



Academic Integrity Policy

School Year 2026-2027

**Johan de Witt
scholengroep**

Table of Contents

Introduction	4
Johan de Witt Scholengroep Mission & Vision	4
IB Mission Statement	4
Purpose of this Policy	5
Scope of this Policy	5
Rights and responsibilities	6
Alignment with Examination Regulations & IB Guidelines	8
Communication of this Policy	8
The Academic Integrity Policy and the Admission Policy	8
Academic Integrity in the IB programmes	9
Academic Integrity and the Learner Profile	9
Authentic Work: What it is and how to do it right	10
Artificial Intelligence and Academic Integrity	11
The FAB Check	12
AI Safety	12
AI Detection	13
Teaching Academic Integrity and Responsible AI Use	14
Academic Misconduct: What It Is	15
IB Definitions of Academic Misconduct	15
Procedures When Academic Misconduct Is Suspected	17
Prevention and Verification	17
Investigation Process	17
Measures & Appeal	18
References and Useful Resources	20
Appendices	21
Appendix A: Ten Tips for Acting with Integrity	21
Appendix B: Academic Integrity Student Checklist	22
Appendix C: AI Disclosure Log Template	22

Document review box and latest revision - JdW Scholengroep – Academic Integrity Policy			
Revision number	Date	Person(s) responsible for review	Date of next review
0	July 2026	Ekram Dannouni (Head of School), Milou Segeren (Programme Manager), Annelie de Graaf (IB Coordinator).	Sept 2026
1	Sept 2026	SecLT	June 2027
2			
3			

Introduction

Johan de Witt Scholengroep is an inner-city secondary school with locations in the centre of The Hague, the international city of peace and justice. The remarkable diversity of The Hague's inhabitants is reflected in the student population of Johan de Witt Scholengroep. Our student body represents over 90 different nationalities and reflects a rich diversity of cultural and socio-economic backgrounds, as well as a wide range of individual interests, needs, and preferences.

We believe that our students deserve the best possible education. Through the Middle Years Programme (MYP), the Career-related Programme (CP) and the Diploma Programme (DP) of the *International Baccalaureate* (IB), we provide our students with an internationally recognized educational pathway.

At the Johan de Witt Scholengroep, we are authorised to offer all 5 years of the MYP (MYP 1-5) as well as the IB Career-related Programme and the IB Diploma Programme.

Johan de Witt Scholengroep Mission & Vision

Mission

We provide excellent education within a global context, based on three pillars:

1. Johan de Witt Scholengroep creates impact
2. Johan de Witt Scholengroep is built together
3. Johan de Witt Scholengroep is at the heart of the world

Vision

We educate young people to become well-informed, confident, and socially responsible global citizens.

IB Mission Statement

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.

Purpose of this Policy

At the Johan de Witt Scholengroep, we believe that academic integrity is an essential aspect of teaching and learning. We want our students to learn to act responsibly and ethically and to take responsibility for their actions; both in and outside of school. Students who produce honest, authentic work, will be able to unlock their own genuine potential. Using sources, ideas, and tools including Artificial Intelligence will boost their curiosity, critical thinking, perseverance, and engagement that define a Johan de Witt learner. Academic integrity is closely linked to the IB Learner Profile and especially the trait of being Principled.

This policy aligns fully with IB guidelines and reflects the **five fundamentals of academic integrity**:

Fundamentals	What it means at Johan de Witt Scholengroep
Honesty	Students represent their own understanding by disclosing their sources, including AI tools. They do not misrepresent their work or the work of others.
Trust	We operate on the assumption of good faith. Trust enables teachers to design authentic learning experiences and provides students the freedom to explore ideas.
Fairness	Every student has the right to demonstrate what they know, understand and are able to do. Academic misconduct undermines the fairness of assessment for all students.
Respect	Students respect the intellectual property of others (e.g., authors, creators, peers, and AI platforms) by acknowledge all contributions to their work according to the agreed conventions.
Responsibility	Each student is responsible for the authenticity of their work. Claiming ignorance of the school's Academic Integrity Policy will not be accepted.

Scope of this Policy

This policy applies to:

- All students in MYP (Years 1-5), CP and DP
- All teachers, coordinators, support staff, and school leadership
- Parents and guardians of our students

It applies to all forms of assessed and non-assessed academic work, including written assignments, oral presentations, digital projects, art & technology assignments, lab reports, internal assessments, the Personal Project, the Reflective Project, the Extended Essay, Theory of Knowledge essays and exhibitions, Service as Action, Community Engagement and CAS reflections, and *all other IB examination components*. It also governs the use of Artificial Intelligence (AI) in all academic work.

This policy also describes the rights and responsibilities of all members of our school community so everyone understands what academic integrity entails.

Rights and responsibilities

Academic integrity is a shared responsibility within our school community.

Students at Johan de Witt Scholengroep have the right to:

- receive guidance and support to develop strong academic integrity skills.
- receive clear guidance on academic integrity expectations before any assessed task is given.
- be presumed innocent until an investigation determines otherwise.
- explain their perspective before any decision is made.
- appeal against a decision they believe is unfair.

Students are responsible for:

- producing authentic work and acknowledge sources, including Artificial Intelligence (AI) tools, appropriately.
- familiarising themselves with this Policy and seek clarification when unsure about expectations (i.e., they ask their teachers and/or their coordinators for help when not sure).
- following school and IB guidelines for academic integrity in all assessments.
- using AI tools only at the level permitted by their teacher for each specific assignment
- applying the FAB Check (Fairness, Accuracy, Bias) whenever they use AI-generated content
- including an AI Disclosure Log or Transparency Statement when required by the assignment level.
- not sharing their work in a way that enables collusion.
- reporting academic misconduct, if they feel safe doing so.

Teachers and Academic Staff have the right to:

- expect authentic work from students and to use tools such as Turnitin and AI detection software to verify authenticity.
- exercise professional judgment about whether a piece of work reflects a student's genuine understanding.

Teachers and staff are responsible for:

- explicitly teaching the principles and practice of academic integrity within their subject, including referencing, paraphrasing and ethical use of sources, appropriate to the year level.
- designing assessments that encourage originality and make misconduct more challenging.
- communicating clearly to students which AI level (0–4 on the AI Matrix) applies to each task before students start working on their assignments.
- modelling good academic practice by acknowledging sources in their own teaching materials.
- using Turnitin (via Toddle) and AI detection tools as both a teaching resource and a verification mechanism.

- following the Johan de Witte Scholengroep misconduct procedures consistently and fairly.
- recording all confirmed misconduct incidents in Toddle.
- maintaining draft evidence and version histories, especially for extended IB components.

The MYP Coordinator, the CP Coordinator and the DP Coordinator are responsible for:

- making this Academic Integrity Policy known to the school community.
- overseeing the implementation of this policy across their programme.
- supporting teachers with policy interpretation and consistency.
- managing formal misconduct investigations and communicating outcomes to students and parents.
- following up with IB when required, including reporting confirmed misconduct in IB-assessed components.
- ensuring this policy is reviewed regularly and communicated to all members of the Johan de Witt Scholengroep.
- coordinating staff professional development/ training on academic integrity and the latest AI developments.

School leadership is responsible for:

- creating a school culture where integrity is valued.
- ensuring this policy is accessible on the school website and communicated to all new families.
- providing resources for professional development on academic integrity and responsible AI use.
- reviewing and approving this policy on an annual basis.
- handling appeals and serious misconduct cases in a fair, consistent and transparent manner.

Parents and guardians have the right to:

- appeal to any academic misconduct allegations.
- ask for evidence including draft evidence, history versions, Turnitin and AI detection tools.
- be present at meetings concerning allegations towards their student's academic misconduct.

Parents and guardians are responsible for:

- reading this Academic Integrity Policy and asking for clarifications when unsure.
- supporting the school's academic integrity expectations.
- encouraging honest learning practices at home and in school.
- communicating any concerns with the school when these arise.

Alignment with Examination Regulations & IB Guidelines

This Academic Integrity Policy is aligned with the *IB Academic Integrity (March 2023)* guidelines and relevant programme documentation. It must also be read in conjunction with the school's *Examination and PTO/PTA Regulations*.

In cases of academic misconduct or any other irregularities, the procedures and measures outlined in the *Examination and PTO/PTA Regulations* — including the sanctions outlined in Article 5 and the rules governing retakes in Article 11 — apply in full. This Academic Integrity Policy clarifies and supplements these regulations specifically within the context of the IB MYP, CP and DP.

Communication of this Policy

This Academic Integrity Policy is actively promoted and communicated to the school's IB-community to ensure a shared understanding of academic integrity expectations and their consistent application across the IB programmes offered at Johan de Witt Scholengroep.

Students are introduced to the policy at the start of each school year. Academic integrity expectations are regularly reinforced through classroom instruction and subject-specific guidance, particularly in relation to research, writing and assessment practices.

Parents and guardians are informed about the policy through the school website and parent information meetings and evenings. Key expectations and procedures are communicated to support parents and guardians in understanding their role in promoting academic integrity.

Staff receive guidance on the policy through staff meetings and professional development opportunities. Teachers are supported in embedding academic integrity principles and practices throughout learning, teaching and assessment.

The full Academic Integrity Policy is published on the school website and made available to the school community through Toddle.

The Academic Integrity Policy and the Admission Policy

Admission to the Johan de Witt Scholengroep implies acceptance of all applicable school policies, including the Academic Integrity Policy. Upon enrolment, students and their parents/ guardians acknowledge that adherence to the school's academic integrity standards is a condition of admission and continued enrolment in the IB programmes. Students and parents/ guardians are expected to familiarise themselves with the policy and to uphold its principles throughout the student's participation in the programmes.

Academic Integrity in the IB programmes

Academic Integrity and the Learner Profile

IB learners strive to be 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.'

IB Learner Profile, 2013

Authentic Work: What it is and how to do it right

The IB defines authentic work as work that is based on a student's individual and original ideas, with the ideas and work of others fully acknowledged. At Johan de Witt Scholengroep, we define authentic work as:

- having your own ideas, arguments, interpretations, and conclusions.
- acknowledging all sources (e.g., texts, websites, images, data, peer input, and AI-generated content) correctly.
- producing work in the timeframe and context described by the task or your teacher.
- being able to confidently discuss and explain your work, if asked to do so (viva voce).

Referencing and citation

At Johan de Witt Scholengroep, we use APA7th style as its standard citation format across all subjects in both the MYP, CP and DP. APA7th style is an international and commonly used convention for how you cite sources.

APA7th Style applies to:

- In-text citations (for direct quotations and paraphrased ideas)
- Works Cited/ Reference list/ Bibliography at the end of written work
- Acknowledgement of AI tools used in the creation of work

Students can use this website when citing sources: <http://www.sciere.be/apa/>

Definitions and guidelines

- Quoting is literally copying someone else's text which you must write between "quotation marks." You may quote a maximum of five lines of text verbatim in your report. If you want to quote more text literally, refer to the text you add in an appendix.
- Paraphrasing means writing someone else's text in less words or simpler language.
- Summarising is describing a larger text in your own words more concisely.

Progressive expectations by year level:

Year Level	Citation Expectations
MYP 1	Author, URL, access date, and publication date. Recognises the type of source. Uses free referencing tools (EasyBib/MyBib). No copying and pasting. Summarises in own words. Open-source images only or images with attribution.

MYP 2–4	Full APA7th reference list. In-text citations for direct quotes. Distinguishes between direct quotes and paraphrasing. Uses Turnitin via Toddle to check own work.
MYP 5	Complete Works Cited list (APA7th). In-text citations for quotes, paraphrasing, and summaries. Analyses sources for bias and reliability. Uses Turnitin via Toddle to check own work. Acknowledges AI use with disclosure log and FAB Check statement.
CP & DP 1–2	Full APA7th (or IB-required format where specified). In-text citations and Works Cited in all written work and presentations. Full IB citation guidelines for IA, EE, RP. Mandatory AI disclosure log for any AI-assisted task. IB essay requirements always take precedence over APA7th where they conflict. Uses Turnitin via Toddle to check own work.

Artificial Intelligence and Academic Integrity

In line with the IB, Johan de Witt Scholengroep does not ban the use of ChatGPT or any similar AI software. Instead, we believe that AI literacy is an essential competency for the world our students live in and that learning how to use these tools ethically is in line with our school's principles of academic integrity.

Three pillars guide our approach:

- **AI-Informed:** We may use AI to ignite curiosity while students remain the critical learners who evaluate and select information.
- **AI-Safe:** We prioritise authentic, original student work. AI supports the process — it does not replace it.
- **AI-Empowered:** We use AI to personalise learning and help students explore bold ideas for a future world.

We will teach students to be aware of the fact that any work produced—even only in part— by AI tools, to be their own. Therefore, as with any quote or material from a non-AI source, it must be clear that AI-generated text, image, or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. The AI Use Matrix will guide students and teachers as follows:

Level	Name	Student Role	Teacher Role	Citation Required
0	No AI	100% original, independent work by the student. Assessed via viva voce / version history if needed.	Design supervised in-class tasks. Often handwritten work by the student.	Not applicable. Authenticity verified by viva voce or version history.

			Communicate to students that AI is not permitted.	
1	AI-Assisted Brainstorming	Evaluate AI ideas are a 'spark' to ignite thinking; apply AI ideas to your own original planning and design.	Provide a prompt as an example. Set clear expectations for AI as a creative starter only.	AI Disclosure Log: The student states how AI sparked ideas, including links to chats.
2	AI-Assisted Research	Evaluate and paraphrase AI-sourced information. Apply the FAB Check to all outputs.	Communicate research boundaries: - teach the FAB Check; - discuss algorithmic bias.	AI Transparency statement: disclose how AI assisted research and how accuracy was verified.
3	AI-Assisted Edit & Revise	Write original content first. Use AI for feedback on clarity, quality, and transitions only.	Guide the editing process; monitor via digital trails and draft submissions.	Full citation: formally cite all AI tools used. DP students follow IB citation guidelines.
4	AI-Collaborative Creation	Co-create with AI to solve complex problems; analyse and critically evaluate the resulting content.	Communicate how to co-create ethically; facilitate deep student analysis and evaluation.	Full Disclosure: detailed log of co-creation steps, prompts used, and all significant human modifications.

Figure 1: The AI-Use Matrix

The FAB Check

Whenever students use AI for research or content creation (for levels 2–4 of the AI-Use Matrix), they must perform a FAB Check and include it in their disclosure:

- Fairness: Does the AI discriminate? Who is being centred or left out of the AI's output?
- Accuracy: Cross-reference all facts. Has the AI 'hallucinated' — i.e., invented information?
- Bias: Are there centred narratives or loaded language hidden in the AI's response?

AI Safety

All our community members must abide to the safety protocols when using any AI tool:

- Do NOT enter personal data (name, address, photos, or any Personal Identifying Information) into an AI platform.
- Use only school-approved tools: (insert samples) and do this exclusively via your school account.
- Personal, unverified AI accounts are strictly prohibited during school hours.

- Never upload the work or personal data of other students onto AI platforms.

AI Detection

Johan de Witt Scholengroep uses Turnitin (via Toddle) and may use additional AI detection tools (such as GPTZero or Quillbot) to review student work. These tools may provide useful information about academic (mis)conduct. However, they are not 100% accurate. Therefore, these detection tool results are considered to only support the teacher's professional judgement and, where needed, a student viva voce.

Teaching Academic Integrity and Responsible AI Use

Curriculum Integration

Academic integrity skills are taught progressively across the MYP and DP:

Year Level	Core Academic Integrity Teaching
MYP 1 -2	Students are able to: ○ Explain confidently what plagiarism is and why academic integrity is important for an IB learner. ○ Identify reliable sources. ○ Summarise a text in their own words. ○ Create a simple reference list. ○ Understand and explain the difference between fair and unfair. ○ Recognize open-source images. ○ Are introduced to the school's Artificial Intelligence rules and guidelines
MYP 3-4	Student are able to: ○ Use in-text citations and produce a Works Cited (APA7th) list. ○ Distinguish direct quotation from paraphrase. ○ Use Turnitin to check own work. ○ Understand copyright and fair use. ○ Work at the school's AI-Use Matrix at levels 0–2 ○ Use the FAB Check.
MYP 5	Student are able to: ○ Analyse sources for bias and reliability. ○ Synthesise multiple sources. ○ Adhere to the Personal Project academic integrity declaration. ○ Work at the school's AI-Use Matrix at levels 0–4 ○ Log full disclosure. ○ Fully understand and adhere to the distinction between collusion vs collaboration.
CP & DP1–2	Student are able to: ○ Use confidently the IB-specific citation requirements (IA, EE, RP, ToK). ○ Write with academic integrity. ○ Use AI confidently in all IB contexts by confidently explaining what is and is not permitted. ○ Know the IB examination regulations. ○ Prepare confidently for their viva voce.

ATL Skills

Academic integrity is embedded in the school's Approaches to Learning (ATL) framework, particularly under:

- Self-management skills: Taking responsibility for one's own work; organising time to avoid pressure-driven shortcuts
- Research skills: Identifying and evaluating sources; citing correctly; conducting ethical inquiry
- Communication skills: Expressing ideas authentically; attributing others' contributions
- Thinking skills: Evaluating AI outputs critically; distinguishing between one's own ideas and those of others

Academic Misconduct: What It Is

IB Definitions of Academic Misconduct

The IB upholds principles of academic integrity, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic misconduct is any action -intentional or unintentional- that gives a student an unfair academic advantage or misrepresents the authentic source of their work.

Examples of academic misconduct are:

Violation	IB definition
Plagiarism	The representation — intentionally or unwittingly — of the ideas, words, images, or work of another person without proper, clear, and explicit acknowledgement. Examples: • Copying and pasting text from any source (book, website, peer's work) without citation. • Paraphrasing someone else's ideas without giving credit. • Using AI-generated text, images, or data without disclosure and citation. • Using translated materials without acknowledgement. • Purchasing or obtaining essays or other work online. • Using online language translators unless explicitly allowed. • Misuse of CHATGPT – see CHATGPT section.
Collusion	Collusion occurs when students work together on an assignment that is designated as individual work, or when a student allows another student to copy or submit their work. Examples: • Planning a shared response for an individual assessment. • Paraphrasing someone else's individual assignment and submitting it. • Allowing another student to copy your work. • Having a parent, tutor, or friend write or substantially revise your work. Note: collusion is not the same as collaboration, which is permitted. Collaboration is: • Analysing the assessment question together, then writing individually and submitting this as your own work. • Practising paraphrasing skills together and sharing tips. • Dividing group work fairly and naming all authors individually. • Getting feedback from a parent, tutor or friend that helps you improve your own writing.

Violation	IB definition
Duplication of work	Submitting substantially the same work for two different assessment tasks or components whether in the same or different subjects without prior approval from both teachers. All assignments should be original work unless discussed with the teacher in advance.
Cheating/unfair practice	Actions that gain a student an unfair academic advantage Examples: • Falsifying records. • Falsifying data. • Sharing password. • Using unauthorized materials. • Disclosing information about assessments. • Altering grades. • Taking unauthorised material into examination room. • Stealing examination materials. • Disruptive behaviour during an examination. • Speaking with another student during an examination • Using or carrying a mobile phone, smart watch as well as having final examination assignments and/or solutions in the memory of the graphing calculator. • Communicating the content of an IB examination to anyone — via any medium — within 24 hours before or after the scheduled sitting.
Fabrication and falsification	Inventing or changing data, sources, research results, or any other evidence is a serious form of misconduct. This includes manipulating AI to generate fabricated data or citations.
Misrepresentation	Misrepresentation includes claiming group work as solely individual, falsifying attendance, providing false explanations for missed assessments, or hiding AI use that should have been disclosed.
Unacknowledged AI Use	This is also called “cognitive off-loading”. This is when a student submits AI-generated content as one's own without disclosure. Examples: • Have AI write an essay, lab report, analysis, or reflection. • Use AI to translate an entire text for a language assessment task. • Use AI grammar tools (at any level) without disclosure. • Hide AI contributions in any part of an assessed task

For further details, rules and regulations on handing in papers, reports, literature lists, sitting written tests, orals or any other assessment, please refer to the [Johan de Witt exam-regulations](#).

Procedures When Academic Misconduct Is Suspected

Prevention and Verification

Johan de Witt Scholengroep aims to prevent misconduct by verifying authenticity of student work:

- Students submit work via Toddle; teachers use Turnitin for plagiarism screening.
- Students maintain digital trails (they keep version histories, process journals, draft submissions) for extended tasks. The teacher will remind them to keep these trails.
- Teachers may request a viva voce (oral discussion of the work) at any time if authenticity is in question. This allows students to explain in their own words their learning process and the final product.
- Teachers regularly review student work for authenticity and proper referencing.
- Digital tools, including plagiarism detection software, are used to support the verification of student work where appropriate.
- Draft submissions, checkpoints, and formative feedback are used to monitor the development of student work.

Investigation Process

When a teacher or IB programme coordinator suspects academic misconduct, the following process is followed:

- 1) The subject teacher gathers evidence (Turnitin report, AI detection result, version history, previous student work for comparison).
- 2) The subject teacher discusses the concern privately with the student, giving the student a fair opportunity to explain their work and process. No decision is made at this stage.
- 3) The subject teacher checks the student's record in Toddle to determine whether this is a first or repeated incident.
- 4) The subject teacher checks with the MYP, CP or DP Coordinator.
- 5) If misconduct is confirmed: the student is informed of the outcome; parents are notified; the incident is recorded in Toddle. The MYP/DP Coordinator is copied on all communications.
- 6) If this is the **first offence**, the student is allowed to re-submit the task and a grade will be awarded.
- 7) If this is the **second offence**, the school's Examination Committee may decide to award
 - a) the student's work a 0; or
 - b) the student may be allowed to redo (part of) the assessment task; or
 - c) the student is given an alternative task.
- 8) The Examination Committee communicates the decision to the student and their parents, if possible, orally and in any case in writing.
- 9) For IB-assessed components: the CP and DP coordinator must manage the formal IB reporting process as required by programme regulations and inform the Examination Committee accordingly. See page 16 for possible consequences issued by the IB.

- 10) If a student wishes to appeal, they and their parents may approach the Head of School or Algemeen Directeur, who chairs the Examination Committee directly to explain their case.

All sanctions described above are applied under the authority of the Examination Committee and in accordance with the procedures and appeal rights set out in the school's *Examination and PTO/PTA Regulations (Article 5)*.

Measures & Appeal

In this policy, "Head of School" refers to the school's Algemeen Directeur, and "Appeals Committee" refers to the Commissie van Beroep as described in Article 5 of the *Examination and PTO/PTA Regulations*. The procedures and time frames for appeal are the same as those set out in the official Examination Regulations.

Before taking a measure, the Examination Committee shall hear the student/ examination candidate. The candidate may be assisted by an adult appointed by them.

If a candidate disagrees with the decision of the examination committee, they may in the first instance turn to the Head of School who, having heard the Examination Committee and the candidate, shall take a decision, whether or not after consulting third parties. A copy of the written notification shall simultaneously be sent to the Inspectorate and if the candidate is a minor to their parent(s), guardian(s) or carer(s) as well.

The candidate may within three (3) school days of receiving the written notification appeal against a measure to the Appeals Committee. The Appeals Committee shall investigate and decide within two weeks after receipt of the appeal, unless the Appeals Committee has extended this period by a maximum of two weeks, giving reasons. In its decision the Appeals Committee shall determine, if necessary, in what way the candidate shall still be given the opportunity to take the final examination in full or in part, without prejudice to the provisions in the last sentence of the second paragraph. The Appeals Committee communicates its decision in writing to the candidate and if the candidate is a minor also to their parent(s), guardian(s) or caretaker(s), to the examination committee and to the inspectorate.

Note on grading academic misconduct

In the IB **Middle Years Programme** a score of 0 is assigned when work cannot be assessed due to academic misconduct (for example, plagiarism, collusion or cheating). This differs from our *Examination and PTO/PTA Regulations*, where such cases are recorded as a grade of 1. The use of 0 within the MYP clearly indicates that the work is invalid and cannot be awarded any level of achievement.

For further details, rules and regulations please refer to the [examination-regulation](#).

For assessment components of the **IB Career-related Programme (CP) and IB Diploma Programme (DP)**, the International Baccalaureate Organization also applies its own regulations and sanctions in cases of academic misconduct.

If academic misconduct is detected in work submitted to the IB, the following sanctions may be applied by the IB:

- No grade is awarded for the subject concerned.
- No grade is awarded for a specific component.
- The student may not be eligible for the IB Diploma or Career-related certificate.
- In severe cases, the student may be disqualified from the entire examination session.

The IB makes the final decision in cases of suspected misconduct in external assessed work. Johan de Witt Scholengroep is responsible for reporting suspected malpractices and cooperating fully with IB investigations.

For all IB-assessed components, including Internal Assessments, the Personal Project, the Extended Essay, the Reflective Project, Theory of Knowledge, and CAS:

- A signed Declaration of Authenticity must accompany all work submitted to the IB.
- Teachers and supervisors must authenticate student work — this is only possible when they have monitored the development of the work over time.
- Students must show progress at each supervised stage; a polished final draft without a draft trail cannot be authenticated and will not be submitted.
- For DP/CP, sharing IB examination content via any medium — before, during, or within 24 hours after the examination — will result in an automatic N grade and IB reporting.
- The IB's General Regulations and Assessment Procedures take precedence over school procedures for all official IB components.

These procedures are aligned with the IB-document: *Diploma Programme: From principles into practice* (April 2015) and *IB Academic Integrity* (March 2023).

References and Useful Resources

International Baccalaureate Organization. Academic Integrity. IBO, March 2023, resources.ibo.org. Accessed September 2026.

International Baccalaureate Organization. Middle Years Programme Assessment Procedures 2026. IBO, May 2025.

International Baccalaureate Organization. Diploma Programme Assessment Procedures 2026. IBO, November 2025.

International Baccalaureate Organization. Career-related Programme Assessment Procedures 2026. IBO, November 2026.

International Baccalaureate Organization. IB Learner Profile, 2013

International Baccalaureate Organization. General regulations: Middle Years Programme, 2014

International Baccalaureate Organization. MYP: From principles into practice, 2014- Updated August 2022.

International Baccalaureate Organization. Career-related Programme guide, 2022

International Baccalaureate Organization. Diploma Programme: From principles into practice, 2023

Johan de Witt Scholengroep. (2025). "Examenreglement tevens PTA-PTO reglement – schooljaar 2025-2026".

Johan de Witt Scholengroep. (2025). Examination and PTO/PTA Regulations (Article 5).

Useful Links and Resources:

APA referencing guides and citation tools- such as the 'verwijswijzer' & 'APA-richtlijnen uitgelegd'.

- EasyBib / MyBib / ZoteroBib — free referencing generators
- Guidance on ethical use of AI tools, including ChatGPT.
- <http://www.sciere.be/apa/>
- IB Academic Integrity resources: resources.ibo.org
- Library databases and research materials.
- School Library
- Turnitin (via Toddle — teacher access)

Appendices

Appendix A: Ten Tips for Acting with Integrity



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



Ten tips for acting with integrity



Always act with honesty and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.



Familiarise yourself with the school's rules and ensure that you understand what academic integrity means and consists of.



Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.



Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.



Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.



Learn to **accept** your strengths and weaknesses and do the best that you can.



Take responsibility for your own actions and their consequences.



Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.



Be **mindful** of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.



Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.

© International Baccalaureate Organization 2022
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

Appendix B: Academic Integrity Student Checklist

MUST DO	MUST NOT DO
• Write my own original ideas in my own words • Cite every source I use including AI tools in APA7th format • Check which AI level (0–4) my teacher has set for each task • Apply the FAB Check whenever I use AI for research or creation • Keep drafts and version histories for extended tasks • Ask my teacher when unsure	• Copy text from any source including AI without citation • Let another student copy my work • Submit work that was mainly written by AI without full disclosure • Share IB examination content with anyone within 24 hours of the exam • Use a personal account with AI tools during school hours

Appendix C: AI Disclosure Log Template

For Levels 1–4 (AI Use Matrix), include the following in or with your submitted work:

Field	Your Response
AI Tool(s) used:	e.g., Google Gemini, Canva AI, NotebookLM
AI Level permitted by teacher:	Level 0 / 1 / 2 / 3 / 4
How I used the AI:	e.g., Generated brainstorming ideas for my introduction. I evaluated them and chose two to develop further.
FAB Check results:	Fairness: [observation] Accuracy: [how I cross-checked] Bias: [what I noticed]
Significant modifications I made:	e.g., Rewrote all sections in my own voice; removed three factual errors found through cross-referencing.
Link to AI chat (if applicable):	Paste share link here