



# Academic Honesty Policy

2025-2026



Tehran  
International  
School



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## **Introduction:**

Academic honesty is a fundamental principle of the International Baccalaureate Diploma Programme (IBDP) and a cornerstone of our school's values. It ensures fairness, integrity, and trust in the learning process and reflects our commitment to developing principled learners, in line with the IB Learner Profile.

Tehran International School (TIS) academic honesty policy is designed to ensure the school has a transparent, fair and consistent approach toward academic honesty and all members of the school community are aware of their roles, rights and responsibilities in following these rules. In this regard school assists students with developing proper understanding of academic honesty. Students learn how to present their work and undertake external as well as internal assessment tasks with integrity and honesty.

TIS strongly believes in taking proper measures and action against academic misconduct. Students are educated to be consciously aware that plagiarism and other forms of academic dishonesty ultimately undermine the value of their qualification since the credibility of the award is impaired. Students enrolled in TIS are expected to submit authentic work that represents their individual and original. They are expected to demonstrate personal honesty and integrity in all their work including: In-class and take-home assignments, tests and exams, lab work and write-ups, oral presentations, CAS, EE and TOK, and all their internal and external assessment. They are also trained to know more about the conditions and limitations of using AI and AI misuse to complete their assignments.

In other words, our aim is not only to uphold the IB standards, but also to nurture a culture where students take pride in producing authentic work, give appropriate credit to the ideas of others, and engage in learning with honesty and responsibility.

## **1. Academic Honesty**

At **Tehran International School (TIS)**, we believe that academic honesty is the foundation of integrity in learning, teaching, and assessment. As an IB World School, we are committed to developing principled, reflective, and internationally minded learners who respect intellectual property and uphold ethical academic practices.

Academic honesty is not merely about avoiding misconduct but about fostering authentic understanding, critical thinking, and lifelong learning. It supports the IB mission of nurturing responsible, compassionate, and ethical global citizens.

At TIS, academic honesty is a main component of teaching and learning which assists students with developing effective skills to both perform research and communicate findings and ideas in a proper manner. All IBDP students at TIS will develop the responsibilities and capacities mentioned in the Learner Profile throughout their studying career. The term “principled” explicitly highlights that students are expected to act with integrity and honesty.

## **2. Purpose**

The purpose of this policy is to:

- Define what constitutes academic honesty and misconduct.
- Provide clear guidance for students, teachers, and parents.
- Establish procedures that promote integrity and address violations fairly.
- Ensure compliance with IB regulations and school expectations.
- Emphasize the educational and restorative purpose of academic integrity.

## **3. Academic Misconduct**

### **3.1 Academic Misconduct Definitions**

Academic misconduct is defined as any deliberate or unintentional act causing breach or violation of academic integrity which usually includes collusion, plagiarism, duplication of work and any failure to abide the rules and regulations regarding examinations. Consequently, such dishonesty leads a student to gain unfair academic advantage. Misconduct examples include but not limited to the content of the table below:

- **Plagiarism:** Plagiarism is introducing someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own, either inadvertently or intentionally. Plagiarized work is addressed as one which fails to cite or acknowledge the sources. Plagiarism is a clear breach of academic honesty. It is also considered a criminal offence.
- **Collusion:** Collusion is Supporting malpractice by allowing one's work to be copied or submitted by another. It is defined as copying another student's work. Even if you have 'collaborated' with another student, the work you present must be unique in your own way. Collusion is an academic misconduct and will be penalized.
- **Making up data for an assignment:** Some students try to make the data in the favour of the result they intend to make in their internal assessment instead of evaluating their perhaps wrong data. This action is considered as an example of dishonesty which has to be handled.
- **Duplication of work:** Duplication means submitting the same work for different assessments. This is a type of academic misconduct and will be penalized.
- **Falsifying report or Fabrication:** Falsification or fabrication refers to any action leading to present wrong citations, distorted data, references, experimental results or evidence. It means deliberately inventing data or results, manipulating or altering data, misinterpreting resources, faking participation or collaboration, and AI-specific angle. This is not allowed in any reports including CAS report, Lab report, ...
- **Misconduct during examinations:** It includes possessing unauthorized materials, communicating with others during exam time, cheating in any form during assessments, any attempt to disrupt the examination or distract another candidate, or stealing exam materials. The penalty for this type of misconduct is determined according to IB regulations.
- **AI misuse:** AI misuse is defined as using artificial intelligence tools (e.g., translation software, generative AI) without proper acknowledgment or beyond permitted use.

### 3.2 Investigation into Honesty Misconduct

In the case the student's work authenticity is under suspicion, the situation has to be resolved at school. If the academic misconduct occurrence is verified after work submission to the IB, it is the IB Diploma Programme coordinator's responsibility to inform the IBO immediately. The term "submission" is defined as meeting the deadline determined by the IBO for students' work including written examination, internal

assessment, extended essay or any piece of document for which a student signs the declaration of authentic.

The following steps shall be taken should any evidence of misconduct occur.

- 1) IB coordinator will be informed by the respective subject teacher about the incident.
- 2) The teacher tries to verify or reject the incident through inspecting students involved.
- 3) The teacher and IB coordinator will inform the principal of the school about the incident.
- 4) The subject teacher and IB coordinator will notify the parents or legal guardian of the student.
- 5) A letter indicating student's misconduct has to be placed in their file.
- 6) If the IBO suspects a candidate academic honesty, it can initiate an investigation and based on the discretion of the principal reserves its right to withdraw the suspected student from the subject(s) in which the academic misconduct may have occurred.
- 7) Students who are suspected of academic honesty violation must present a written statement indicating sticking to academic honesty and prevention of violation. The process of investigation and confirming breach of regulations continue should a student suspected of academic misconduct refuses to provide any piece of evidence to dispel the suspicion.

In the case of student denial in honesty misconduct or teacher inability of verifying the incident, it is compulsory to inform Academic Honesty Committee to thoroughly investigate the matter by holding a meeting. Mainly, the cases of suspected academic misconduct are to be presented to a sub-committee of the Final Award Committee which is responsible for making decisions under the supervision of the Final Award Committee.

### **3.3 Consequences of Academic Misconduct**

In the case of academic misconduct, it is reported to the IBO by the external examiner or the IB coordinator. The allegations of misconduct are investigated meticulously. If a student is found guilty, the outcome (as outlined by the IB) is:

- 1) If plagiarism is of minimal level, zero as a mark has to be awarded to the assessment. However, a grade shall be awarded for that specific subject. This scenario is usually considered as "Academic Infringement".
- 2) If it is proved that the student has plagiarized either all or a portion of an assignment, no mark will be awarded for the subject which results in not awarding the Diploma.
- 3) Any type of misconduct during an examination will lead to no grade awarded to that particular subject.
- 4) In the case of falsifying a CAS report, no Diploma will be issued after months of the examination session.

- 5) If the case of misconduct is found to be very serious, the candidate will not be allowed to register for the next examination session in future.
- 6) In the case of any subsequent misconduct, the IB Diploma will be withdrawn from the guilty student.
- 7) There is a possibility to appeal to the Final Award Committee in the light of new factual evidence in the next three months of decision.
- 8) IBO does not permit appeals to decisions of the Final Award Committee with respect to academic misconduct, but not against the severity of the penalty.

## **4. Roles & Responsibilities**

Maintaining academic honesty is a shared responsibility within the school community. It requires the active participation and collaboration of students, teachers, parents/guardians, and the DP Coordinator. Each group has specific roles, but together they form a united framework that ensures integrity, fairness, and trust in the IB Diploma Programme.

### **4.1 Students**

IBO regulations clearly state the responsibilities of each IB student: “They are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.” *Academic Integrity Policy* (2019, updated 2023). Also, “The candidate (student) is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.” *Academic Honesty* (2011)

Therefore, the students must:

- Take responsibility for the authenticity of all assessments submitted.
- Produce authentic work and cite all sources appropriately (MLA, APA).
- Use school-approved submission platforms (e.g., Turnitin).
- Manage time effectively and meet deadlines.
- Seek clarification when unsure about referencing or collaboration.
- Reflect on responsible use of technology, including AI tools.
- Respect IB regulations in both internal and external assessments.

### **4.2 Teachers**

Teachers are expected to confirm that all candidates’ work accepted or submitted for assessment is authentic and well complies with academic honesty policy by:



- Providing proper instructions to students on ways to apply ethical research practices, and Model academic honesty in their teaching and professional practice.
- Supplying students with rational advice and constructive feedback in the drafting process based on the guidelines of the IBO.
- Assisting students with plagiarism detection.
- Developing coherent and effective strategies to prevent students from undertaking any unethical practice.
- Make students aware of the key terms and phrases, the mark scheme expects them to state.
- Adequately investigating for collusion, plagiarism or any forms of misconduct.
- Marking or moderating all candidates' work based on the assessment criteria provided to them.
- Be attentive and alert enough to report any cases of honesty violation or misconduct to the IB Diploma programme coordinator.

#### **4.3 Parents/Guardians**

Parents also have some responsibilities in this regard. They must:

- Support the school's expectations of honesty and integrity.
- Encourage students to plan their work responsibly and avoid shortcuts.
- Familiarize themselves with school and IB academic honesty requirements.

#### **4.4 Diploma Programme Coordinator**

The coordinator needs to prepare instruction leaflets in both English and Persian languages and have them accessible to students, parents, legal guardians, and teachers to ascertain they perfectly know what constitutes academic honesty.

The IB Diploma Program coordinator must:

- Introduce principle of academic honesty to all candidates, staff and guardians during their first week at school for all levels.
- Ensure the policy is communicated to all students, teachers, and parents/guardians.
- Provide ongoing training for staff, students, and parents.
- Maintain records of reported cases and their resolution.
- Strictly monitor IB examination sessions.
- Contact with the IB in cases of suspected malpractice in final assessments.
- Be involved in the academic misconduct investigation.
- Ensure alignment of this policy with other school policies (Assessment, Inclusion, Language).

- Regularly checks if the school website is fully developed by posting all policies.
- Ask students to sign a declaration guaranteeing that all works handed in by the candidate follow the guidelines of the school's Academic Honesty Policy.

#### **4.5 EE, TOK and CAS Supervisors**

IB Core Subject supervisors are expected to:

- Bring up Academic Honesty with their students and advise them on the principles
- Monitor Extended Essays, TOK-essays and other assignments
- Not allowing students to hand in any of these works if the supervisor has not been able to follow the progress.

#### **4.6 Librarian**

Librarian is expected to:

- Make students familiar with different styles of citing references so that students learn how to indicate the authors names, volume number, identity of a journal and pages from which a scientific article is taken
- Officially declare that all websites from which information got obtained must be meticulously addressed
- Ensure that all students are well aware of how to acknowledge graphs, maps, and any form of illustrations
- Give assistance to students on for instance how to quote, how to find the place and year of issue on a literary work

### **5. Implementation Strategies**

Explicit instruction in academic integrity, research, and citation skills is reinforced throughout the Diploma Programme. The strategies to foster honesty policy during these two years are:

- Integration of academic honesty discussions into TOK, CAS reflections, and Extended Essay supervision.
- Use of plagiarism detection software for major assessments (EE, IAs, TOK essay).
- Annual workshops for students, teachers, and parents on academic honesty and responsible technology use.
- A signed student declaration of authenticity attached to all major submissions.
- Regular communication of expectations through the student handbook, assemblies, and induction sessions.

## **6. Use of Artificial Intelligence (AI) Tools**

The school recognizes that artificial intelligence (AI) tools can support teaching and learning when used responsibly. Students may use AI applications for purposes such as brainstorming, generating practice questions, checking grammar, or clarifying concepts. However, AI must not replace a student's own original thinking, analysis, or creativity in any IB assessment component.

Any content (text, images, data, or code) generated by AI and included in submitted work must be properly acknowledged, following citation guidelines. Submitting AI-generated material as one's own constitutes academic misconduct and will be treated accordingly. Teachers are encouraged to guide students in the ethical and transparent use of AI tools, in line with IB expectations for academic integrity.

## **7. Review of Policy**

This policy is reviewed every two years by the Academic Honesty Committee (teachers, DP Coordinator, and student representatives). Revisions reflect updates to IB policy or school practice. The policy is re-communicated annually to all stakeholders.

## References

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