

ACADEMIC INTEGRITY POLICY

[ISB policies](#) are designed to provide all members of our learning community with a clear picture of the philosophy, values and learning practices of the school.

The IB Learner Profile provides a foundation for academic integrity, as it asks students to be principled in their lives in and out of school. It highlights that principled people *“act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their actions and the consequences that accompany them”*. Our policies and practices regarding academic integrity stem from this philosophy, and ISB’s mission to prepare students for lifelong learning further inspires us to meet the highest standards of ethical practice.

In particular, this relates to the IB Learner Profile in the following ways:

Principled – acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Taking responsibility for your actions and the consequences that accompany them i.e. acknowledging others work and not taking it as your own.

Reflective – giving thoughtful consideration to your learning and experience is also an important attribute in relation to academic integrity.

Demonstrating academic integrity means that all of the work students have submitted is original. In other words, it was created by them and reflects their ideas and efforts. When students submit work that is not their own, they are plagiarising. Plagiarism is unfair to other students and themselves because it denies them the opportunity to learn. It is also a violation of trust between themselves and the teacher. Plagiarism includes copying from a classmate or friend or copying directly from written sources without paraphrasing or citing the source of the information.

ACADEMIC INTEGRITY IN THE PYP AT ISB

The guiding principles of academic integrity are built from a range of simpler concepts that start early during Primary School. Expectations are clearly communicated and modelled at an age-appropriate level so that all Primary School students can understand their responsibility for producing authentic and genuine individual and group work. As they progress through Primary School, they also begin to learn about acknowledging the work and ideas of others and the responsible use of information technology and social media.

As part of the culminating project at the end of P5, the PYP Exhibition, students show how they are able to:

- search for sources: keywords, databases, people
- assess a source's reliability
- cite sources accurately
- take notes and do not plagiarise

ACADEMIC INTEGRITY IN THE MIDDLE SCHOOL AT ISB

ISB will teach what academic integrity is and point out ways to avoid violations. It will teach students how to cite the work of others and make students aware of the consequences that arise as a result. This will be taught both in discrete subjects and as a part of the ATL course. Referencing expectations are outlined in Appendix A. At ISB we use 'Zotero' as our main bibliography creator and use MLA (Modern Language Association referencing system) as our main referencing style.

It is ultimately the student's responsibility to ensure that they are abiding by the Academic Integrity Policy. Students are responsible for incorporating how to properly and consistently cite intellectual property into their work following ISB's Academic Integrity Policy and referencing expectations.

THE ROLE OF ARTIFICIAL INTELLIGENCE

At ISB, in alignment with the IB Org. (IBO), we recognise that artificial intelligence (AI) offers transformative opportunities for enhancing student learning. AI has become an integral part of our educational landscape, providing innovative tools and resources that can significantly enrich the learning experience, including differentiation in the classroom. Students will not only learn

how to harness these AI-driven opportunities to deepen their understanding and broaden their skills but also how to maintain academic integrity in their work. Examples of AI include AI chatbots, image recognition tools and Generative AI techniques, which can create realistic text, images, music and other media.

The IBO emphasises the importance of students mastering the ethical use of AI, stating, **“Students must understand how to correctly reference and ethically use any external information in their work, including text/images obtained from artificial intelligence (AI) tools”** (The IB and artificial intelligence (AI) tools, IBO information poster, 2023). Hence, by integrating AI into our curriculum, we are committed to teaching students both the practical applications and the ethical considerations of these advanced technologies, preparing them to be responsible and knowledgeable users of AI.

This is done by considering the guidelines from the IBO: **“In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography”** (The IB and artificial intelligence (AI) tools, IBO information poster, 2023). This in turn should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2024). ChatGPT response to *example prompt* about *example topic*.

“AI usage influences not only how sources are utilized and content is produced but also plays a significant role in the development of essential skills in learners, such as critical thinking, summarization, audience-targeted communication, genre awareness, and the logical organization of arguments. AI should be thoughtfully regulated within learning activities to foster the growth of these personal skills. This regulation could involve limiting or excluding AI to ensure the development of student capabilities or strategically employing AI as a sparring partner to enhance and accelerate the learning process.” (elaboration revised with ChatGPT).

THE ROLE OF PARENTS/LEGAL GUARDIANS

The parents/legal guardians are responsible for making themselves familiar with and upholding the Academic Integrity Policy of the school. They should be promoting the integrity of education at home as well and be aware of the consequences of academic dishonesty as outlined below:

CONSEQUENCES FOR ACADEMIC DISHONESTY

In all instances of academic dishonesty, the case must be recorded in the 'Plagiarism Recording' document.

Level 1:

In first-instance cases or cases of lower-level plagiarism, for example, occurring in homework, the individual teacher must determine the source of the material in question and meet with the student. **The teacher must have a dialogue with the student so that the student understands the importance of academic integrity, what plagiarism means and the consequences of academic dishonesty.**

The teacher may choose among the following additional consequences:

- mark only the work genuinely done by the student
- set a piece of work that demonstrates that genuine learning has taken place
- parents may be included in the restorative process and student understanding of academic integrity. The Head of the Middle School must always be consulted before parental contact.

Level 2:

In more serious cases, for example:

- persistent or repeated plagiarism
- plagiarism following Level 1 interventions
- cheating on a test
- plagiarism of summative assessments/formal tasks.

The teacher, in consultation with the Head of Middle School, will action the following process:

- The Head of the Middle School will be consulted and parents will be informed
- a meeting with the student and parents must take place to achieve a mutual understanding of academic integrity expectations, why they are important and provide appropriate support is put in place to help the student meet expectations
- an appropriate plan will be agreed upon to support genuine learning taking place in the future

- ensure relevant parties' mutual understanding of Level 3 consequences.

Level 3:

With a repetition of academic integrity offences, the school will decide on extended actions to be taken. In grave instances, this may mean that the IB will be informed and/or it may lead to expulsion from ISB.

Appendix A

Referencing expectations (from the ISB Approaches To Learning, ATL, scope and sequence)

M1	With guidance, students will <i>become aware</i> of the need to cite work appropriately and provide clear bibliographies/work cited pages when appropriate. Students will get familiar with using Zotero to keep track of internet sources and create a bibliography for written work and presentations. Students will begin to develop an awareness of when they refer to the work and ideas of others. Students will be introduced to what paraphrasing is and how plagiarism can be avoided. Students will be introduced to the use of AI and its correct use in the context of academic honesty.	Advisory, IS, ELL and other subjects as appropriate.
M2	With some guidance, students will <i>become aware</i> of the need to cite work appropriately and provide clear bibliographies/work cited pages when appropriate. Students will know how to use Zotero to keep track of internet sources and create a bibliography for written work and presentations. Students will develop a consistent awareness of when they refer to the work and ideas of others. Students develop an awareness of categories and the existence of different types of sources. Students will have an emerging understanding of what paraphrasing is and how plagiarism can be avoided. Students will develop an awareness of multiple AI scenarios, including text, pictures and videos, and the use of these in connection to academic honesty in their work and that of others.	Advisory, IS, ELL and other subjects as appropriate.
M3	Students will <i>be aware of the need to cite work</i> appropriately and provide clear bibliographies/work cited pages when appropriate. Students independently use Zotero to keep track of internet sources and create a bibliography for written work and presentations . Students will develop an awareness of when they refer to the work and ideas of others and an awareness of using in-text referencing . Students will have a clear understanding of what paraphrasing is and how plagiarism can be avoided. Students will be aware of multiple AI scenarios (including text, pictures and videos), and know how to acknowledge and reference the use of these in connection to their work and that of others.	Advisory, IS, ELL and other subjects as appropriate.
M4	With minimal guidance, students will <i>demonstrate principled action</i> in	All subjects and



	<p>relation to copyrights and plagiarism, sourcing and crediting their work using MLA referencing style. Students will independently use Zotero for research projects and presentations and consistently provide a bibliography/Work Cited page when applicable. Students will identify the need to use in-text referencing and apply it when appropriate. Students fully understand what paraphrasing is and how plagiarism can be avoided. Students become aware of the MLA referencing system and its significance. With minimal guidance, students will be aware of multiple AI scenarios (including text, pictures, videos and music), and know how and when to reference the use of these in connection to their work and that of others.</p>	<p>disciplines where appropriate.</p>
M5	<p>Unsolicited, students will <i>demonstrate principled action</i> in relation to copyrights and plagiarism, source and accredit their work using MLA referencing style. This includes understanding examinations and ePortfolio academic honesty requirements for submission of work. Students should use Zotero unprompted for research projects and presentations, and provide a Bibliography/Work Cited page whenever applicable. Students will understand the need to use in-text referencing and be able to apply it when appropriate. Students fully understand what paraphrasing is and how plagiarism can be avoided. Students are aware of the MLA referencing system and its significance, as well as for future studies. Independently, students will be aware of multiple AI scenarios (including text, pictures, videos and music), and know how and when to reference the use of these in connection to their work and that of others.</p>	<p>All subjects and disciplines where appropriate.</p>

Appendix B

IB Programme Standards & Practices

The comprehensive IB PS&P framework is the foundational set of principles which help IB world schools place **learning** at the heart of the school community by both:

- fostering a dynamic school **culture** centred on holistic, inclusive learning communities (*0300-xx standards*)
- creating student **learning** experiences of the highest quality possible (*0400-xx standards*)

Standards and practices relevant to assessment are listed below.

Culture

- **Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)**
 - Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
 - Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
 - Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
 - Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
 - Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)

Learning - Students as lifelong learners

- **Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)**
 - Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
 - Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)
 - Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)
 - Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)