referencing system consistently within a piece of work.

5.4 Responsible use of artificial intelligence

Artificial intelligence tools may support learning only when their use is authorised for the specific task. The teacher's instructions determine what use, if any, is permitted. Students remain responsible for the accuracy, quality, originality and ethical acceptability of all submitted work, including work developed with AI assistance.

Students must not use AI to replace the thinking, practice or demonstration of understanding that a task is designed to assess.

Permitted AI use must be disclosed in the manner requested by the teacher, including the tool used, the nature of the assistance received and, where required, relevant prompts or outputs.

AI-generated information must be checked against reliable sources. Invented references, inaccurate claims and biased or inappropriate content remain the student's responsibility.

Submitting AI-generated or AI-transformed material as the student's own work, or using AI contrary to task instructions, is academic misconduct.

5.5 Academic misconduct

Academic misconduct is behaviour, whether deliberate or accidental, that gives a student or another student an unfair advantage, compromises the integrity of an assessment, or misrepresents the authorship or authenticity of work. It may include:

- plagiarism: presenting another person's words, ideas, images, data, code or creative work without appropriate acknowledgement;
- collusion: supporting misconduct by another student, including allowing work to be copied or sharing material when collaboration is not authorised;
- duplication of work: submitting substantially the same work for more than one assessment requirement without authorisation;
- unauthorised assistance: receiving, providing or using help, notes, devices, software, translation or AI tools when this has not been permitted;
- falsification or fabrication: inventing or altering data, sources, evidence, process records or declarations;
- assessment misconduct: communicating during an assessment, accessing unauthorised material, impersonation, disrupting an assessment or failing to follow examination instructions;
- any other behaviour that compromises fairness, authenticity or the validity of assessment.

Teachers explicitly discuss relevant examples before major assessments. A student's lack of familiarity with a convention is considered when determining the response, but does not remove the responsibility to correct the work and learn the required practice.

5.6 Responding to suspected academic misconduct

Concerns are addressed promptly, consistently and fairly. The response is educational and proportionate, taking account of the student's age, experience, intent, the nature and scale of the concern, prior guidance and any previous incidents.

The following process applies to school-based MYP work:

- The teacher identifies and retains the relevant evidence and informs the student of the concern.

- The student is given an opportunity to explain the circumstances and demonstrate their research or production process.
- The teacher determines, in consultation with the MYP Coordinator or relevant school leader where necessary, whether the concern reflects a learning error, poor academic practice or academic misconduct.
- The response may include reteaching, reflection, correction of citations, resubmission or completion of an alternative task. Formal consequences may also apply where conduct is deliberate, repeated or serious, in accordance with the school's assessment and conduct procedures.
- Significant or repeated cases are documented and communicated to parents or guardians. Patterns across subjects or year levels are monitored by the MYP Coordinator and school leadership.

No final decision is based solely on a text-matching or AI-detection score. Such tools may prompt further review, but evidence is considered alongside the student's prior work, drafts, research records, oral explanation and other relevant information.

5.7 Personal Project and MYP eAssessment

For the Personal Project, students must maintain evidence of their process, acknowledge all sources and assistance, and produce work that can be authenticated by the supervisor and the school. Supervisors provide guidance and formative feedback but do not produce, rewrite or correct the project on the student's behalf.

For MYP eAssessment, students follow the current IB requirements for authentication, conduct and assessment security. Suspected misconduct connected with externally assessed or moderated work is referred immediately to the MYP Coordinator and managed through the applicable IB procedures. School-based action does not replace any process or decision required by the IB.

5.8 Review and appeal

A student or parent who believes that the school's academic integrity procedure has not been applied fairly may request a review. The request should identify the decision being challenged and the relevant grounds or evidence. Reviews follow the applicable route in the school's Complaints Policy. Where the matter concerns an IB decision or an externally assessed component, the school follows the review or appeal routes available under the relevant IB procedures.

6. Academic Integrity in the DP

Policy Lead & reviewed	Diploma Programme Coordinator	DP Faculty
Approved by	Director of studies	High School Principal

Our mission

In the context of Platon school's mission to support students' academic journey from childhood to adolescence, it is of outmost importance that the students understand the significance of the concepts of intellectual property and authenticity and apply them when preparing their own work.

Definitions¹

Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.

Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of work: this is defined as the presentation of the same work for different assessment

¹ Diploma Programme Academic Honesty. July 2009

components and/or diploma requirements.

What is considered as malpractice?

Examples taken from the IB Publication on Academic Honesty.

1. *Copying material from a textbook or the internet without properly referencing your source.*
2. *Copying work from another fellow student and presenting it as student's own work.*
3. *Taking unauthorized material into an examination room*
4. *Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.*
5. *Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.*
6. *Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.*
7. *Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.*
8. *Impersonating another candidate.*
9. *Stealing examination papers.*
10. *Using an unauthorized calculator during an examination.*
11. *Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the final examination.*

The use of AI tools in the IB

The recent advancements in AI tools are not considered a new academic integrity concern. Platon iSP students are taught how to make ethical choices when using AI tools and how to reference AI generated material.

According to the IB Publication on Academic Honesty: ²

“The IB believes that since artificial intelligence (AI) technology has become part of our everyday lives, it is not practical to ban its use. However, students should be aware that the IB does not

² Diploma Programme Academic Honesty. October 2019, Updated March 2023

regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography.”

Procedures for dealing with dishonesty and uncredited use of AI tools

As students joining the Platon IB Diploma may be coming from a variety of schools and will not necessarily be acquainted with terms like Plagiarism, Collusion, Malpractice, an efficient amount of time will be allowed for students to appreciate the true meaning of Academic Dishonesty and develop the appropriate reference skills. However:

1. The first time a student is caught using material from books/ internet resources or has used extensive AI generated text without properly referencing it they will receive an “N” grade, and a written record will be kept. The coordinator is informed and the student is reprimanded. Student has to repeat the work.
2. The second time a student is caught using material from books/ internet resources or has used extensive AI generated text without properly referencing it they will receive an “N” grade and parents/guardians will receive an official letter from the coordinator. The Head of the School is informed.
3. The third time a student is caught using material from books/ internet resources or has used extensive AI generated text without properly referencing it they will serve an in-school suspension.
4. The first time two students are caught having excessively similar work, the subject teacher initiates an investigation. If there is sound evidence leading to collusion, the IB Diploma coordinator is informed. Students are reprimanded and must repeat the work.
5. On a second occasion of collusion, parents/guardians receive an official letter from the coordinator, and the Head of the School is informed. A third incident of collusion means the immediate in-school suspension of both students.
6. If a student is caught copying from another student during an exam or using unauthorized material, he/she will receive an “N” grade. The Head of the School is informed, and a letter is sent to parents/guardians. The student is not allowed to re-sit the exam.

7. Initial drafts of all the external and internal components are checked for plagiarism and AI use through the licensed Turnitin school platform; if a high percentage is returned the student is given one opportunity to amend and resubmit their draft. The parents/guardians will receive an official letter from the coordinator, and the Head of the School will be informed. If the student submits a final work that returns a high percentage, the relevant teacher has the right to refuse to authenticate the work, while the coordinator has the right to refuse uploading it to the IB. The student is given one last chance to repeat the work in a short period of time.
8. If a student is caught having unauthorized material in an IB exam, the coordinator is notified and will then notify the IB assessment office [IB Answers]. In this case, procedures are described in the relevant IB documents (*Academic Honesty in the Diploma Programme – Conduct of the IB Diploma Examinations – Academic Honesty in the IB Educational Context*).

Effectively educating students on Academic Honesty – The role of the library

In addition to teachers, the librarian will teach good academic practice for correctly documenting sources and will assist students in locating, evaluating and using information from a variety of sources, print, online, digital and more and in completing bibliographic lists. The librarian is also responsible for the School's Turnitin subscription and will provide teaching staff with individual log-in information.

Platon School prefers the use of the APA system when acknowledging sources, but teachers and supervisors are free to request the use of a citation system appropriate to their particular subject. The Library provides workshops and guides with exemplars on appropriate use of citation systems. When referencing, students should follow the "Publication Manual of the American Psychological Association, (7th Edition)" which is available in the school library. If in doubt, students should ask their teacher or the librarian for guidance.

7. Roles and Responsibilities

Students

- complete authentic work and tell the truth about their learning;

- respect the work and ideas of others and acknowledge sources appropriately to their stage of learning;
- ask for help when needed and engage honestly with feedback;
- in the MYP and DP, take increasing ownership for understanding and applying citation, referencing and examination conduct requirements.

Teachers

- explicitly teach academic integrity and model ethical research practices;
- design authentic learning and assessment experiences appropriate to each programme;
- teach and reinforce research, citation and referencing skills appropriate to each grade level;
- authenticate student work prior to submission for internal or external assessment;
- collaborate with the librarian and relevant programme coordinator.

Librarian

- designing and delivering the Information Literacy Programme across the PYP, MYP and DP;
- teaching research skills, source evaluation, citation and referencing;
- providing instruction in the ethical use of information and digital resources;
- promoting responsible use of Artificial Intelligence within research and learning;
- supporting students undertaking inquiry, the PYP Exhibition, the MYP Personal Project and the DP Extended Essay;

- providing access to reliable print, digital and multimedia resources;
- developing and maintaining research guides, citation resources and library instructional materials;
- collaborating with teachers to integrate information literacy and academic integrity into classroom learning;
- maintaining and promoting access to the Library's OPAC, databases and other learning resources.

Parents

- encourage honest learning at home and support independent work;
- reinforce responsible digital and AI-related behaviour;
- communicate with the school when guidance is needed;
- engage constructively when informed of concerns relating to academic integrity.

PYP Coordinator

- ensures that the teaching of academic integrity in the PYP remains aligned with the philosophy and requirements of the Primary Years Programme;
- supports teachers in the age-appropriate implementation of this policy.
- Informs parents about the PYP philosophy, organizes workshops, and promotes the IB principles throughout the entire school.

MYP Coordinator

- ensures that academic integrity practices in the MYP remain aligned with the philosophy and requirements of the Middle Years Programme;

DP Coordinator

- ensures that academic integrity practices in the DP remain aligned with the philosophy and requirements of the Diploma Programme and with the Diploma Programme Assessment Procedures.

School Leadership

- ensures consistent implementation of this policy across the PYP, MYP and DP;

- provides professional learning on academic integrity, including the ethical use of AI tools;
- reviews policy implementation regularly in consultation with the PYP, MYP and DP Coordinators.

8. Monitoring and Review

The implementation of this policy is monitored through:

- classroom observations and collaborative planning;
- library and research instruction;
- review of student work samples, evaluation reports and, where applicable, IB assessment outcomes;
- reflection meetings and professional dialogue among teachers and coordinators;
- feedback from students, parents and teachers.

This policy is reviewed regularly by school leadership, in consultation with the PYP, MYP and DP Coordinators, to ensure continued alignment with current IB publications and the evolving needs of the school community.

9. References

This policy is informed by:

- International Baccalaureate Organization. Academic Integrity Policy (2023), including Appendix 6: Guidance on the use of artificial intelligence tools.
- International Baccalaureate Organization. Programme Standards and Practices (2025).
- International Baccalaureate Organization. Primary Years Programme: Principles into Practice.
- International Baccalaureate Organization. Effective Citing and Referencing.
- International Baccalaureate Organization. Learning in a Digital World.
- International Baccalaureate Organization. Guide to Programme Evaluation.

Last reviewed : June 2026

