VIII Prywatne Akademickie Liceum Ogólnokształcące

IB World School no. 006265

Academic Integrity Policy

For academic honesty, authentic work, ethical use of artificial intelligence tools, coursework authentication and academic integrity procedures in the IB Diploma Programme

Updated: August 2026

1. Purpose of this policy

This policy sets out how VIII Prywatne Akademickie Liceum Ogólnokształcące ("the School", "VIII PALO") promotes academic integrity, teaches good academic practice, authenticates student work, records and responds to possible student academic misconduct, and prevents and responds to possible school maladministration in matters connected with the International Baccalaureate Diploma Programme ("IB DP").

Academic integrity is not treated by the School only as a disciplinary matter. It is a core educational principle connected with honest learning, respect for intellectual property, fairness in assessment, trust between students and teachers, and responsibility for one's own work. The School combines prevention, teaching, transparent procedures and proportionate consequences.

The policy reflects the School's current practice. It does not create a parallel system where Polish law, the School Statute, the school contract, IB regulations or subject-specific IB requirements already prescribe a binding route. Where a more specific legal, statutory, contractual or IB procedure applies, that procedure prevails.

The policy also provides operational guidance for the use of artificial intelligence tools in student work. In this document, the abbreviation "AI" is used only where it clearly means artificial intelligence. The phrase "academic integrity" is not abbreviated.

2. Normative framework and source documents

This policy has been prepared on the basis of the following documents, requirements and current school practices:

1. The Statute of VIII Prywatne Akademickie Liceum Ogólnokształcące, in particular provisions on the legal status of the School, the IB DP international section, the School's organs and competences, student rights and duties, assessment, classification, promotion, appeals and the specific conditions for students in classes III and IV of the international section.
2. The Polish Education Law Act (Prawo oświatowe), including provisions concerning non-public schools, international sections and school statutes, and other Polish legal provisions applicable to assessment, classification and promotion.
3. IB Rules for IB World Schools, current Diploma Programme Assessment procedures, current Conduct of Examinations documents and any other session-specific IB documents published for coordinators and schools.
4. IB Academic integrity policy, including the IB definitions of academic integrity, student academic misconduct, school maladministration, responsibilities of the school community, investigation principles, penalty matrices and guidance on artificial intelligence tools.
5. IB Guide to programme evaluation and IB Programme standards and practices, especially the requirement that the School implements, communicates and regularly reviews an academic integrity policy that makes the School's philosophy clear, describes rights and responsibilities, distinguishes good practice from misconduct and states what actions are taken if there are transgressions.
6. IB guidance on evaluating artificial intelligence scenarios in student coursework and IB guidance on citing or disclosing artificial intelligence tool use.
7. The previous VIII PALO Academic Integrity Policy and the Ethical Use of Artificial Intelligence Tools Addendum. This policy replaces those documents for IB DP purposes from the date of adoption unless a more specific current document states otherwise.

3. Scope of the policy

This policy applies to the following people and situations:

1. students enrolled in the IB DP or preparing to enter the IB DP at VIII PALO;
2. parents and legal guardians of students in the IB DP;
3. DP Coordinator, Deputy DP Coordinator, Head of School, Deputy Head of School, CAS Coordinator, Extended Essay Coordinator, TOK Coordinator, subject teachers, supervisors, librarians, counsellors, psychologists, pedagogues, invigilators, support staff and other members of staff involved in teaching, assessment, supervision, deadlines, administration or examinations;
4. all forms of student work: written, oral, visual, audio, video, practical, experimental, digital, coding, artistic, performative, collaborative and reflective;
5. classwork, homework, tests, mock examinations, internal school assessment, coursework, Extended Essay, TOK essay and exhibition, CAS documentation, internal assessment, externally assessed coursework, oral examinations, presentations, performances, portfolios, projects, laboratory work, source lists and bibliographies;
6. work completed in physical spaces, online spaces, shared documents, virtual learning environments, messaging platforms, file-sharing spaces, social media, private tutoring environments and home learning environments, where the work affects school or IB assessment;
7. all stages of work, from first idea, research question, planning, data collection, drafting and feedback to final submission, teacher authentication, upload to IBIS/eCoursework and examinations.
8. records, signatures or participation evidence;
9. dishonest conduct connected with academic work, assessment, authentication or academic integrity procedures, including knowingly providing false or misleading information, submitting or supporting a false statement, attempting to influence another student’s account, concealing relevant evidence, or otherwise helping another student commit, conceal or benefit from student academic misconduct.

This policy does not replace IB final decision-making in cases already under IB investigation or IB assessment appeal procedures. It also does not replace Polish statutory appeal routes for annual classification grades where those routes apply, nor the School's Complaints and Appeals Policy where a student or parent/legal guardian is appealing a school-level procedural decision.

4. School philosophy and policy principles

Academic integrity at VIII PALO is grounded in the IB learner profile and in the expectation that students behave as principled learners: they are honest, fair, respectful and accountable for the work they submit and for the consequences of their choices. The School understands academic integrity through five connected fundamentals: honesty, trust, fairness, respect and responsibility.

- **Honesty:** students present what they know, understand and can do without pretending that someone else's work, including but not limited to: words, data, ideas, code, images, calculations, analysis, reflection, art pieces, performances or artificial intelligence-generated output, is their own.
- **Trust:** teachers can trust that student work represents the student's own learning process, while students can trust that teachers apply rules consistently, fairly and supportively.
- **Fairness:** assessment outcomes should reflect each student's own achievement and no student should gain an unreasonable advantage through prohibited assistance, hidden collaboration, unfair access to materials or manipulation of procedures.
- **Respect:** students respect the intellectual property, creative effort and personal rights of other people, including authors, researchers, artists, peers, teachers and communities whose knowledge is used.
- **Responsibility:** students, staff and parents/legal guardians understand their roles, keep records when required, ask questions early and report concerns rather than allowing problems to grow.

The preferred approach is prevention and learning. The School seeks to understand the context of possible breaches and to help students develop the skills needed for honest academic work. At the same time, the School must protect the reliability of school assessment and IB assessment, even where this may require the student to undertake additional work or may lead to serious or disappointing outcomes for the student, including consequences for diploma eligibility.

5. Definitions

This section deliberately uses IB terminology so that the School, students and parents/legal guardians refer to the same concepts as the IB. Unless otherwise indicated, the definitions below are based on the IB Academic integrity policy, especially the Key terms section, and on the current DP Assessment procedures. Exact IB wording is used only where necessary and is marked with quotation marks.

Term	Meaning in this policy	Source note
Academic integrity	The educational principle that members of the school community act honestly and responsibly so others can trust learning, teaching, assessment and decision-making. It includes producing legitimate, authentic and honest work and respecting intellectual property, evidence and fairness.	*Based on IB Academic integrity policy, Key terms, p. 3.*
Authentic work	Student work that genuinely represents the student's own ideas, language, process, decisions and understanding. All external words, ideas, data, images, code, methods, AI-generated material and help must be acknowledged where required.	*Based on IB Academic integrity policy and DP Assessment procedures 2026, section C5.2.*
Student academic misconduct	Deliberate or accidental student behaviour that may give someone an unfair advantage, disadvantage another student, or threaten the integrity of an assessment or examination, including online.	*Based on IB Academic integrity policy, Key terms, p. 3.*
School maladministration	An action or omission by the School, or by a person associated with the School, that breaches IB rules or procedures and could threaten IB assessment or examination integrity.	*Based on IB Academic integrity policy, Key terms, p. 3.*
Plagiarism	Presenting another person's words, ideas, work, data, images, code, structure, creative output or translated/AI-generated content as one's own without proper acknowledgement.	*Based on IB Academic integrity policy, Appendix 3, and current IB guidance on AI tools.*
Collusion	Unacceptable cooperation in which one student supports another in producing work that is presented as individually completed. Collaboration is allowed only when task instructions permit it and the individual contribution remains authentic.	*Based on IB Academic integrity policy and relevant IB subject guides.*
Duplication of work	Submitting the same or substantially the same work for more than one assessment task, subject, component or diploma requirement unless clearly permitted and acknowledged.	*Based on IB Academic integrity policy, Appendix 2.*
Undue assistance	Help beyond permitted guidance that makes the final work no longer the student's own, such as templating, over-editing, rewriting, or third-party production.	*Based on IB Academic integrity policy, Appendix 1 and Appendix 2, and relevant subject guides.*
Artificial intelligence tools	Digital tools that can generate, transform, summarize, translate, code, calculate, analyse, edit or otherwise support content. Their use may be acceptable when transparent, permitted and learning-focused; it is not acceptable when it conceals authorship or replaces required student thinking.	*Based on IB Academic integrity policy, Appendix 6, and IB guidance on AI scenarios.*
Balance of probabilities approach	The standard used to determine whether an alleged event or account is sufficiently established. A finding may be made where, on the relevant evidence available, the decision-maker considers it more likely than not that the event or account occurred. It does not require proof beyond reasonable doubt.	*Based on IB Academic integrity policy, Key terms, "Balance of probabilities approach", p. 3.*
Non-submission	An IB administrative outcome where required assessment material is not submitted for a component. In the context of this policy, it is particularly relevant where the School cannot authenticate the work as the student's own final and authentic work and therefore cannot submit it to the IB. Depending on the component, non-submission may result in no final grade being awarded for the subject.	*Based on DP Assessment procedures 2026, section C5.2.1, p. 127, and section C2.7.2, p. 78.*

Where a later IB publication changes a definition or required term, the current IB definition takes precedence for IB assessment and examination purposes. The School may update this section without changing the procedural safeguards in this policy.

6. Outline of separation of school-level learning cases, IB coursework and IB examinations

Academic integrity concerns may arise at different stages of the two-year programme. The School uses the same principles of fairness, evidence and student voice in all cases, but the decision-maker and possible consequences depend on the stage of the work. The table below provides an overview only. The detailed reporting, decision-making and consequence procedures are set out in sections 14-17.

Context	Main route used by the School	Decision-making and possible consequences
Learning process and internal school tasks during the two-year IB DP course, including homework, classwork, formative tasks, tests, mock examinations, draft milestones and school deadlines that are not yet final IB submission.	School-level procedure under this policy, the School Statute, teacher instructions and the Assessment Policy.	The School may apply educational, corrective, assessment or programme consequences. The IB is not normally involved unless the issue affects IB assessment integrity, future authentication, examination security, school maladministration or an IB reporting obligation.
IB coursework and assessment components before upload or final submission to the IB, including IA, EE, TOK work, orals, portfolios, performances, externally assessed coursework and other components prepared under IB rules.	School authentication route plus this policy. Teachers and supervisors check process evidence, drafts, sources, version history and the student's ability to explain the work.	The School may allow correction only if the relevant IB rules, subject requirements and deadlines permit this. If final work cannot be authenticated, the School will not submit it to the IB as authentic work and follows the applicable IB procedure for non-submission or any other required administrative action.
Work already submitted to the IB, live IB examinations, required supervision periods, examination security incidents or cases opened by the IB.	Current IB Academic integrity policy, DP Assessment procedures, Conduct of examinations documents and IB instructions. The School records, reports and cooperates.	The IB decides IB assessment penalties or outcomes. The School does not replace the IB's decision-making. Any separate school response is limited to school-level consequences under the School Statute, contract and this policy, and does not misrepresent or pre-judge the IB decision.
Promotion, completion of the School and internal programme standing in classes III-IV of the international section.	School Statute, Pedagogical Council competence, and this policy only for establishing whether the academic-integrity or DP cohort timeline condition has been breached.	The academic integrity procedure establishes the facts and records the decision on the relevant condition. The Pedagogical Council remains responsible for promotion or completion decisions under the School Statute and applicable law.

7. Rights and responsibilities of the school community

7.1 School leadership

1. ensures that this policy is current, accessible and consistent with IB expectations, the School Statute and school practice;
2. ensures that teachers, staff, students and parents/legal guardians receive clear information about academic integrity and the possible consequences of misconduct or maladministration;
3. ensures that the School has clear, reasonable and practicable arrangements for teaching, communicating and applying academic integrity expectations, while recognizing that students remain responsible for producing authentic work and for seeking clarification in good time;
4. allocates resources for examination security and safe administration of IB assessment materials;
5. ensures that, when a matter involves possible school maladministration or staff conduct, staff follow the appropriate school, contractual, legal, or HR procedures;
6. ensures that procedures are applied consistently and are fair, transparent, and discreet;
7. ensures that the School cooperates with the IB in any required investigation.

7.2 DP Coordinator

In this policy, "DP Coordinator" means the person formally appointed to that role. The Deputy DP Coordinator supports the DP Coordinator in implementing this policy and may carry out responsibilities delegated by the DP Coordinator. When authorised to act in the Coordinator's place, the Deputy DP Coordinator exercises the responsibilities assigned in this policy to the DP Coordinator.

1. acts as the main person responsible for coordinating academic integrity in the IB DP, unless a conflict of interest requires the Head of School to designate another appropriate member of staff to act;
2. makes sure that current IB rules, subject guidance, assessment procedures and deadlines are available to teachers and students;
3. organizes or coordinates information sessions for students and parents/legal guardians;
4. maintains or supervises the School's DP assessment calendar and ensures that deadlines function as milestones for authenticity checks;
5. receives reports of possible student academic misconduct or school maladministration and starts the applicable procedure;
6. supervises evidence collection and case records;
7. coordinates required communication with the IB, including immediate or 24-hour reporting where required by IB examination or misconduct procedures;
8. ensures that work is not submitted to the IB if the School cannot authenticate it as the student's own work.

7.3 Teachers, supervisors and subject teams

1. teach students the subject-specific meaning of academic integrity, including correct use of sources, citations, data, images, code, laboratory methods, fieldwork methods, collaboration and permitted assistance;
2. explain assessment criteria, task requirements, allowed support and limits on feedback at the beginning of each major task;
3. plan work and deadlines so that students can develop substantial work over time and teachers can observe the process;
4. set and monitor milestones, keep appropriate evidence of progress and intervene early if authenticity concerns arise;
5. give feedback only within the limits allowed by the relevant subject guide and IB rules; teachers must not over-edit, rewrite, provide excessive templates or improve student work to a level that is no longer the student's own;
6. ensure that students understand that bibliography alone is not enough: borrowed material must be acknowledged at the point of use in the body of the work, where the relevant academic style requires it;
7. report concerns promptly to the DP Coordinator instead of deciding independently that misconduct has or has not occurred;

8. support school or IB investigations by providing work samples, drafts, comments, source comparisons, task instructions, timeline evidence and professional observations.

7.4 Students

1. read, understand and follow this policy, the IB Academic integrity policy and the academic integrity rules explained by teachers;
2. complete all schoolwork, coursework, examinations, projects and reflections honestly and to the best of their ability;
3. keep evidence of their process, especially for substantial work: notes, drafts, outlines, data, bibliography development, experiment logs, version history, prompt logs where artificial intelligence tools were used, and teacher feedback;
4. acknowledge all sources of words, ideas, data, graphs, images, code, laboratory procedures, analytical methods, artworks, music, performances, artificial intelligence-generated material and other borrowed content;
5. ask the teacher or supervisor before using a source, tool, collaboration method, translation support, private tutor support, editing support or artificial intelligence tool if they are unsure whether it is allowed;
6. must not receive or give unauthorised assistance, including from peers, parents/legal guardians, private tutors, editors, online services, file-sharing repositories, essay banks or artificial intelligence tools;
7. report possible student academic misconduct or school maladministration to a teacher, school tutor, homeroom teacher, DP Coordinator or Head of School;
8. follow examination rules, invigilator instructions and IB restrictions on discussing examination content, including the requirement not to share or discuss live IB examination content in a way that could compromise assessment integrity.

7.5 Parents and legal guardians

1. read and acknowledge the School's Academic Integrity Policy and the IB Academic integrity policy at the beginning of the programme or when requested by the School;
2. support students in planning time, meeting deadlines and seeking help early, rather than giving unauthorised assistance;
3. must not write, rewrite, translate, edit, correct, design, analyse data, solve problems, produce research questions or otherwise create assessed work for the student;
4. ensure that any private tutor or external helper is informed of and respects the School's and IB's academic integrity requirements and does not create, rewrite or over-edit assessed student work;
5. provide only authentic evidence for access arrangements, adverse circumstances or other school/IB procedures;
6. report concerns about possible student academic misconduct or school maladministration to the School.

7.6 Librarian, counsellors, psychologists, pedagogues, invigilators and support staff

1. support students in finding and evaluating reliable sources and using library or online resources ethically;
2. support students in workload planning, stress management and seeking help before misconduct occurs;
3. follow confidentiality rules and share information only with staff members who need it to carry out their responsibilities where academic integrity, welfare, safety or assessment security requires it;
4. follow IB examination procedures and report any irregularity immediately to the DP Coordinator or Head of School;
5. ensure that any assistance provided does not compromise the authenticity of student work.

8. Teaching, prevention and communication

The School teaches academic integrity as an ethical principle and a set of practical academic skills throughout the IB DP. Prevention is coordinated across induction, subject teaching, the core, coursework supervision and examination preparation. Section 8.1 describes the expected progression of this teaching and gives examples of evidence that may demonstrate implementation.

1. students and parents/legal guardians receive access to this policy and to the current IB Academic integrity policy. They confirm that they have read and understood the relevant expectations through the DP contract or another acknowledgement used by the School;
2. the School maintains a shared digital space, such as Google Drive or another school platform, containing relevant school policies, calendars, guidance, templates, student reminders and selected IB resources, where sharing is permitted;
3. students receive an introduction to academic integrity at the beginning of the IB DP and reminders at appropriate stages of the programme, including during homeroom or school tutor meetings, subject lessons and core sessions, and before significant coursework processes, formal mock examinations and the final examination session;
4. before formal mock examinations and again before the final examination session, students receive a briefing from the DP Coordinator or another designated person covering examination conduct, authorised and unauthorised materials, required supervision, invigilator instructions, communication restrictions, temporary absence from the examination room and the consequences of misconduct. Formal mock examinations are used, as far as practicable, to familiarize students with the procedures and conditions they may encounter during the final IB examination session;
5. new teachers and other staff involved in IB DP teaching, assessment, supervision, coursework administration or examinations receive orientation concerning this policy and the relevant IB requirements. Further information is provided when applicable IB or school procedures change.

The School may use school-created guidance, presentations, posters, videos, examples, workshops or other appropriate materials. The form of communication may vary according to the cohort, subject, stage of the programme and current needs.

8.1 Preventive curriculum design and progression of skills

Academic integrity is embedded in curriculum planning and is not taught only in response to concerns. Students progressively develop the knowledge, skills and habits needed to research, acknowledge sources, collaborate appropriately, use digital and artificial intelligence tools transparently, and demonstrate the development and authenticity of their work.

The table below describes the School's normal progression. Individual subjects and components may adapt the emphasis, timing and evidence to their own assessment requirements. The examples are illustrative and the School is not required to produce every form of evidence listed for every student or task.

Stage or context	Teaching and preventive focus	Examples of implementation evidence
Beginning of IB DP Year 1	Introduction to academic integrity, intellectual property, authentic work, collaboration and collusion, source reliability, basic citation and referencing, permitted assistance, and responsible use of digital and artificial intelligence tools.	Student and parent/legal guardian acknowledgement; induction or homeroom records; access to the shared policy and guidance space; introductory materials or activities.
Subject lessons and early assignments	Subject-specific expectations concerning sources, data, experiments, fieldwork, images, code, performances, oral work, portfolios, calculators, translation, collaboration and permitted support. Students practise applying these expectations in manageable tasks before major coursework begins.	Teacher instructions and task sheets; examples of correct practice; formative tasks; feedback records; source, data or process checks appropriate to the subject.
Planning significant coursework	Development of an authentic topic or research question; source selection and evaluation; appropriate research or experimental methods; ethical collection and handling of data; planning of manageable deadlines and authenticity milestones that allow the development of the work to be monitored; identification of permitted and prohibited assistance.	Topic or research-question approval; planning documents; annotated bibliographies or source records; research notes; method approvals; data or laboratory records; supervisor or teacher meeting records.
Drafting, feedback and development of work	Independent drafting and revision; use of feedback within permitted limits; accurate citation and bibliography development; transparent disclosure of external support or artificial intelligence tool use; preservation of process evidence; avoidance of over-editing or unauthorised rewriting.	Drafts and version history; teacher or supervisor feedback; process journals or notebooks; source records; prompt/output logs where required; milestone declarations; comparisons between stages of the work.
Formal mock examinations	Practical familiarization with examination procedures and controlled assessment conditions, including arrival and seating arrangements, permitted and unauthorised materials, calculator requirements where applicable, invigilator instructions, communication restrictions, including restrictions on discussing or sharing examination content, temporary absence from the examination room, required supervision and the reporting of irregularities. Students practise following these procedures in conditions designed, as far as practicable, to prepare them for the final IB examination session.	Pre-examination briefing records; mock examination timetable; student instructions and reminders; seating plans; invigilation instructions; attendance and supervision records; incident reports where applicable.
Final authentication, submission and final IB examinations	Confirmation that final coursework is authentic and that required sources, tools and assistance have been acknowledged; student ability to explain their decisions and work; compliance with final submission requirements; and application of procedures previously explained and practised during mock examinations.	Final declarations or consent; viva or oral-check notes; source and authenticity checks; final submission records; final examination briefing records; seating plans, invigilation documentation and incident reports where applicable.

9. Good academic practice

9.1 General expectations

Students should be able to show the development of their work from initial idea to final version. For substantial work, a student should normally be able to provide evidence of topic development, research, note-taking, data collection, drafting, feedback, revision and source use. The more important the assessment task, the more important process evidence becomes.

1. Use reliable sources and keep complete bibliographic information from the beginning of research.
2. Cite at the point of use, not only at the end of the work, when using another person's work, including, but not limited to: words, ideas, data, images, code, methods or distinctive structure. This also includes non-textual sources, including, but not limited to: laboratory procedures, analytical methods, datasets, graphs, images, maps, software, code libraries, simulations, videos, music, audio recordings or artworks.
3. Use quotation marks or block quotation format for direct quotations and cite the source.
4. Paraphrase genuinely. Changing a few words or translating a passage without acknowledging the original source is not acceptable.
5. Keep raw data and research notes where required; do not invent, change or selectively remove data to improve results.
6. Make the student's own contribution clear in group work and collaborative tasks.
7. Ask for clarification before the work is submitted if uncertain about referencing, collaboration, artificial intelligence tools or outside help.

9.2 Collaboration and group work

Collaboration is valuable when the task allows it and when individual contributions remain clear. Collusion occurs when cooperation becomes hidden, unauthorised or misleading. Students must not copy each other's work, divide an individual task into parts and submit combined work as individual work, share final files for copying, or allow another student to submit their work. In group tasks, students must follow the teacher's instructions on what may be shared and what must be individual.

9.3 Drafts and teacher feedback

Teachers give feedback in accordance with the School’s Assessment Policy, the relevant IB subject guide, task instructions and current IB procedures. Feedback on major IB coursework is documented in ManageBac where appropriate, so that it remains accessible for review by the DP Coordinator. Students must not seek feedback or editing from another teacher, school tutor, private tutor, parent/legal guardian, peer or artificial intelligence tool that exceeds those limits, gives an unfair advantage or compromises the authenticity of the work.

9.4 Private tutors, parents/legal guardians and other external support

External support may help a student understand content or organize study, but it must not produce assessed work. A private tutor, parent/legal guardian or editor may discuss general concepts, ask questions, explain grammar in general terms or help plan time. They must not write, rewrite, correct the final expression, generate research questions, construct arguments, select data, perform analysis, create images or code, translate the work for submission, or provide comments or edits that make the work no longer the student's own.

10. Deadlines, milestones and authentication of work

Deadlines for significant IB DP coursework and components, as defined in the School's DP assessment calendar, are formal school requirements. They are used to manage workload, organize supervision and feedback, support timely authentication of student work, and ensure that materials can be prepared and submitted to the IB in accordance with school and IB requirements. Failure to meet such deadlines may constitute non-compliance with the School's IB DP progression, promotion and/or completion conditions, regardless of whether there is evidence of student academic misconduct.

A missed deadline may also raise an academic integrity or authentication concern where it prevents the teacher or supervisor from observing the development of the work, prevents permitted feedback, or creates a risk that the work submitted is not authentically the student's own. Missing a deadline does not automatically mean that student academic misconduct has occurred. However, if late or incomplete submission prevents the School from authenticating the work, the School may be unable to accept it for school purposes and/or submit it to the IB.

10.1 Milestones

For major IB DP tasks, the DP Coordinator, in collaboration with the relevant subject teachers, Extended Essay Coordinator and supervisors, TOK teacher and CAS Coordinator, establishes and maintains milestones such as topic approval, research question approval, annotated bibliography, method approval, data checkpoint, first draft, reflection, viva or final submission. Failure to meet milestones may be recorded and may affect the School's ability to authenticate work.

For selected major milestones, the School may require a short authenticity milestone declaration using Appendix C or an equivalent form. The purpose is to record the student's progress, sources, tools and materials, artificial intelligence tool use and process evidence at a point when problems can still be corrected.

10.2 Authentication

Before work is submitted to the IB for assessment or moderation, the School must be reasonably confident, to the best of its knowledge and belief, that the work is the student's final and authentic work. The teacher or supervisor considers whether:

1. the work was developed progressively over the required period, with evidence of completion at the required milestones;
2. the student can explain the work, sources, decisions, data, method, argument and conclusions;
3. the student has acknowledged source material both where it is used in the work and in the bibliography or source list;
4. the bibliography or source list is complete in relation to the source material cited, paraphrased or otherwise used in the work, and all listed sources are authentic, accurately represented and sufficiently traceable to be verified;
5. the quality and style are consistent with the student's known ability and previous work, allowing for genuine improvement;
6. the work meets the requirements of the relevant subject guide and task instructions;
7. the student has disclosed any assistance, collaboration, translation support, artificial intelligence tool use or external support that may be relevant.

If the student's work cannot be authenticated, the School will not submit it to the IB. If the concern is identified at an early stage of the work's development, the School may allow the student to take an appropriate corrective step, such as submitting a task on a different topic or completing another form of remedial action. This is possible only where sufficient time remains for the student to complete the work in accordance with:

1. IB rules;
2. subject requirements;
3. school procedures;
4. the required developmental milestones.

If final work remains non-authentic and the issue cannot be resolved before the IB submission deadline, the School will follow the applicable IB procedures for non-submission or other required administrative action, rather than submitting non-authentic work or treating the matter simply as a mark of zero.

10.3 Student declarations and consent

When required by the IB or by the School, students confirm that submitted work is their own and is the final version, and that all words, ideas, tools and assistance used have been acknowledged. Where the School uploads work on behalf of a student, the School secures the required student authentication or candidate consent in the form required for the session. The School may also use Appendix A and Appendix C or equivalent forms, where appropriate.

11. Ethical use of artificial intelligence tools

The School does not treat artificial intelligence tools as prohibited. They may support learning when used transparently, critically and within task rules. The central distinction is this: a student may use artificial intelligence tools to help them learn, explore, organize, question or understand; a student must not use them to pretend that they have done thinking, research, writing, analysis, reflection, translation, image creation, coding or other assessed work that they have not done.

The core requirements are: the student must follow the rules of the specific task; must not submit generated or externally produced material as their own work; must disclose artificial intelligence tool use when required or when output influences the work; must be able to explain the work; and must keep process evidence when the teacher or supervisor reasonably requires it.

11.1 Examples of acceptable or usually acceptable uses

1. asking for a general explanation of a concept and then checking it against reliable sources;
2. initial planning, generating search terms or possible areas for further research, followed by the student reading and evaluating real sources;
3. asking for possible counter-arguments or alternative viewpoints, then investigating them independently;
4. using a tool to help plan time or create a personal study schedule;
5. using basic digital spell-checkers or non-generative grammar checkers to improve accuracy without changing meaning, where this is not prohibited by the subject or task;
6. asking for a generic example of structure, then creating an original structure and content, where the teacher has not prohibited this use and the use is disclosed when required;
7. using artificial intelligence tools in a classroom activity explicitly designed by the teacher to teach critical evaluation, bias, prompt design, limitations or ethical use.

11.2 Examples of not acceptable uses

1. submitting artificial intelligence-generated text, images, graphs, code, data, calculations, reflections or analysis as the student's own work, whether copied directly or lightly edited; acknowledgement does not make a use acceptable where the task or assessment rules prohibit it;
2. using artificial intelligence tools to generate a final version of the research question for an IB assessment instead of working from the student's own interests and teacher/supervisor guidance;
3. copying quotations or references suggested by an artificial intelligence tool without finding, reading and verifying the original sources;
4. asking a tool to write an essay, section, introduction, conclusion, reflection, portfolio page, presentation script, laboratory discussion, evaluation or other assessed component and then paraphrasing it as if it were the student's own thinking;
5. asking a tool to rewrite a student's work in a way that changes argument quality, coherence, voice, meaning, analysis or assessed communication;
6. writing work in one language and translating it with an artificial intelligence or translation tool for submission in another language in an IB assessment;
7. using a tool to mark or improve an IB assessment task in a way that gives additional feedback beyond what the teacher is allowed to provide;

8. using artificial intelligence-generated personal reflection as the student's own reflection;
9. hiding the use of artificial intelligence tools from the teacher, supervisor or the School;
10. using artificial intelligence tools during tests, mock examinations, oral examinations, supervised tasks or IB examinations unless explicitly authorised;
11. generating, completing or substantially revising a bibliography, reference list or source list using an artificial intelligence tool without the student having personally located, read and understood the sources cited.

11.3 Disclosure and referencing of artificial intelligence tool use

Students must be transparent about artificial intelligence tool use. When a student uses the text, image, code, graph or other output produced by an artificial intelligence tool, whether copied, paraphrased, adapted or modified, the tool must be credited in the body of the work and included in the bibliography or source list, according to the referencing system used for the task. The citation or disclosure should include the tool name, version, date of generation, the prompt or a meaningful description of the prompt, and how the output was used.

Where artificial intelligence was used only for general learning, planning or exploration and no output appears directly in the work, the student should still disclose this to the teacher when required. A short statement after the bibliography or in an appendix is normally sufficient, for example: "I used [tool, version] on [date] to generate possible search terms for my initial research. The following prompts were used [prompts]. I did not copy text from the output into my essay."

11.4 Teacher judgement and viva/oral checks

Teachers do not need to prove with certainty that artificial intelligence or another person wrote a student's work. If there are reasonable doubts about authenticity, the teacher or the supervisor may, after reporting the doubt to the DP Coordinator, ask the student to explain the work, conduct a viva or oral quiz, compare drafts and version history, request process evidence or require the student to redo work under controlled conditions. Detection tools may support professional judgement but are not treated as conclusive evidence by themselves.

12. Student academic misconduct

The following list gives common examples. It is not exhaustive. A case may be treated as student academic misconduct even if it is not named below, provided the behaviour may give an unfair advantage, disadvantage another student, misrepresent authorship or threaten assessment integrity.

Area	Examples	Notes
Plagiarism	Copying, close paraphrasing or translating text without acknowledgement; using images, graphs, data, videos, music, artwork, code or laboratory procedures without acknowledgement.	Plagiarism may be intentional or unintentional. Translation without citing the original source is still plagiarism.
Collusion	Allowing copying; submitting shared work as individual work; sharing final files; using another student's data or analysis without permission; helping another student hide misconduct.	Permitted collaboration must be open and within the task rules.
Duplication	Submitting the same or substantially the same work for more than one subject, component or core requirement.	Any reuse must be explicitly permitted and acknowledged.
Unauthorised assistance	Work written, rewritten, corrected, designed or substantially edited by a parent, private tutor, peer, editor, online service or artificial intelligence tool.	Students may receive general learning support, not authorship support.
Fabrication or falsification	Inventing data, sources, CAS experiences, quotations, laboratory observations, survey responses, citations or evidence; altering data to improve results.	Raw data and records may be requested.
Artificial intelligence misuse	Submitting generated text or images as one's own; hiding tool use; using tools to generate assessed reflection, analysis, essay structure or research questions where not permitted.	Transparency does not make all uses acceptable. Work must still be the student's own.
Examination misconduct	Possessing unauthorised materials, devices or notes; communicating during an examination; failing to follow invigilator instructions; disruptive behaviour; attempting to access live examination content.	Misconduct during a live IB examination or required supervision period is reported to the IB in accordance with the applicable IB procedure and timelines. Misconduct during school tests or formal mock examinations follows the school-level procedure set out in this policy.
Online/social media misconduct	Sharing live examination content; joining groups that circulate unauthorised materials; publishing or requesting assessment files; discussing examination content during restricted periods.	Private messages can still compromise assessment integrity.
Interference with procedure	Failing to report serious misconduct, pressuring witnesses, deleting evidence, misleading the School, falsifying statements or interfering with an investigation.	Interference with an academic integrity process may be addressed separately, even if the original concern is not confirmed.
False or misleading information	Providing, creating, altering or submitting false or misleading records, signatures, explanations, excuses, absence notes, leave documentation, evidence of participation, progress records, meeting records, CAS records or other documents submitted in connection with formal school requirements or required IB components.	The School may verify supporting evidence and documentation submitted by a student, parent or other party. Concerns about the authenticity of such documentation may be considered independently from the original matter to which the documentation relates.

13. School maladministration

School maladministration may occur when the School or a person associated with the School breaches IB rules or procedures in a way that could affect assessment integrity. The following examples are particularly relevant:

1. providing excessive assistance, multiple rounds of editing, templates or structures that undermine the nature of an assessment task;
2. authenticating or submitting work when there are unresolved doubts about authenticity;
3. submitting work that should be treated as non-submission under IB rules;
4. failing to follow IB subject guide requirements, submission procedures, forms or deadlines;
5. failing to secure IB examination materials or accessing examination content before the authorised time;
6. providing access arrangements not authorised or not supported by authentic evidence where authorisation is required;
7. insufficient invigilation, inadequate training of invigilators, allowing prohibited materials or devices, or failing to monitor examination conditions;
8. failing to report examination security breaches, suspected student academic misconduct or possible school maladministration to the IB when required;
9. failing to support an IB investigation or providing incomplete, misleading or inauthentic evidence;
10. changing, withdrawing or disregarding an academic integrity decision, assessment-related decision or required IB procedure as a result of pressure, intimidation or threats from a parent, legal guardian or other party.

Staff members who are unsure whether a procedure is permitted must ask the DP Coordinator or Head of School before acting. If the concern involves the DP Coordinator, it should be raised with the Head of School. If it involves the Head of School, it should be raised with the Managing Body.

14. Reporting possible breaches

14.1 General reporting principle

Any member of the school community may report a concern. A report, oral or written, is not a decision that misconduct occurred. It starts a process of clarification, evidence review and, where required, formal consideration. Reports should be made promptly, discreetly and with as much factual detail as possible.

14.2 Teacher report to the DP Coordinator

When a teacher, supervisor or staff member suspects a possible academic integrity issue in student work, they should send an email to the DP Coordinator, copying the Deputy DP Coordinator and the student's homeroom teacher where appropriate, and attach or identify the relevant evidence. The teacher should not make the final decision and should not present the matter to the student as already decided.

The email should normally include:

1. student name, class, subject, teacher/supervisor and task/component;
2. the version of the work concerned and any relevant drafts, comments, version history or submission records;
3. the exact passages, data, images, code, sources, behaviours or circumstances causing concern;
4. why the teacher believes the issue may affect authenticity, fairness, academic integrity or IB requirements;
5. task instructions, allowed support, deadlines and milestones already communicated to the student;
6. any previous relevant concerns or conversations, if factual and documented;
7. any urgent deadline or IB submission issue.

14.3 Examination irregularities

If a student is suspected of academic misconduct during an IB examination or required supervision period, the invigilator follows IB examination instructions, secures any unauthorised material where possible, allows the examination to continue unless the student is disruptive, records the incident and informs the DP Coordinator immediately. Where required by IB rules, the School contacts the IB about the misconduct within 24 hours of the examination.

14.4 Reports by students, parents/legal guardians or staff

Students, parents/legal guardians and staff may report possible student academic misconduct or school maladministration to a teacher, homeroom teacher, school tutor, DP Coordinator, Deputy DP Coordinator or Head of School. If the report concerns a person who would normally receive it, it should instead be made to the DP Coordinator, Head of School or Managing Body, as appropriate, so that the matter can be handled without a conflict of interest.

15. School procedure for suspected student academic misconduct

The School procedure below applies when the matter is identified by the School before or outside an IB investigation. If the IB has already opened an investigation, the School follows IB instructions and uses this procedure only to the extent compatible with IB requirements.

Step	Procedure
1. Initial report	The teacher or staff member sends a factual report to the DP Coordinator, attaching the work and indicating the material or circumstances that raise concern. This report starts the process; it is not a decision.
2. Preliminary review	The DP Coordinator reviews the evidence, secures the relevant files and decides whether the matter can be clarified informally, requires an authenticity check, or should proceed to a formal academic integrity meeting. If the matter requires further consideration, the student's parents/legal guardians are informed that the academic integrity procedure has been initiated. At this stage, no decision has yet been made.
3. Student meeting	The student is invited to a meeting with the DP Coordinator or the Deputy DP Coordinator acting under delegated authority. Another member of staff who knows the student or is able to support the process may also attend. The purpose is to understand the situation, ask questions and explain the concern. The student may provide additional written explanation.
4. Evidence completion	The Coordinator may collect drafts, version history, sources, similarity reports, teacher comments, examination records, emails, task instructions, witness notes, viva notes or other relevant evidence. Only relevant evidence should be collected.
5. Academic Integrity Panel	If a formal decision is required, an odd number of people meets as a panel. The panel normally includes the DP Coordinator, the reporting teacher or witness, and one or more appropriate persons such as another teacher of the subject, Extended Essay Coordinator, CAS Coordinator, TOK Coordinator, homeroom teacher, school tutor, psychologist/pedagogue, Deputy Head or Head of School. The composition may vary according to the case and conflicts of interest.
6. Consideration	Each case is considered to understand what happened, whether academic integrity was breached, whether the breach was deliberate or inadvertent, the importance of the task, prior instruction, prior incidents, the student's explanation, available evidence and the effect on assessment integrity.
7. Decision	The Panel determines whether a breach occurred on the balance of probabilities, based on the relevant evidence available. The decision is made by simple majority vote. The Panel also decides what consequences or corrective actions follow and how the student may repair the situation where repair is allowed by School and IB rules.
8. Notification	The student is informed of the decision normally within 2 working days after the panel meeting. Parents/legal guardians are informed by email where applicable. The notification includes the decision, main reasons, consequences/corrective actions.
9. Record	The case record is stored electronically in a restricted School Google Drive or other secure School repository for 3 years, unless a longer period is required by law, IB procedure, school contract, litigation hold or another binding reason.

16. Possible outcomes and consequences

Academic integrity concerns are reported in accordance with section 14 and considered under the School procedure in section 15. A report starts the review process; it is not a decision that a breach occurred.

The School distinguishes between concerns relating to:

1. **school-level** work and activities, such as homework, classwork, tests, formative tasks or other subject assignments;
2. formal **mock examinations** and required **IB coursework milestones**, both included in the School's DP assessment calendar; and
3. **final IB coursework** presented to the School for authentication or already submitted to the IB and live **IB examinations** and examination-security matters.

For academic integrity concerns involving school-level work, mock examinations or required IB coursework milestones that have not yet reached final submission to the IB, the School determines and records the appropriate actions and consequences through the procedure in section 15. Where a formal decision is required, it is made by the Academic Integrity Panel. These decisions are made in accordance with this policy, the School Statute, the School's Assessment Policy and the assessment rules and criteria for the relevant subject, as published by the teacher.

Concerns relating to final IB coursework, work already submitted to the IB, live IB examinations or examination security are handled in accordance with the current procedures and requirements of the IB.

Where, after the applicable school or IB procedure, the Academic Integrity Panel determines that a promotion or completion condition has been breached, the student and their parents or legal guardians are informed in writing. The notification is sent to the official email address provided by the parent or legal guardian for communication with the School. The final decision on promotion to class IV or completion of the School remains the responsibility of the Pedagogical Council in accordance with the School Statute.

Serious, deliberate, repeated or obstructive conduct may also be referred to the Head of School for consideration under the disciplinary provisions of the School Statute. Such a disciplinary measure is separate from the Academic Integrity Panel's determination under this policy and may be imposed through the procedure set out in the School Statute. The measures available under the Statute include oral and written warnings and reprimands and, where the statutory grounds are met, even removal from the list of students. Parents or legal guardians are informed of any disciplinary measure in accordance with the School Statute.

16.1 Consequences related to school-level work and activities

Where a teacher determines that work presented by a student was not produced independently, the teacher records the symbol P in Librus, in accordance with the School Statute. The symbol P records the teacher's finding concerning a particular piece of work. It is not a numerical grade and it does not automatically mean that the School's academic integrity condition for promotion or completion has been breached. The teacher also reports the incident to the DP Coordinator in accordance with section 14.

In addition to the above, if the concern is related to a written test and is identified early enough for the student to complete the whole assessment within the remaining time, the teacher may require the student to begin the test again from the start under controlled conditions. The teacher decides whether this is fair and practicable and whether the same test or an equivalent version should be used. Where an immediate new attempt is not possible or is not permitted by the teacher, the teacher may require the student to complete the same test or an equivalent assessment under controlled conditions as soon as reasonably possible, particularly where valid evidence from that assessment is needed to establish the student's knowledge and skills for classification. This is possible only if sufficient time remains for the assessment to be prepared, completed, marked and recorded before the applicable classification deadline. The date, form and conditions of the new assessment are determined by the teacher. Any mark or grade awarded must be based on the knowledge and skills independently demonstrated by the student. The symbol P remains in Librus as the record of the affected original attempt and is not removed because the student later provides valid assessment evidence. Completing a new assessment also does not cancel the academic integrity concern or any determination made by the Academic Integrity Panel under this section.

The Academic Integrity Panel considers the available evidence and the student's explanation and may request further information from the teacher, student or other relevant people. When deciding whether a breach occurred and what further action is appropriate, the following are considered:

1. the nature and stage of the task;
2. the available evidence;
3. whether the issue resulted from deliberate intent or negligence;
4. any previous guidance provided to the student or previous academic integrity concerns or breaches;
5. the timing of the incident;
6. the student's explanation, response and cooperation.

The School distinguishes between a mistake that can reasonably be corrected as part of the learning process and an academic integrity breach that misrepresents authorship, involves unauthorised assistance or affects the fairness of assessment.

Depending on the circumstances, the Academic Integrity Panel may decide on one or more of the following actions, to be implemented by the DP Coordinator, the relevant teacher or another appropriate person:

- temporarily suspend the current mark, grade or credit for the affected work, if it has already been awarded or entered;
- discuss the concern with the student and explain the relevant academic integrity requirements;
- require the student to correct or revise citations, references, source information, disclosures or other remediable parts of the work;
- ask the student to explain the work, sources, data, method or reasoning orally;
- require the student to repeat the task or complete an equivalent task, including under supervision;
- determine that only those parts of the work that can be confirmed as independently produced may be treated as valid assessment evidence; the relevant teacher determines any resulting mark or grade in accordance with the published subject assessment rules and criteria;
- require another form of assessment to obtain valid evidence of the student's knowledge and skills;
- provide additional guidance on referencing, paraphrasing, source use, data handling or the use of artificial intelligence tools;
- increase the monitoring of the student's future work;
- apply another proportionate school-level measure under the School Statute or relevant school procedure.

Where the Academic Integrity Panel determines that the work cannot be accepted as valid assessment evidence, any result previously assigned to that work is not retained, except to the extent that the relevant teacher may properly assess authentic and assessable parts under the task requirements and published assessment criteria.

An opportunity to correct, repeat or replace work is not an automatic entitlement. A teacher may nevertheless require an additional assessment where valid evidence of the student's knowledge and skills is necessary for classification. In either case, the arrangement is possible only where it is consistent with the purpose of the task, fair to other students, permitted under the published subject assessment rules and applicable School deadlines, and reasonably practicable within the time remaining before assessment or classification. The School is not required to provide an additional assessment opportunity where insufficient time remains for the task to be prepared, completed, assessed and recorded.

Depending on the nature and seriousness of the confirmed breach, the Academic Integrity Panel may decide that the academic integrity condition for promotion or completion has been breached. Such a determination may be made even where the incident is a student's first confirmed breach. In deciding whether an incident is sufficiently serious, the Academic Integrity Panel considers in particular:

1. the extent to which the work or assessment misrepresented the student's own knowledge, skills, authorship or contribution;
2. whether the evidence collected suggest that the conduct was deliberate, planned or concealed;
3. the type and extent of the unauthorised assistance, material or method used;
4. the importance and assessment status of the task;
5. the effect of the conduct on the fairness, validity or reliability of the assessment;

6. whether the conduct involved fabrication, falsification, impersonation, purchased or third-party work, or another substantial form of misrepresentation;
7. whether educational or corrective action alone would be proportionate and sufficient in the circumstances.

The Academic Integrity Panel may also determine that the academic integrity condition has been breached where less serious incidents form part of a repeated pattern, occur after previous guidance or corrective action, or show continued disregard for academic integrity requirements.

If the Academic Integrity Panel determines that no academic integrity breach occurred or that there is insufficient evidence to confirm that the work was not produced independently, the P entry is removed or corrected. The relevant teacher then determines any valid assessment result in accordance with the published subject assessment rules and criteria.

The procedure and possible outcomes described in this section also apply to dishonest conduct that is not connected with a particular subject assignment but has a direct connection with learning, assessment, attendance or participation records, IB DP requirements, CAS, promotion or completion requirements, or an academic integrity procedure. This includes knowingly providing, creating, altering or submitting false or misleading information, explanations, records, signatures or supporting documents in order to obtain an advantage, avoid a requirement or cause the School to rely on information that is not true.

16.2 Consequences related to formal mock examinations and IB coursework milestones

The reporting, review, record-keeping and notification principles described in sections 14, 15 and 16.1 also apply to this section. The Academic Integrity Panel considers the available evidence and the student's explanation and may request further information where this is needed to establish what occurred.

For the purposes of this policy, a formal mock examination is a mock examination announced by the DP Coordinator and included in the School's DP assessment calendar. Formal mock examinations and required IB coursework milestones are parts of the School's implementation of the IB DP. Students and their parents or legal guardians are informed of their importance, the applicable academic integrity requirements and the official deadlines. Concerns in this category are therefore treated more strictly than concerns involving ordinary school-level work and activities.

Formal mock examinations

Formal mock examinations are conducted under controlled examination conditions and are intended to provide reliable evidence of the student's current achievement. Their results may contribute to school assessment, classification decisions and predicted grades, in accordance with the assessment rules published by the relevant teacher. Where possible academic misconduct is directly observed by an invigilator or another authorised member of staff, the incident is documented and reported to the DP Coordinator together with the available evidence. Where the relevant facts are clear and have been recorded at the time of the examination, the Academic Integrity Panel's review may be limited to confirming the circumstances, considering the student's explanation and recording the applicable outcome. A separate extended review is not required merely to reconsider facts that have been directly observed and adequately documented. A confirmed academic integrity breach during a formal mock examination constitutes a breach of the School's academic integrity condition for promotion or completion.

This applies regardless of:

1. the part or proportion of the examination affected;
2. whether the unauthorised assistance was successfully used;
3. whether the conduct changed the student's final result;
4. whether the student later provides other valid evidence of achievement;
5. whether the incident is the student's first confirmed academic integrity breach.

The affected examination attempt is recorded with the symbol P and cannot be treated as valid evidence of the student's knowledge and skills. It cannot be used when determining the predicted grade or satisfy any School requirement that specifically depends on obtaining a valid mock-examination result. This is not an additional penalty or a direct reduction of the predicted grade. Rather, the mock examination provides the student with an opportunity to demonstrate their knowledge and skills under formal examination conditions. Where the academic integrity

requirement has been breached, the student loses the benefit of that opportunity because the resulting evidence cannot be relied upon. The absence of valid evidence from this assessment may therefore indirectly affect the predicted grade by limiting the information available to the teacher when making their professional judgement. The School is not required to organise another full mock examination session or an individual mock examination re-sit solely because the student's academic misconduct invalidated the original attempt.

IB coursework

The required milestones and deadlines for IB coursework covered by this section are those identified in the School's DP assessment calendar published by the DP Coordinator. The calendar defines which submissions, drafts, meetings, records, reflections and other stages constitute formal requirements for the relevant coursework process.

Where a concern arises in work submitted for a required IB coursework milestone, the Academic Integrity Panel first determines whether the matter constitutes a correctable early-stage learning mistake or an academic integrity breach. A matter may be classified as a correctable early-stage learning mistake only where the concern arises at an early stage of one of the student's first formal IB coursework processes and all of the following circumstances apply:

1. the problem is limited mainly to a technical matter involving citation, referencing, bibliography, source recording, disclosure or process documentation;
2. the student has not presented substantial words, ideas, analysis, data, conclusions or other material produced by another person or tool as their own;
3. there is no evidence of deliberate concealment, fabrication, falsification or an attempt to obtain an unfair advantage;
4. the student has not previously received clear and specific guidance concerning the same issue;
5. the student provides a credible explanation, cooperates fully and completes the required corrective action properly and on time.

Where the Academic Integrity Panel classifies the matter as a correctable early-stage learning mistake, the decision and its reasons are recorded. Such a finding is not an academic integrity breach and does not constitute a breach of the School's academic integrity condition for promotion or completion. The student may be required to correct or repeat the milestone, provide additional process evidence, explain the work orally or complete the relevant stage under closer supervision.

Where the Academic Integrity Panel confirms an academic integrity breach, the Panel also records that the School's academic integrity condition for promotion or completion has been breached. Any opportunity to correct, repeat or replace the milestone may allow the coursework process to continue but does not remove the academic integrity breach or its effect on the promotion or completion condition.

Where the official School and IB deadlines and the requirements of the relevant component allow it, the Academic Integrity Panel, after consultation with the relevant teacher or supervisor, may decide that the student is required to:

1. explain the work and its development orally;
2. provide drafts, notes, source records, data files, version history or other process evidence;
3. correct or repeat the affected milestone under supervision;
4. prepare new work;
5. change the topic, research question, source base, data set or method;
6. complete an equivalent task or additional authenticity check;
7. complete subsequent milestones under closer supervision;
8. provide additional declarations or evidence of independent work.

An opportunity to correct, repeat or replace a required milestone is not an automatic entitlement. It may be provided only where it is consistent with the requirements and purpose of the coursework component, fair to other students and possible within the School and IB deadlines.

16.3 Consequences related to final IB coursework and live IB examinations

Concerns relating to final IB coursework presented to the School for authentication, work already submitted to the IB, live IB examinations, required supervision periods or examination-security matters are handled in accordance

with the current IB *Academic integrity policy*, *Diploma Programme Assessment procedures*, *Conduct of examinations* requirements and any session-specific IB instructions.

The School cannot authenticate or submit work that it cannot reasonably confirm as the student's own authentic work. Where a concern arises after submission or during an IB examination, the School records and reports the matter, preserves the relevant evidence and cooperates with the IB in accordance with the applicable procedure.

In such cases, the School does not conduct its own investigation as a substitute for the IB procedure and does not decide whether an IB academic misconduct penalty should apply. The IB manages the applicable investigation and determines whether student academic misconduct occurred and what outcome, if any, affects IB marks, grades, assessment status or the award of the IB Diploma.

The Academic Integrity Panel may separately determine whether the same conduct has breached the School's academic integrity condition for promotion or completion. This school-level determination does not replace, pre-judge or alter the IB's decision.

17. Procedure for possible school maladministration

A concern about possible school maladministration must be reported promptly to the DP Coordinator, Head of School or Managing Body, depending on who is involved. If the matter concerns the DP Coordinator, it should normally be reported to the Head of School. If it concerns the Head of School, it should be reported to the Managing Body. If it concerns examination security or conduct, the DP Coordinator and Head of School must be informed immediately.

1. The DP Coordinator, Head of School or Managing Body secures evidence and checks the relevant IB procedure, subject guide, conduct of examinations document or school policy.
2. The person whose conduct is questioned is informed of the allegation and given an opportunity to respond, unless immediate safeguarding, legal or IB security considerations require a temporary delay.
3. Where the IB requires notification, a statement or a report, the School follows IB timelines and formats.
4. Where the matter concerns staff conduct, employment, professional duties or possible disciplinary consequences, the appropriate school, contractual, legal or HR procedure is followed in addition to any IB procedure.
5. The School cooperates fully with the IB in any investigation and provides truthful, complete and relevant information.

18. Records, confidentiality and data protection

The School keeps academic integrity records to ensure fairness, consistency and continuity, and to meet school, legal and IB requirements where applicable. Records may include relevant student work, drafts, version history, reports, correspondence, statements, meeting notes, panel decisions, notifications and IB communication.

Case records are stored in a restricted electronic folder or another secure school repository. They are normally retained for 3 years from the decision date, unless a longer period is required by law, IB procedure, the school contract, a pending appeal or another binding reason.

Access to records is limited to persons who need the information for the proper handling of the case, school administration, legal compliance, IB procedures or safeguarding/welfare reasons. Information is shared only to the extent necessary and lawful.

The School may use academic integrity records to identify repeated patterns, support consistent decision-making and improve teaching or prevention. Records are not used to stigmatize students.

19. Appeals, complaints and review of decisions

A student or parent/legal guardian who believes that the School did not follow this policy, did not consider relevant evidence, acted unfairly or reached a decision inconsistent with the procedure may use the School's Complaints and Appeals Policy, unless a more specific IB route applies. Appeals against IB decisions, including IB academic misconduct decisions, follow IB assessment appeal procedures and must be submitted through the Head of School or DP Coordinator where the IB requires this route.

A disagreement with an academic judgement is not automatically a procedural appeal. However, the School will review whether the correct process was followed and whether the student had a fair opportunity to provide an explanation.

20. Policy review and implementation

This policy applies to all members of staff who teach, supervise, support, assess or otherwise work with IB DP students, student work, school academic records, IB DP coursework, eCoursework, examinations or related documentation. Day-to-day implementation is a shared responsibility of the School community. The Head of School, DP Coordinator and relevant school leaders are responsible for coordinating implementation, ensuring that the policy is communicated and reviewed, and supporting staff in applying it consistently.

The policy is reviewed at least once per school year and whenever there is a significant update to IB Academic integrity policy, DP Assessment procedures, Conduct of examinations documents, the School Statute, Polish law or the School's academic integrity practice. The review process is coordinated by the DP Coordinator. It includes relevant members of the IB DP team, where appropriate. It may also include student feedback and consultation with parents/legal guardians. The review checks whether the policy is accessible, understood, followed and consistent with current IB and school practice.

Date of current version: August 2026. Next ordinary review: by August 2027, unless an earlier review is required.

The templates in Appendices A–C are optional and may be adapted to the relevant task, subject, cohort or platform. A teacher, the DP Coordinator, a School procedure or an IB requirement may make a particular form mandatory for a specific purpose.

Appendix A. Artificial intelligence disclosure statement template

Students may use or adapt the following statement when a teacher requires disclosure of artificial intelligence tool use:

I used [name and version of tool] on [date(s)] for the following purpose(s): [explain purpose]. The prompt(s) or a summary of the prompt(s) were: [insert prompt or summary]. I used the output in the following way: [explain]. I have not presented artificial intelligence-generated material as my own work. Any generated text, image, graph, code or other output included or closely paraphrased in my work has been cited/disclosed at the point of use and included in the bibliography/source list where required.

For major work, the teacher may require a prompt/output log as an appendix or as process evidence. The log does not automatically make all use acceptable; it helps the teacher judge transparency and authenticity.

Appendix B. Student statement template

The student may use the following structure for a written explanation:

1. I understand that the concern is: [describe].
2. My explanation of what happened is: [describe].
3. The sources, tools or people I used were: [list].
4. My drafts, notes, version history or other process evidence are: [describe/attach].
5. I can explain the following parts of my work: [describe].
6. I think the issue happened because: [describe].
7. I would like the School to consider: [add any relevant information].
8. I understand that giving false or incomplete information may be treated as a separate academic integrity issue.

Appendix C. Authenticity milestone declaration template

The School may use or adapt this template for major coursework milestones, especially Extended Essay, TOK essay/exhibition, internal assessment, externally assessed coursework and other tasks where process evidence supports authentication. It may be completed in a Google Form, learning platform, shared document, email or paper form.

Field	Student response / record
Student / class / subject	
Task and milestone	e.g. topic approval, research question, method, data checkpoint, first draft, viva, final submission
Date submitted	
What I have completed since the previous milestone	
Sources, data, images, code, tools, materials used	
Artificial intelligence tools, if used, purpose and prompt/output log location if required	
Process evidence available	e.g. drafts, notes, reading log, bibliography, version history, lab notebook, CAS reflections, data files

Declaration: I confirm that this milestone submission represents my own current work and process. I have listed the sources, tools and materials used so far, disclosed any artificial intelligence tool use where required, and identified the process evidence available. I understand that incomplete or false disclosure may affect the School's ability to authenticate my work.