Academic Integrity Policy

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BELS Philosophy of Academic Integrity

BELS strives to create a culture of academic integrity among all stakeholders by promoting honesty, trust, fairness, respect, and responsibility. All stakeholders have a responsibility for modeling exemplary behaviors that promote fair and ethical conduct throughout students' academic journey at BELS and beyond.

What is Academic Integrity?

At BELS, academic integrity means acting honestly, responsibly, and ethically so that work reflects each student's own abilities. Students are expected to produce original work, acknowledge the ideas of others, and give credit where it is due. In this way, we foster trust, respect, and a community of genuine "content creators" rather than "content imitators". (International Baccalaureate Organization [IBO], 2025).

What is academic misconduct?

Academic misconduct is an attempt to gain an unfair advantage for oneself against the ethical norms of academic life. It is also an umbrella concept that comprises a variety of practices that are considered unethical in scholarly life. (See **IB's Academic Integrity Policy** for more information)

Counselors' Responsibilities

The main responsibility of the counselor is to act as a bridge between teachers, students, parents, and administrators. The counseling department addresses academic integrity while creating yearly plans for counseling programs. In counseling lessons, the main purpose is to create a supportive environment to increase students' awareness, develop self-management skills, and reinforce values education for all. Within the framework of values education, integrity, respect, empathy, and similar values are reinforced and the students are supported to internalize these values. Counselors provide support to students to develop self-management (organization, goal setting, time management, self-motivation, stress management, accountability) skills not only in counseling lessons but also in individual meetings. Moreover, counselors collaborate with librarians, coordinators, and teachers to promote academic integrity and provide necessary training. Meetings are scheduled with the relevant divisions as needed.

Librarians' Responsibilities

The first role of the school librarians is to contribute to the school's guiding statements. The school librarians work in collaboration with the school's administrators and teachers to support education. The librarians contribute to project work, research, literacy activities, problem-based activities, reading, cultural activities, and the development of skills to enable access to and use of information to achieve the targeted learning and teaching objectives.

The school librarians also collaborate with experts from outside to provide access to a wide range of databases and run professional development sessions for the faculty. They help students, teachers, and other staff to inform, learn and teach about all kinds of printed and electronic resources. They encourage the use of primary sources, literary resources, documents, printed and electronic resources, as well as books and other sources of information, both in and out of the school. (Information resources complement and enrich textbooks, instructional resources, and teaching methods.)

In terms of academic integrity, the librarian is responsible for developing a library skills scope and sequence that gives several opportunities for students to gain the skills necessary to complete proper citations, learn to use APA 7 style referencing (the most up-to-date APA referencing), and proper techniques to conduct fair research through all available reliable resources. In addition, they provide Turnitin and citation training to the faculty to support them in developing and implementing curriculum-based services and programs.

Teachers' Responsibilities

It is important that all K-12 teachers support and monitor students in their understanding of academic integrity. Teachers are responsible for including direct research and referencing instruction of the necessary skills students need to avoid academic misconduct issues.

When creating assignments, tasks, and projects, teachers should include referencing criteria to avoid academic misconduct issues. This might include direct teaching of certain research skills, developing time management skills, setting periodic deadlines for longer projects, and/or making time for conferring with students to evaluate the quality of work and adherence to academic integrity guidelines before deadlines.

It is essential that teachers collaborate with librarians and counselors to develop lesson plans on academic integrity. In order to promote academic integrity among students, it is important that teachers serve as role models by citing the sources used in creating teaching materials. For further guidance, please refer to the divisional descriptions in this policy and consult librarians or counselors. It is the teachers' responsibility to verify the authenticity of the students' work.

Categories of academic misconduct:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words, or the work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- **Misconduct** during an examination includes taking unauthorized material into an examination room, disruptive behavior, and communicating with others during the examination.
  - **Communication about the content of an examination** 24 hours before or after the examination with others outside their school community is also considered a breach of international programs' regulations.
- **Duplication of work** is defined as the presentation of the same work for different assessment components and/or requirements.

Misconduct includes,

- paraphrasing without crediting the source;

- copying text or pictures directly from the internet without citing the source;

- using direct quotes with no quotation marks, footnotes, or textual citation of the source;

- submitting material written by someone else as one's own;

- submitting a paper or assignment for which one has received so much help that the writing is different from one's own. This will be judged by the classroom teacher and the program coordinator;

- copying someone else's work;

- presenting someone else's work as one's own.

Proactive Measures to Eliminate Academic Misconduct

Teachers are required to include an age-appropriate understanding of academic integrity at each grade level. The librarians and faculty teach academic integrity by including appropriate research skills including note-taking, paraphrasing, and citing sources. An academic integrity brochure and ''Effective Citing'' document are available in the student handbook to guide students to cite correctly.

The high school uses Google Classroom and Managebac as a learning management system to support students in organizing their learning. BELS also subscribes to Turnitin. The school has integrated Turnitin into Managebac and Google Classroom, so every assignment can be checked for similarities from other sources.

Use of Generative AI Tools

The use of generative AI is guided by the BELS Generative AI Policy. Please refer to BELS Gen AI Policy. The principles outlined in this policy form part of BELS's Academic Integrity Policy.

IB Approaches to Learning and Teaching at BELS

In order to develop students' understanding and implementation of academic integrity, the ATL scope and sequence is used to guide teachers, librarians, and students to ensure necessary skills are explicitly taught.

PYP	MYP (G5-8) & Prep & IGCSE (9-10)	DP
Communication Skills		
● Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions. ● Recording information and observations; taking notes and	● Taking responsibility for one's actions ● Making fair and equitable decisions	●Broadening academic communication beyond the classroom through conferences, presentations and working with community members etc. ●Using digital tools to enrich learning and improve communication and feedback in the class learning

paraphrasing; writing summaries; writing reports; keeping a journal or record.		environment ● Articulating a well-developed and well-supported personal response in exams and independent academic research.
Self-Management Skills		
● Selecting an appropriate course of action or behavior based on fact or opinion.	● Using appropriate strategies for organizing complex information ● Considering ethical, cultural, and environmental implications	● Giving attention to study techniques such as note-taking, text marking, or the use of various digital organizational tools while allowing students to find their approaches to self-management and academic organization
Research Skills		
● Describing and recording observations by drawing, note-taking, making charts, tallying, writing statements.	● Understanding and implementing intellectual property rights ● Creating references and citations, using footnotes/endnotes and constructing a bibliography according to recognized conventions	● Encouraging students to get into a routine of using a single, standard method of referencing. ● Working with academic integrity and respecting the intellectual contributions of others ● Recording, analyzing, evaluating, and synthesizing information ● Modeling effective research skills and solid academic integrity practices through the use of carefully selected secondary material that goes beyond the basic internet search
Thinking Skills		
● Making use of previously acquired knowledge in practical or new ways. ● Combining parts to create a whole; creating, designing, developing, and innovating.	● Creating original works and ideas; using existing works and ideas in new ways ● Applying skills and knowledge in unfamiliar situations ● Making connections between subject groups and disciplines	● Encouraging students to actively engage in the formulation of hypotheses about the meaning of a text and how that meaning is constructed without needing to rely on tried interpretations or on easily accessible online sources

Misconduct in the Elementary School

In elementary school, classroom teachers and the librarian are responsible for teaching students the principles and practices of academic integrity.

In elementary school, the classroom teacher keeps records of any incident of academic misconduct. The first time, the student is warned orally by a faculty member, and parents are informed. In the case of repetitions, a conference is held with the student and the parents.

Misconduct in the Middle School

All middle school faculty members and librarians are responsible for developing each student's understanding of the principles and practices of academic integrity. Each faculty member includes direct lessons about academic integrity during the course work and monitors student work for compliance with the academic integrity policy. These lessons are recorded in the MYP ATL mapping documentation.

If a faculty member becomes aware of student misconduct, the faculty member is required to fill out an academic integrity misconduct report and submit it to the counselor. The counselor informs the middle school leadership team, the Student Behavior Committee, and the student's parents. The Student Behavior Committee will meet to discuss the incident and make a recommendation for action to be taken. The counselor will inform the student and parents about the decision taken in the Student Behavior Committee.

Misconduct in the High School

All high school faculty members and librarians are responsible for developing each student's understanding of the principles and practices of academic integrity. In the high school, the counselor, principal, and the school's disciplinary committee will keep records on each incident of cheating or plagiarism on homework, quizzes, tests, projects, papers, lab reports, etc. The consequences are determined by the Disciplinary Committee on a case by case basis which may include the following:

1st Infraction – The counselor, IGCSE / IBDP coordinators, and principal are notified; a zero is given; the parents are notified by the teacher. The student receives a written reprimand. In the case of IBDP work, students may be allowed to resubmit the work but will do so without any support/feedback from their teacher. At the end of the year, the infraction may be removed from the student's record, at the discretion of the Faculty Board.

2nd Infraction - The counselor, IBDP/IGCSE coordinators, and principal are notified; a zero is given and the parents are informed. A parent conference is held with the teacher and the school administration. The disciplinary committee may also issue a suspension which could result in a reduction in the student's tuition scholarship for the next academic year. In the case of internally or externally assessed IB coursework being plagiarized, then additional IB sanctions may be imposed by the IB, including disqualification to receive a Diploma.

The school's preferred referencing system

The school has determined that [APA 7th edition](#) will be used as the referencing system at BELS. Öğrenciler, okul kütüphanecisi tarafından kendilerine sağlanan yönergelere uygun şekilde alıntı ve kaynakça düzenlemeleri yapmakla yükümlüdür.

Policy Review Cycle:

The Academic Integrity Policy is reviewed at the start of each odd-numbered academic year by the BELS Curriculum Committee and shared with the faculty for input. Final approval is made by the BELS Leadership Team (BLT).

Approved by the BLT 10.01.2019

Revised by the BLT 02.10.2025