

Academic Integrity Policy

2026–27 | TSS-CUR-06

Scope	Whole school: KG1–Year 13
Policy owner	Head of School
Operational lead	Relevant school lead / IB DP Coordinator
IB alignment	Culture 5 (0301-03)
Review cycle	Annual

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.”

The Sultan's School Mission Statement

“The Sultan's School is a co-educational school offering a bilingual Arabic-English education from early childhood to pre-university. The school seeks to provide a broad and balanced education to the highest quality which reflects and strengthens the Omani and Islamic culture while encouraging an international perspective and developing critical, creative thinking in its students.”

IB Learner Profile

The IB learner profile aims to develop learners who are:

Inquirers	Knowledgeable
Thinkers	Communicators
Principled	Open-minded
Caring	Risk-takers
Balanced	Reflective

Assessment at TSS is grounded in the school's educational mission and aligned with the philosophy and principles of the International Baccalaureate.

1. Purpose and school context

This is a whole-school policy for The Sultan's School (TSS), applying from KG1 to Year 13. TSS is a bilingual Arabic-English school in the Sultanate of Oman. Its educational model combines Omani national requirements with international curricula and seeks to provide a broad and balanced education that strengthens Omani and Islamic culture and identity while developing international-mindedness, academic excellence, leadership, service and lifelong learning.

The policy is designed to operate coherently across the school's phases: Early Years; Primary; Middle School (Years 7–9); IGCSE (Years 10–11); and the IB Diploma Programme (Years 12–13). Where an examination board, the International Baccalaureate, or the Ministry of Education sets a specific requirement, that requirement takes precedence for the relevant programme.

2. Philosophy

Academic integrity is taught as a positive culture of ethical learning, not simply as a set of sanctions. Students learn progressively how to create authentic work, acknowledge sources, collaborate appropriately, use technology responsibly and take ownership of their learning. Expectations become increasingly formal as students move through the school.

3. Whole-school good practice

- Produce work that genuinely represents the student's own knowledge, thinking and skill.
- Acknowledge the words, ideas, images, data, code, media and intellectual contributions of others when appropriate to age and task.
- Follow teacher instructions about collaboration, assistance, calculators, digital tools and AI.
- Keep appropriate notes and source records for formal research tasks.
- Do not give another student work to copy or seek unfair assistance.
- Ask when uncertain about what support is permitted.

3.1 Progressive teaching of integrity

In Primary, emphasis is placed on honesty, ownership, simple source acknowledgement and distinguishing one's own work from another person's. In Middle School, students receive more explicit instruction in paraphrasing, note-taking, research and citation. In IGCSE and the DP, formal authentication, referencing, examination security and subject-specific rules are explicitly taught.

4. Academic misconduct

- Plagiarism or presenting another source's words, ideas or products as one's own.
- Collusion, copying or enabling another student to gain an unfair advantage.
- Unauthorised collaboration or assistance.
- Fabrication or falsification of data, references, evidence or research activity.
- Impersonation or having another person produce assessed work.
- Exam misconduct or possession/use of unauthorised materials or communication.
- Deliberate access to, sharing of or misuse of confidential assessment material.
- Misrepresentation of assistance received, including assistance from generative AI.

4.1 School maladministration

School maladministration is an action or omission by the school or a member of staff that breaches programme regulations or may compromise the integrity of assessment. This may include inappropriate assistance or authentication, breaches of confidential assessment material or examination security, or failure to follow required assessment procedures. Suspected maladministration is referred immediately to senior leadership and the relevant programme coordinator and reported to the awarding body/IB where required.

5. Generative AI and emerging technologies

TSS recognises that generative AI can support learning when used purposefully, transparently and within teacher, examination-board and IB requirements. AI is a learning tool, not a substitute for student thinking or authorship.

- Teachers state when AI is permitted, restricted or prohibited for a task.
- Students remain responsible for accuracy, quality, originality and integrity of submitted work.
- Where AI-generated text, images, code or other content is used in assessed work, it must be acknowledged at the point of use and referenced in accordance with current school/programme requirements; prompts and generation dates should be retained where required.
- Students must not submit AI-generated material as if it were entirely their own work.
- Students should not enter confidential, personal or protected school information into public AI systems.
- AI-generated claims, references and data must be checked; fabricated or inaccurate output remains the student's responsibility.
- Automated AI-detection tools may inform a review but must not be treated as conclusive or sole evidence of misconduct; authenticity concerns are considered alongside drafts, research history, prior work and the student's explanation.
- Programme-specific regulations take precedence over general school permission.

6. IGCSE-specific provisions

In Years 10–11, students must follow the current rules of the relevant awarding body for examinations, coursework and non-examined assessment. Teachers must explain the permitted level of assistance for each assessed component. Authentication declarations, supervision requirements and examination security procedures must be followed exactly.

7. IB Diploma-specific provisions

DP students are responsible for ensuring that all work submitted for IB assessment is authentic and that the contribution of sources and permitted assistance is acknowledged. Teachers and the DP Coordinator follow current IB authentication and academic integrity procedures. Suspected misconduct involving IB assessment is handled under current IB rules and may need to be reported to the IB.

- Academic integrity instruction is embedded in subject teaching, Theory of Knowledge and the Extended Essay process.
- Students must understand appropriate collaboration boundaries for internal assessments and other coursework.
- The school uses appropriate opportunities to authenticate work, including discussion of drafts, research processes and student decision-making.
- If authenticity cannot be established, the work must not be submitted to the IB. A marking penalty cannot be used as a substitute for authentic work; any opportunity to replace or resubmit work must comply with current IB rules and school deadlines.
- IB rules concerning duplication of work, examination conduct and submission of assessment material apply in full.

8. Responding to concerns

Responses are educational, proportionate, transparent and consistent. The school distinguishes, where appropriate, between a developmental error and deliberate or serious misconduct. Students have an opportunity to explain their account and relevant evidence is retained.

Investigations are impartial and evidence-based. The scale below describes internal school responses and does not replace awarding-body or IB penalty matrices. Decisions take account of the student's age, prior instruction, the extent and recurrence of the concern, intent where relevant, and the status of the work. Where an externally regulated or IB assessment is involved, current programme procedures take precedence.

Indicative level	Examples	Possible response
Developmental/minor	Incomplete citation, weak paraphrasing, misunderstanding collaboration rules	Reteach; correct/resubmit where permitted; record if appropriate.
Significant	Substantial copying, concealed AI use, fabricated evidence, unauthorised assistance	Formal referral; parent communication; supervised correction, replacement or resubmission where permitted; programme-specific consequence; restorative learning.
Serious/repeated	Exam misconduct, impersonation, theft/distribution of confidential material, repeated significant misconduct	Senior leadership investigation; formal sanction; awarding-body/IB reporting where required.

9. Responsibilities

- Leadership: establish consistent systems and an ethical culture; ensure staff induction and appropriate professional learning; oversee fair and consistent responses to concerns.
- Teachers: explicitly teach good practice, design authentic tasks, authenticate work and act on concerns.
- Librarian/research support: teach source evaluation, research and referencing.
- IGCSE/DP Coordinators: communicate and implement programme regulations, oversee required reporting and investigations, including suspected school maladministration.
- Students: produce authentic work and disclose assistance honestly.
- Parents: support independence and do not complete, rewrite or over-direct assessed work.

Monitoring, communication and review

The policy will be communicated through staff induction and professional learning, student and parent guidance, relevant handbooks and the school website or parent portal as appropriate. Implementation will be monitored through school data, quality assurance, stakeholder feedback and review of cases. The policy will be reviewed annually and earlier where changes to Omani requirements, examination-board regulations, IB requirements or school practice make this necessary.

Related policies and documents

- Safeguarding and Child Protection Policy
- Behaviour / Student Conduct Policy
- Teaching and Learning Policy
- Assessment Policy
- Inclusion Policy
- Complaints and Appeals procedures
- Data Protection / Acceptable Use of Technology guidance
- Current examination-board regulations and subject specifications
- Current IB programme documentation and procedures

Reference base

- IB Programme standards and practices (Culture through policy implementation, 0301).
- Current IB Academic integrity policy, including current guidance on artificial intelligence tools.
- The Sultan's School published curriculum and programme information.

- Applicable Ministry of Education requirements in the Sultanate of Oman.