



**INTERNATIONAL  
MAARIF SCHOOLS**

# Academic Integrity Policy

 [www.pakturkmaarif.edu.pk](http://www.pakturkmaarif.edu.pk)  
 @PakTurkMaarif |  [info@pakturkmaarif.edu.pk](mailto:info@pakturkmaarif.edu.pk)



## 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.



© International Baccalaureate Organization 2013  
International Baccalaureate\* | Baccalauréat International\* | Bachillerato Internacional\*

## Table of Contents

Mission Statements.....	5
IB Mission .....	5
School Mission Statements .....	5
School Profile .....	5
Overview .....	5
Aims of the Policy.....	6
Objectives of the Academic Integrity Policy.....	6
International Maarif Schools’ Philosophy on Academic Integrity .....	7
Core Principles of Academic Integrity.....	8
Our Core Beliefs and Emerging Educational Trends.....	8
Academic Integrity: Roles and Responsibilities .....	8
School is responsible for:.....	9
Academic Leadership and teachers are responsible for: .....	9
Behaviours that undermine academic integrity.....	10
Plagiarism.....	10
Recycling or resubmitting work .....	10
Fabricating information .....	10
Collusion.....	10
Exam Misconduct.....	10
Contract Cheating .....	10
Sharing Academic Materials Illegally.....	10
Maladministration .....	11
Academic Integrity in the Primary Years Programme (PYP).....	11
Learner Profile Attributes in the Context of Academic Honesty.....	11
Assessment Conduct and Integrity Policy.....	13
Conduct of Assessments.....	13
Collection of Responses.....	13
Responsibilities of Invigilators .....	13
Review and Record Keeping.....	14
Student Reflection and Growth .....	14
Rules Upholding the IB Learner Profile in Assessments .....	14
Reporting and Consequences.....	15

Consequences of Academic Misconduct .....	15
School Discipline Policy .....	15
Expected Behaviours .....	15
Restorative Approaches to Discipline .....	15
Reporting and Consequences .....	16
Remedial Measures for Addressing Violations of School Discipline and Academic Integrity Policy .....	16
The consequences below range from mildest (Level 1) through to most severe (Level 6). .....	16
Level 1: Level 1: Restorative Discussion and Reflection.....	16
Level 2: Parent/Guardian Engagement and Collaborative Action.....	17
Level 3: Service Learning and Community Contribution .....	17
Level 4: Exclusion from School Privileges and Events .....	17
<b>Level 5: Probation and Reflective Improvement</b> .....	18
Level 6: Suspension for Reflection and Accountability .....	18
Level 7: Expulsion for Severe and Repeated Violations.....	18
Level 8: Legal Proceedings .....	18
<b>School Discipline and Academic Integrity Policy Violations and Consequences .....</b>	<b>19</b>
Complaints Management Process .....	20
IB Academic Integrity Complaint Process .....	20
Step 1: Reporting Complaints.....	20
Step 2: Determining Merit.....	20
Step 3: Investigation .....	20
Step 4: Referral to Student Counselling Officer .....	20
Step 5: Referral to Disciplinary Committee .....	21
Step 6: Hearing .....	21
Step 7: Recommendations.....	21
Step 8: Decision .....	21
Step 9: Appeal Rights .....	21
Confidentiality .....	21
References .....	22

# I: Mission Statements

## IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## School Mission Statements

To become a pioneering educational institution nurturing internationally minded, lifelong learners who use their knowledge for the prosperity of humanity.

# II. School Profile

International Maarif schools are the part of the Turkish Maarif Foundation, which was established as a non-profit education foundation by law (no. 6721) in June 2016 with the attendance of representatives from all political parties represented in Türkiye's Grand National Assembly. Apart from the Ministry of National Education, it is the only organisation with authority to open an educational institution abroad. As a result of official contacts established with 104 countries worldwide, representative offices have been opened in 52 countries, and activities are carried out in 67 countries.

Maarif schools feature a unique cultural identity, stemming from a collaborative partnership between the governments of Pakistan and Turkey. Established under this joint agreement, these institutions serve as vibrant hubs of education, where the rich tapestry of Pakistani and Turkish influences converges. The main slogan of the school is "Two Nations one Future."

# III. Overview

Academic integrity is the foundation of ethical learning and is upheld through honesty, trust, fairness, respect, and responsibility by all members of the academic community, including teachers, students, and researchers. Any violation of these principles is considered academic misconduct or dishonesty.

At International Maarif Schools, all students are expected to uphold academic integrity consistently throughout their IB studies and beyond, fostering a lifelong commitment

to ethical learning and intellectual honesty. Seeking guidance from teachers and school staff when facing academic challenges is a key aspect of upholding these standards. Engaging in ethical learning practices not only ensures a strong academic foundation but also equips students with the essential knowledge and skills needed for their future success. Any form of academic dishonesty compromises both personal growth and professional readiness.

This policy outlines the commitment of International Maarif Schools to upholding academic integrity in alignment with IB PYP principles. It defines the expectations and responsibilities of all stakeholders in fostering a culture of integrity and ethical academic practices. It defines the roles and responsibilities of students, teachers, school administrators, and parents in safeguarding academic integrity while introducing key terminology related to academic integrity, student misconduct, and school maladministration.

The policy also details procedures for addressing academic misconduct and school maladministration, along with best practices for integrating academic integrity into teaching and learning.

Additionally, it provides guidelines for the school to develop and sustain a culture of integrity and includes broad definitions of key terms to facilitate meaningful discussions on academic integrity at the school level.

**The policy will be reviewed prior to the commencement of the 2025-26 academic session.**

## **IV. Aims of the Policy**

The Academic Integrity Policy upholds ethical learning by promoting authentic learning experiences, ensuring accurate assessment, fostering respect for knowledge, and shaping ethical behavior. This approach discourages short-cut practices, such as plagiarism and contract cheating, which hinder student growth and prevent meaningful feedback. By doing so, it enables educators to assess learning effectively and refine curricula. Respect for intellectual work builds trust and reinforces lifelong learning values. Additionally, academic honesty cultivates professional ethics, as research links dishonesty in school to workplace misconduct. This policy establishes a culture of integrity that drives academic excellence, personal growth, and ethical responsibility.

### **Objectives of the Academic Integrity Policy**

The Academic Integrity Policy aims to establish a shared understanding among all teachers, students, parents, and legal guardians regarding student academic misconduct and school maladministration. It ensures accountability at all levels by:

Holding all stakeholders responsible for adhering to the school's Academic Integrity Policy when involved in academic misconduct.



Ensuring that teachers and school administrators uphold the policy and are held accountable in cases of school maladministration.

Academic integrity is deeply connected to the IB Learner Profile attributes, which students are encouraged to demonstrate:

**Principled:** A strong sense of fairness and justice guides students to take responsibility for their actions and their consequences.

**Knowledgeable:** Respecting intellectual property reflects a commitment to using resources ethically and conducting research with integrity.

**Inquirers:** Students develop the skills to learn independently and collaboratively, nurturing their curiosity and taking necessary steps to deepen their understanding.

## V. International Maarif Schools' Philosophy on Academic Integrity

At International Maarif Schools, academic integrity is the cornerstone of ethical learning and personal growth. We believe that genuine learning occurs when students engage in original thinking and take ownership of their work. Shortcut solutions such as plagiarism, contract cheating, and reliance on test banks deprive students of meaningful learning experiences, hindering their ability to develop critical thinking skills and receive accurate feedback essential for their academic journey.

Integrity in academic work ensures accurate assessment, allowing educators to evaluate student progress effectively, provide constructive feedback, and refine the curriculum. Without academic honesty, the learning process is compromised, weakening students' knowledge foundations and their readiness for future challenges.

Respect for learning begins with academic integrity. Proper attribution and ethical academic practices are essential for fostering a culture of respect, responsibility, and lifelong learning. Academic misconduct erodes trust, disrespects scholarly contributions, and diminishes the value of education.

Academic integrity is a reflection of character and a predictor of future professional behavior. Research indicates that dishonesty in academics often translates into unethical workplace conduct. At Maarif, we emphasize the importance of ethical responsibility, ensuring that students develop integrity as a lifelong commitment.

Institutions that uphold academic integrity safeguard their credibility and the value of their qualifications. A lack of integrity not only affects individual learning outcomes but can also have serious implications in professional fields. In disciplines like healthcare, engineering, and research, ethical lapses can lead to consequences that extend beyond academia.

## VI. Core Principles of Academic Integrity

- **Honesty:** Be truthful in obtaining and presenting ideas and results.
- **Fairness:** Avoid taking undue advantage of others' work or results.
- **Trust:** Ensure that others can rely on your work and values.
- **Respect:** Treat fellow students and staff with consideration and professionalism.
- **Responsibility:** Take ownership of your own work and uphold academic standards.

## VII. Our Core Beliefs and Emerging Educational Trends

At Maarif, we instill the belief that academic integrity is not merely about avoiding dishonest practices but about fostering a deep engagement with learning, perseverance, and the pursuit of excellence. Upholding integrity in education strengthens character, ensures meaningful learning, thus, prepares students to contribute responsibly to society.

As the academic landscape continues to evolve in both expected and unforeseen ways, International Maarif Schools remain committed to fostering a culture of integrity, responsibility, and lifelong learning. We recognize the challenges students face and strive to provide them with the necessary support, ensuring they feel valued and guided throughout their educational journey, regardless of the learning platform.

While technology plays a dual role in both enabling and preventing academic misconduct, we believe that the true foundation of academic integrity lies in strong teacher-student relationships, meaningful feedback, and well-designed assessments. Educators have the unique opportunity to cultivate a love for learning by creating environments that encourage curiosity, critical thinking, and ethical scholarship.

At Maarif, we emphasize the importance of choosing tools and strategies that align with our pedagogical principles—ensuring that learning remains authentic, assessments are fair, and students develop the moral and intellectual integrity needed to succeed in both academic and professional settings.

## VIII. Academic Integrity: Roles and Responsibilities

At International Maarif Schools, academic integrity is a fundamental principle that guides our teaching and learning practices. Our academic integrity policy serves as a comprehensive framework that ensures honesty, trust, and ethical conduct across the entire school community.

The school plays a crucial role in fostering a culture of academic integrity by involving all stakeholders—students, teachers, administrators, and parents—in developing and



upholding its principles. Through clear guidelines and consistent reinforcement, we ensure that academic integrity is not only understood but actively practiced.

### **School is responsible for:**

- Establishing clear academic integrity guidelines that align with IB principles and ensuring they are understood by all members of the school community.
- Engaging students, teachers, administrators, and parents in discussions and initiatives that promote academic integrity.
- Encouraging inquiry-based learning, critical thinking, and ethical research practices that foster originality and responsibility.
- Educating students on responsible use of information, proper citation, and the consequences of academic misconduct.
- Implementing fair and transparent procedures to prevent and address instances of plagiarism, cheating, and other forms of dishonesty.
- Guiding students on ethical digital practices and ensuring that technology enhances learning rather than enabling misconduct.
- Ensuring teachers and staff demonstrate integrity in their professional conduct and academic responsibilities.

### **Academic Leadership and teachers are responsible for:**

- Ensuring that all students feel valued, included, and supported in their learning journey. Addressing inequities by building strong learning communities, providing encouragement, and maintaining open communication, especially in remote or hybrid learning environments.
- Managing one-on-one meetings to build trust, understanding students' unique learning challenges, and providing personalized academic guidance.
- Implementing frequent feedback loops to support student learning, identify knowledge gaps, and refine assessments accordingly. By aligning assessment strategies with student needs, educators enhance learning experiences while maintaining integrity.
- Designing a range of assessment formats to cater to different learning styles, ensuring fair and accurate evaluation. Multiple-choice exams assess broad content knowledge, while essays and project-based assessments evaluate critical thinking and deeper understanding.
- Ensuring that academic integrity tools, such as plagiarism checkers, align with best teaching practices. These tools should support feedback mechanisms, skill gap analysis, and instructional scaffolding while providing additional classroom resources for both educators and students.

## **IX. Behaviours that undermine academic integrity**

At International Maarif Schools, we value honesty, responsibility, and respect in all academic work. Below are some behaviours that compromise academic integrity and must be avoided:

### **Plagiarism**

Plagiarism is considered when a student presents someone else's work, ideas, or words as their own without proper acknowledgment. This includes copying and pasting from sources, rewording without citation, or failing to reference the original author. Always cite sources correctly to maintain academic honesty.

### **Recycling or resubmitting work**

Reusing assignments or projects that have already been assessed, without permission, is considered academic dishonesty. If students wish to build on previous work, they must first discuss it with their teacher.

### **Fabricating information**

Making up data, sources, or research findings for assignments or projects is considered fabrication. All work submitted must be based on genuine research and credible sources.

### **Collusion**

While group work is encouraged when assigned, students must not collaborate on individual assignments unless permitted by their teacher. Sharing test answers, essays, or reports with others also falls under academic misconduct.

### **Exam Misconduct**

Any attempt to gain an unfair advantage during exams is prohibited. Examples include: Using unauthorized materials (e.g., cheat notes, electronic devices)

- Copying from others
- Communicating during an exam
- Bringing prohibited items into the exam room

### **Contract Cheating**

Hiring someone to complete assignments, write essays, or take an exam on behalf of a student is a serious violation of academic integrity. Similarly, assisting others in such dishonest practices is also unacceptable.

### **Sharing Academic Materials Illegally**

Uploading or distributing teaching materials, test papers, or assignments to unauthorized platforms or individuals is considered a breach of academic integrity.

## Maladministration

Maladministration refers to any action taken by an IB World School or an individual associated with the school that violates IB rules and regulations related to assessments or examinations. This can occur before, during, or after the completion of an assessment or examination.

## X. Academic Integrity in the Primary Years Programme (PYP)

From Early Years to Grade 5, PYP students are introduced to the principles of academic integrity. This foundation is built through the Approaches to Learning, with a strong emphasis on Research Skills—particularly the ethical use of media and information. Students are encouraged to develop an understanding of social and ethical responsibilities when using technology.

Academic honesty is a key expectation in the PYP Exhibition, where students must demonstrate integrity in their research and presentation. This continuous exposure to ethical academic practices equips students with the necessary skills and values for success in the MYP and DP programs, fostering responsible, principled, and globally minded learners.

### Learner Profile Attributes in the Context of Academic Honesty

Academic honesty is deeply connected to the Principled attribute of the IB Learner Profile, where students are expected to act with integrity, fairness, and respect for the rights of others. They take ownership of their actions and their consequences. Below is how various learner profile attributes support academic integrity:

**Principled:** Learners demonstrate responsibility by adhering to deadlines, submitting original work, properly citing sources, and upholding academic integrity in assessments.

**Open-Minded:** Students respect diverse perspectives, collaborate effectively, and remain receptive to new ideas while engaging in teamwork and discussions.

**Thinker:** Learners develop critical, creative, and analytical thinking skills to explore and generate new ideas independently rather than relying on borrowed or unverified sources.

**Risk-Takers:** Students are encouraged to take risks in learning, innovate, and critically evaluate sources with confidence and integrity.

**Communicator:** Learners express their thoughts clearly, confidently, and creatively while giving proper credit to the sources they use.

**Knowledgeable:** Students expand their knowledge responsibly, applying it with integrity and sharing insights ethically, while schools instill a love for lifelong learning.

**Inquirer:** Learners cultivate curiosity, seek knowledge from diverse sources, and acknowledge the contributions of others, fostering a habit of ethical research.

**Caring:** By showing empathy and respect, students contribute positively to their learning community, ensuring fairness and ethical practices in academics.

**Balanced:** Learners recognize the importance of maintaining intellectual, emotional, and social well-being, understanding their interdependence with the world.

**Reflective:** Students assess their strengths and areas for growth, considering their learning experiences and refining their academic practices.

There are no academic consequences for academic integrity violations until Grade 3. However, in Grades 4 and 5, students will sign an academic integrity contract at the beginning of the year, reinforcing their commitment to ethical research and original work, particularly in preparation for their PYP Final Exhibition.

This policy ensures fair and transparent assessment practices, endorsing the highest standards of academic integrity at International Maarif Schools.

By the end of Grade 5, students will be able to cite the following sources:

**Book with One Author:** Author's Last Name, First Name. Title in Italics. Publication Location: Publishing Company, Year. Print.

**Book with Two or Three Authors:** First Author's Last Name, First Name, Second Author's First Name Last Name, and Third Author's First Name Last Name. Title in Italics. Publication Location: Publishing Company, Year. Print.

**Magazine Article:** Author's Last Name, First Name. "Title of Article." Magazine Title in Italics, Day Month Year of Publication: Page Numbers. Format.

**Article from a Website:** Author's Last Name, First Name. "Title of Article." Website Name. Publisher, Date Published. Web. Date Accessed.

**Interview:** Interviewee's Last Name, First Name. Type of Interview (e.g., Personal Interview, Phone Interview, Skype Interview). Date.

**Photograph from a Website:** Photographer's Last Name, First Name. Title of Photograph. Year Created. Photograph. Museum/Institution, Location. Website Title. Web. Date Accessed (Day Month Year).

## **XI. Assessment Conduct and Integrity Policy**

### **Conduct of Assessments**

#### **Preparation and Entry**

- All students must arrive at the designated assessment environment at least 15 minutes before the scheduled start time.
- Personal belongings, including bags and lunch boxes, must be placed at the front of the room.
- Only materials authorized for the assessment may be kept at the student's workspace.
- Assessment materials must be distributed before the scheduled start time, ensuring that questions remain unseen until instructed.
- Students may engage with the assessment paper only when given permission at the designated starting time.
- A respectful and principled learning environment must be maintained from the moment assessment materials are distributed until all responses are collected.
- Invigilators must remain attentive, refrain from personal tasks, and avoid distractions such as mobile phone use.
- The Assessments Supervisor or IB Coordinator will oversee assessment environments and may provide support or relief for invigilators as needed.
- Once a response is submitted, it cannot be returned to the student.

#### **Collection of Responses**

- Invigilators must collect all responses at the end of the assessment.
- Students must remain seated until all responses are accounted for.
- Responses must be checked for completeness, including numbering and student identification.
- Students may leave the room only after all responses are collected and verified in an orderly manner.

#### **Responsibilities of Invigilators**

- Verify student attendance and record absences.
- Reinforce assessment expectations and academic integrity.
- Distribute official response booklets when required.
- Provide students with designated reading time.
- Record the start time and formally announce commencement.
- Ensure proper collection and verification of all responses.
- Dismiss students in an orderly manner.
- Seal and label responses with the attendance record before submitting them to the designated authority.

Responses must be returned to subject facilitators immediately for on-site evaluation.

Responses are not to be taken home for marking. Marked responses must be reviewed and countersigned by another facilitator, preferably from the same subject group.

#### **Verification should ensure:**

- All responses are evaluated.
- Marks are correctly entered on cover sheets.
- Totals are accurately calculated.
- Mark adjustments are not permitted during verification. The verifying facilitator must sign using the same color ink.

#### **Review and Record Keeping**

- IB coordinator and Principal will conduct random response reviews from each year's level.
- Once marking is complete, facilitators must enter results into the designated record system.
- All results must be accurately calculated and digitally recorded.
- Evaluation must be fair, unbiased, and supported by clear evidence.
- Each facilitator must maintain accurate records to justify reported results.

#### **Student Reflection and Growth**

- Students must engage in reflective discussions with their subject facilitators to identify learning goals and areas for improvement.
- Formative and summative assessments will be retained at school and returned to students at the end of the academic session.

## **XII. Rules Upholding the IB Learner Profile in Assessments**

- Students are expected to uphold integrity, responsibility, and principled behavior during assessments. Any form of academic misconduct is strictly prohibited, including but not limited to:
  - Copying from another student.
  - Using unauthorized materials, such as notes or electronic devices.
  - Communicating with others during the assessment.
  - Impersonation or contract cheating (having someone else complete the work).

Invigilators must have clear evidence before reporting any misconduct. Additionally, all students must be reminded of academic integrity guidelines before the start of each assessment.



## Reporting and Consequences

- Cases of academic dishonesty are reported immediately to the Assessments Supervisor.
- Disciplinary action is taken based on the severity of the violation.
- Repeated offenses may result in further academic consequences as determined by school administration.
- The consequences of maladministration are aligned with the Pak-Turk Maarif International Schools and Colleges Academic Honesty Policy.

## Consequences of Academic Misconduct

Violations of academic integrity are treated seriously. The school follows a structured approach to address misconduct, including:

- Inquiry-Based Reflection: A discussion with the student to understand the nature of the misconduct and reinforce ethical practices.

**Restorative Action:** Opportunities to resubmit work with proper academic integrity.

**Formal Review:** Persistent violations may lead to disciplinary measures, impacting assessment results, report comments, or further academic standing.

**Parental and IB Coordinator Involvement:** Parents and the IB Coordinator will be informed in cases of repeated misconduct to support student learning and integrity development.

## XIII. School Discipline Policy

Our discipline policy is rooted in the IB Learner Profile, fostering respect, responsibility, and intercultural understanding. Students are expected to demonstrate the attributes of being principled, caring, and balanced individuals.

### Expected Behaviours

Students should:

- Exhibit respect for peers, teachers, and the learning environment.
- Uphold responsibility in their actions, behavior, and academic pursuits.
- Demonstrate international mindedness by embracing diverse perspectives and cultural differences.

### Restorative Approaches to Discipline

Our approach to discipline emphasizes reflection, responsibility, and growth:

**Reflective Conversations:** Students engage in discussions to understand the impact of their actions.

**Restorative Agreements:** Collaborative problem-solving to make amends and restore relationships.

**Progressive Interventions:** A structured response to repeated offenses, including mentorship, counseling, or behavioral contracts.

**Community Involvement:** Encouraging students to contribute positively to their school and local community.

### **Reporting and Consequences**

- Cases of academic dishonesty must be reported immediately to the Assessments Supervisor.
- Disciplinary action will be taken based on the severity of the violation.
- Repeated offenses may result in further academic consequences as determined by school administration.
- The consequences of maladministration are aligned with Pak-Turk Maarif International Schools and Colleges Discipline policy.

### **Remedial Measures for Addressing Violations of School Discipline and Academic Integrity Policy**

Ideally it is not expected that the student at Pak-Turk Maarif will make serious violations to the School Discipline Policy, but the following remedial measures will be taken in sequence or sometimes directly to ensure the safety, security, dignity and smooth learning of the students and functioning of the school system.

## **XIV. The consequences below range from mildest (Level 1) through to most severe (Level 6).**

### **Level 1: Level 1: Restorative Discussion and Reflection**

**i. Initial Reflection and Discussion:** When a teacher identifies a violation of the school's Code of Conduct or expected behavior (aligned with the IB Learner Profile attributes), they will first engage the student in a private, constructive conversation. This reflection allows the teacher to help the student understand the violation and encourage responsible behavior. The student will be guided to reflect on how their actions affect themselves, others, and the learning environment.

**ii. Further Support:** If the behavior persists, the issue may be referred to the section vice principal. The vice principal will engage the student in a reflective dialogue, helping them consider how their actions align with the school's core values and the IB Learner Profile. The students will be informed about the potential impact of repeated violations.

**iii. Student Well-being Support:** If needed, the vice principal may also involve the Student Counseling Officer to support the student in addressing underlying issues, fostering personal growth, and reinforcing positive behavior.

### **Level 2: Parent/Guardian Engagement and Collaborative Action**

If the student continues to show non-compliance despite restorative discussions, a Letter of Intimation will be sent to the parents or guardians. This communication will outline the violation, the actions taken by the school, and request the parents' collaboration to reinforce the school's values. Parents will be encouraged to support their child in making positive changes, with a reminder that repeated violations may lead to more formal actions. Depending on the nature of the issue, the school may invite parents for a face-to-face discussion.

### **Level 3: Service Learning and Community Contribution**

At this level, the student will be assigned a Service Learning or Community Contribution task. This task should align with the school's ethos of contributing to the community, reflecting IB's emphasis on service and action. Tasks could include:

- Engaging in the library (research or helping peers with learning activities)
- Preparing a reflective talk for the class on personal responsibility and the importance of school behavior
- Writing and delivering a message to peers about adhering to the school's code of conduct
- Leading or participating in an environmental or social awareness campaign

These tasks should focus on reflection, motivation, and learning, with an emphasis on the IB attributes of being caring, reflective, and principled. The duration of the task should be no longer than one hour per day and no more than three days.

### **Level 4: Exclusion from School Privileges and Events**

For students who continue to violate school expectations despite restorative actions, exclusion from certain school privileges and events may be imposed. The exclusion serves to reinforce the connection between individual actions and their impact on the wider community and encourages the student to reflect on their choices. These may include:

- Exclusion from school trips, events, or extracurricular activities
- Suspension of any academic or extracurricular awards, discounts, or scholarships until a demonstration of responsible behavior is evident

### **Level 5: Probation and Reflective Improvement**

At this stage, the student will be placed on probation, which lasts for a minimum of 15 days and a maximum of two months. A probation letter will outline the specific behaviors that need to change, and the student will be provided with clear goals and expectations to meet during the probation period. This will be a time for personal reflection, including setting targets for positive behavioral growth and academic improvement.

The probationary period will focus on fostering self-regulation, responsible decision-making, and the attributes of the IB Learner Profile such as being balanced, reflective, and open-minded

### **Level 6: Suspension for Reflection and Accountability**

In cases of repeated violations, a student may be suspended for a period ranging from 1 to 10 school days. The suspension will serve as a time for the student to reflect on their behavior and its consequences. The school will issue a suspension letter, including clear reasons and expectations for re-entry. Prior to joining the school, the student and their family will need to sign a commitment to uphold the school's standards and values.

The suspension will focus on helping the students understand the implications of their actions and to take responsibility, aligning with IB's emphasis on ethical behavior and self-discipline.

### **Level 7: Expulsion for Severe and Repeated Violations**

Expulsion will only be considered for severe or repeated violations that threaten the safety, dignity, or well-being of the school community. This action will follow a thorough review by the school's leadership and disciplinary committee, ensuring all perspectives are considered. A well-documented expulsion letter will be issued, outlining the reasons for this decision. The letter will use thoughtful language to minimize the possibility of legal disputes.

In this case, the focus is on ensuring the integrity of the learning environment, safeguarding the rights of all members of the school community, and upholding the school's core values.

### **Level 8: Legal Proceedings**

In rare and extreme cases, the school may initiate legal proceedings if a student or their family takes actions that threaten the safety or security of the school community or property. Such measures will be taken to protect the rights and safety of all involved and to maintain the integrity of the school environment.

## XV. School Discipline and Academic Integrity Policy Violations and Consequences

This sample list serves as indicative guidance and is not intended to be a comprehensive list of all possible academic integrity violations or the corresponding consequences. Students are expected to uphold the highest standards of academic honesty and integrity.

The consequences outlined apply to any violation of academic integrity, regardless of whether it occurs in school, or at any school-related event. Violations that occur outside of school impact on school programs or activities will also be subject to these consequences.

Given the potential variations in academic integrity violations, the range of sanctions is provided as a guideline. However, the School Principal or Head Office may apply discretion and adjust consequences based on the severity and nature of the violation.

The Principal, School Disciplinary Committee, or Head Office may recommend longer suspensions, expulsion, or denial of school privileges on a case-by-case basis, in accordance with the institution's policies on academic integrity.

Violations of the Rules/Academic Integrity Policy	Level of Possible Consequences
<p>Authenticity: Students must ensure that all work submitted is their own, properly citing external sources following appropriate referencing conventions.</p> <p>Fabrication: Falsifying data, citations, or information in assignments or projects.</p>	1, 2, 3, 4, 5, 6
<p>Responsible Collaboration: While collaborative learning is encouraged, individual assessments must reflect personal understanding and effort.</p> <p>Collusion: Unethical collaboration where one student allows another to copy their work.</p>	1, 2, 3
<p>Forgery: The signing of a note for a parent or staff member or producing any fake content or document within the organization or to another organization on behalf of Pak-Turk Maarif International Schools and Colleges.</p> <p>Respect for Intellectual Property: Students are expected to acknowledge the contributions of others in research, projects, and assessments.</p> <p>Plagiarism: Presenting someone else's work, ideas, or intellectual property as one's own without proper citation.</p>	2, 3, 4, 5, 6, 7

<p>Cheating: Asking for help, whispering or using unfair means during class tests, midterms, final exams. Using unauthorized materials, notes, or assistance during assessments.</p>	<p>1, 2, 3, 4</p>
<p>Profanity/Obscenity: written or oral language or drawings that can provoke the sentiments of others or that offend the senses or the standards of morality of the school and the community. Ethical Use of Technology: Digital tools and resources should be used responsibly, without engaging in plagiarism, fabrication, or unauthorized assistance. Misuse of AI and Technology: Using artificial intelligence or other digital tools to generate unoriginal work without proper acknowledgment.</p>	<p>1, 2, 3, 4, 5, 6</p>

## XVI. Complaints Management Process

The complaints will be managed as per the detailed procedure given below. All complaints will not be referred to by the School Disciplinary Committee. Complaints with the utmost severity will be referred to the SDC after careful evaluation and investigation.

However, the below issues will be dealt with by the School Disciplinary Committee.

### IB Academic Integrity Complaint Process

#### Step 1: Reporting Complaints

Complaints must be reported in writing using the Student Petition Form (Form SA11). In emergencies, complaints can be made via email or phone but must be followed by a written statement. Complaints can be filed by any stakeholder about academic integrity violations on school premises or in relation to school activities.

#### Step 2: Determining Merit

The relevant Vice Principal or IB Coordinator reviews the complaint within 3 days, gathering evidence to assess if it falls under the School's Academic Integrity Policy. If not, the complainant will be informed in writing.

#### Step 3: Investigation

The Vice Principal investigates further by collecting evidence, interviewing witnesses, and reviewing all related documentation. The process should be completed within 3 days.

#### Step 4: Referral to Student Counselling Officer

If necessary, the case is referred to the Student Counselling Officer for a psychological evaluation (Form SA21). This evaluation should be completed within one week.



### Step 5: Referral to Disciplinary Committee

Once evidence is collected, the Vice Principal calls a meeting of the School Disciplinary Committee (SDC) to review and recommend actions. All relevant information will be shared with SDC members.

### Step 6: Hearing

The SDC hears the complaint, ensuring fairness. The complainant and defendant will present their statements separately.

### Step 7: Recommendations

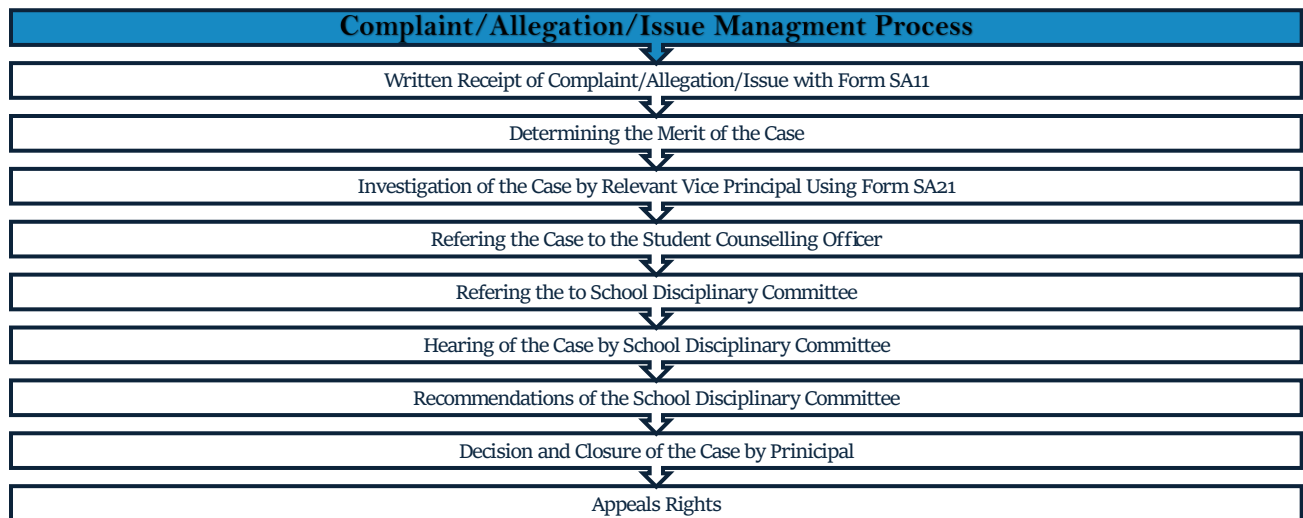
The SDC provides written recommendations to the principal. These include findings and possible disciplinary actions.

### Step 8: Decision

The principal reviews the findings and makes a final decision, which will be communicated to all parties. The decision can include sanctions or the dismissal of the complaint. The decision should be made within 15 days, though extensions may occur.

### Step 9: Appeal Rights

Parties dissatisfied with the decision can appeal within 2 working days. The Disciplinary Appeals Committee (DAC), including the Principal, Director, and relevant Vice Principal, will review the appeal and provide a decision within 5 days.



## XVII. Confidentiality

Confidentiality will be upheld throughout the complaint management and investigation process related to IB PYP Academic Integrity. Any information gathered during the investigation will only be shared with individuals who have a legitimate need-to-know, as determined by the School Disciplinary Committee. However, there may be

exceptions, including but not limited to circumstances where the school is legally obligated to report the information, when disclosure is necessary to advance the investigation, address any unethical practices, or ensure the health, safety, or well-being of the school community.

## References

- School Discipline Policy – SDP For the Students OF Pak-Turk Maarif International Schools & Colleges Across Pakistan
- International Baccalaureate Organization. (2019). Academic integrity policy. International Baccalaureate Organization. <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-integrity-policy-en.pdf>
- What is academic integrity? <https://www.teqsa.gov.au/students/understanding-academic-integrity/what-academic-integrity>
- What is Academic Integrity? And why is it important? eBook A free guide from Turnitin [https://www.lib.uoa.gr/fileadmin/user\\_upload/What\\_is\\_Academic\\_Integrity\\_Guide\\_e-Book\\_APAC\\_UK\\_English.pdf](https://www.lib.uoa.gr/fileadmin/user_upload/What_is_Academic_Integrity_Guide_e-Book_APAC_UK_English.pdf)
- Raza. A. M, Raza.A.M, Raza.K.M, and Ashraf. A. A, Journal of Educational & Psychological Research Fundamentals of Academic Integrity: The Need of Hours ISSN: 2690-0726
- Lee. Academic Integrity Is Important to Teaching and Learning October 14, 2022 | <https://www.nassp.org/2022/10/14/why-academic-integrity-is-important-to-teaching-and-learning/>
- Mashrek International School, Academic Integrity Policy
- 2016 IB Publications: <http://www.ibo.org/programmes/profile/>

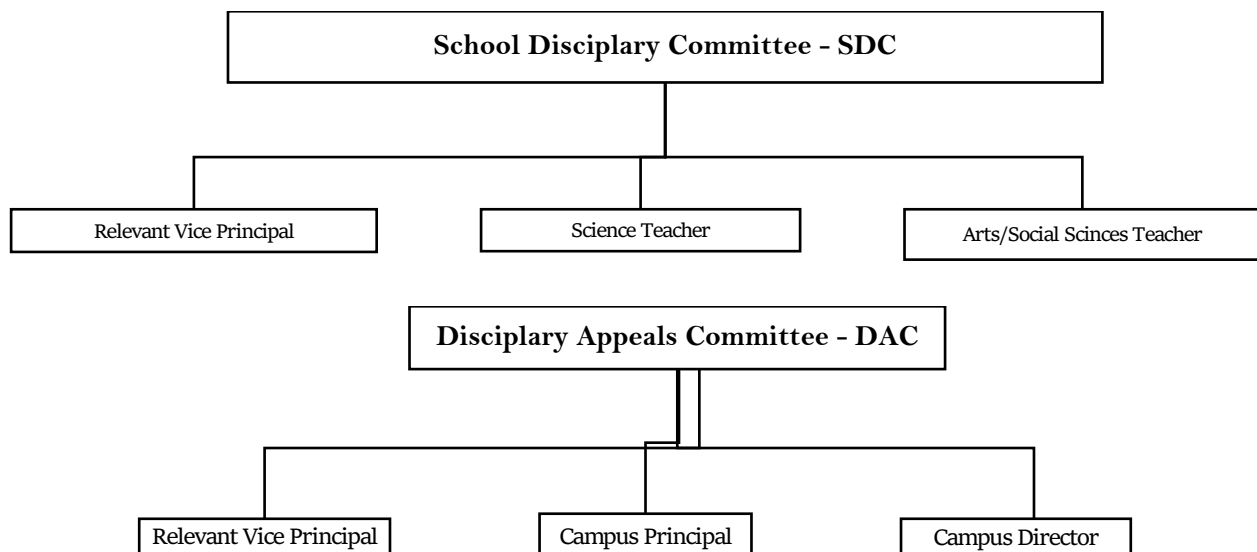
#### Constitution of School Disciplinary Committees

The School Disciplinary Committees will be constituted before the beginning of the new academic year. The School Principal will constitute the School Disciplinary Committees and will inform the director, staff and campus colleagues about the names and details of the committees. There will be three School Disciplinary Committees.

- School Disciplinary Committee for IB PYP
- School Disciplinary Committee for IN MYP
- School Disciplinary Committee for Cambridge Section
- Every School Disciplinary Committee will have three members.
- Vice Principal of Relevant Section /IB Coordinator
- Science Teacher
- Arts/Social Sciences Teacher

A teacher will be eligible to be the member of the SDC if he/she has at least one year of teaching experience with Pak-Turk Maarif International Schools and Colleges in the same campus.

Once the committees are constituted, the members can't be changed except in cases of gross violation, negligence of responsibilities or job replacement.



#### What is Referencing?

Referencing is a way of showing where you found the information, ideas, or quotes you use in your research or assignments. When you write about something you've learned from a book, website, video, or any other source, you need to give credit to the person or people who created that information. This is important because:

It shows respect for the hard work of others.

It helps your readers find the original source if they want to learn more.

It makes your work more trustworthy.

It helps you avoid plagiarism, which means copying someone else's work without giving them credit.

Think of referencing like saying "thank you" to the author or creator for sharing their knowledge. It's also like leaving a trail of breadcrumbs so others can follow your research steps. In school, referencing is often done in a specific style, like APA, which has rules for how to write the author's name, the title of the source, and other details.

#### How to Reference Manually in APA Style

##### In-Text Citation:

When you use information from a source, include the author's last name and the year of publication in parentheses.

Example:

- One author: (Smith, 2020)
- Two authors: (Smith & Jones, 2020)
- Three or more authors: (Smith et al., 2020)

##### Reference List:

- At the end of your document, create a "References" section.
- List all the sources you used in alphabetical order by the author's last name.

Use the following formats for common sources:

##### Book:

Author's Last Name, First Initial. (Year). Title of the book. Publisher.

Example:

Smith, J. (2020). The history of science. ABC Publishing.

**Website:**

Author's Last Name, First Initial. (Year, Month Day). Title of the webpage. Website Name. URL

Example:

Jones, M. (2021, March 15). How to reference in APA style. Easy Referencing. <https://www.easyreferencing.com>

**Article:**

Author's Last Name, First Initial. (Year). Title of the article. Journal Name, Volume (Issue), Page numbers.

Example:

Brown, T. (2019). The impact of climate change. Environmental Studies, 12(3), 45-60.