



**PREMJERS**  
international school

# **ACADEMIC INTEGRITY POLICY**

## **Middle Years Programme (IB MYP)**

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# **INTERNATIONAL SCHOOL PREMJERS**

## **MISSION, VISION, AND CORE VALUES**

### **MISSION**

International School Premjers aims to allow young people with different social and cultural backgrounds to widen the borders of communication and obtain the necessary education to overcome existing barriers, including language, in order to develop interpersonal relations based on mutual respect and to build a humane community consisting of active, well-educated people, who are positively inclined to acquire new knowledge, accepting objective reality and looking forward to improving it. The acquired knowledge and experience will facilitate the promotion of progressive ideas that will improve the world while preserving its beauty and diversity.

### **VISION**

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to making a difference.

### **CORE VALUES**

To envision and to accomplish the mission of our school, we have our core values: open-mindedness, collaboration, respect, taking action and appreciation.

# **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 (International Baccalaureate Organization, n.d.).

# INTRODUCTION AND STATEMENT OF PHILOSOPHY

This policy is designed to guide the entire International School Premjers community in upholding a culture of academic integrity. Academic integrity is a fundamental value of an International Baccalaureate (IB) education and a proactive, positive principle. It is not merely the absence of dishonesty; it is a commitment to a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment.

At its core, academic integrity is the choice to act in a responsible and ethical way so that others can trust a person's academic work, thereby fostering a community of principled, responsible, and ethical learners (International Baccalaureate, 2023). The IB's philosophy is to develop students who are "content creators," not "content imitators" (International Baccalaureate, 2023). This means fostering a culture where students take pride in producing genuine, authentic work that represents their own abilities.

This policy is based on the "Academic honesty in the IB educational context" (International Baccalaureate, 2023) and the "IB Learner Profile" (International Baccalaureate, 2023). The IBO stresses the importance of academic honesty. In the IB publication on academic honesty, it is stated that: "all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes a candidate's responses to examination papers in May and/or November. All quotations in a candidate's examination script must be properly acknowledged" (International Baccalaureate, 2023).

The core of International Baccalaureate programmes is the IB Learner Profile, which is a clear and concise expression of the IB's objectives and values. International School Premjers celebrates the promotion of the IB Learner's attributes and International School Premjers students, as members of the IB community, must strive to be principled: "act with integrity and honesty, with a strong

sense of fairness and justice [...and] take responsibility for [their] actions and their consequences." (International Baccalaureate, 2023).

International School Premjers Academic Honesty Policy focuses on preventing malpractice and promoting good practice. It is our goal for the entire school community to view the principles of the Academic Honesty Policy positively. All members of the school community—students, parents, teachers, and administrators—share a collective responsibility to uphold and promote this culture of integrity. We aim to move beyond a reactive, rule-based approach to a proactive, values-based one that is pedagogically aligned with the IBO's mission (International Baccalaureate, 2023). This policy is a pedagogical tool intended to guide students in developing the skills and mindset necessary to produce authentic work and to become lifelong learners who contribute positively to the world (International Baccalaureate, 2023).

All students must understand the meaning and the relevance of all the concepts related to academic honesty. It is the school's responsibility, along with parents, to promote the development of the required skills for students to use these concepts in their daily work so that by the time they meet externally validated assessment in the MYP and DP, they have well-developed skills and can avoid pitfalls (International Baccalaureate, 2023).

# FOUNDATIONAL PRINCIPLES OF ACADEMIC INTEGRITY

## ALIGNMENT WITH THE IB LEARNER PROFILE AND APPROACHES TO LEARNING (ATL)

This policy is intrinsically linked to the IB Learner Profile, particularly the attributes of being principled, thinkers, and reflective. Principled: Students who are principled act with integrity and honesty, demonstrating a strong sense of fairness and justice. They take responsibility for their actions and their consequences. Thinkers: Students who are thinkers use critical and creative thinking skills to analyse complex problems and make reasoned, ethical decisions. This is essential for navigating the modern information landscape and the ethical use of sources. Reflective: Students who are reflective learn from their mistakes, take responsibility for their actions, and continuously evaluate their learning process. The development of academic integrity is also integrated into the curriculum through the explicit development of Approaches to Learning (ATL) skills. Information literacy skills, for example, directly teach students how to evaluate sources, synthesize information, and properly cite their work. These skills are not taught in a single lesson but are reinforced continuously across all subjects.

## DEFINITIONS OF ACADEMIC MALPRACTICE

Academic malpractice, also known as academic misconduct, is defined as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. Academic malpractice includes, but is not limited to, the following behaviours:

- **Plagiarism:** The representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. This includes the unacknowledged use of not only written text but also images, music, graphs, maps, and any other form of creative expression, including those found on the internet. Using

translated materials without proper acknowledgment is also a form of plagiarism.

- **Collusion vs. Collaboration:** Collusion is a form of malpractice in which a student supports academic misconduct by another student, such as by allowing their own work to be copied or submitted for assessment by another. In contrast, collaboration is an encouraged, open, and cooperative behaviour in which students work together on a common aim with shared information. The final product of collaborative work must always be a student's own, original effort.
- **Duplication of Work:** The presentation of the same or nearly identical work for different assessment components is malpractice unless explicit permission is granted by all teachers involved.
- **Unauthorized Assistance:** This includes receiving undue assistance from family members, friends, or tutors, or using external services (e.g., essay-writing services) to complete or edit work.
- **Misconduct During an Assessment:** This includes taking unauthorized materials into an examination, using unapproved devices or notes, communicating with other students, or fabricating data for tables or surveys. It is also considered misconduct to impersonate another student or to disclose or discuss the content of an examination with anyone outside of the immediate school community for 24 hours after the examination.
- **Fabrication of Data:** Intentionally creating or altering data for tables, surveys, or other research without proper justification.

## **ROLES AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY**

Upholding academic integrity is a shared responsibility of all members of the school community.

- **Responsibilities of the Administration:** Create and regularly review the Academic Integrity Policy in collaboration with teachers. Ensure all staff, students, and parents are aware of the policy and its updates. Provide continuous training for teachers on academic integrity

and new developments in technology like AI. Promote an environment where authenticity is valued and verified and enforce consequences fairly and consistently when violations occur.

- **Responsibilities of the Teachers:** Act as mentors and guides by modelling academic integrity in their own work. Provide explicit, subject-specific instruction on what constitutes academic malpractice and how to cite sources. Reinforce academic integrity through the development of ATL skills. Conduct regular check-ins with students during the development of projects and use plagiarism/AI detection software when appropriate. Be vigilant in spotting inconsistencies in student work and question students about their work to ensure it is their own.
- **Responsibilities of the Students:** Read, understand, and comply with the Academic Integrity Policy. Proactively ask teachers for advice when in doubt about proper citation or acceptable collaboration. Ensure that all work submitted is their own and properly acknowledge all sources, whether from print or online. Take responsibility for their actions and their consequences. Differentiate between their work and their sources' ideas, including anything AI-generated.
- **Responsibilities of the Parents:** Support the school's policy by encouraging ethical behaviour at home. Understand their role is to support and guide, but never to do their child's work for them. Attend information sessions to stay informed about the policy and new developments, such as the use of AI.

# THE ETHICAL USE OF AI

## THE IBO'S STANCE ON AI

The IB does not ban the use of AI tools like ChatGPT. Instead, it views them as transformative technologies that are becoming part of everyday life, like spell checkers or calculators. The core principle is that students must be taught how to use these tools ethically and transparently. Any work produced by an AI tool, even in part, is not considered a student's own work. As with any other source, if AI-generated text or images are included in a piece of work, they must be clearly credited and referenced. It is a form of misrepresentation to present AI-generated content as one's own, even if cited. The goal is to reward original thinking, not the ability to generate a well-structured quotation.

## ACCEPTABLE VS. UNACCEPTABLE AI USE

The distinction between acceptable and unacceptable use of AI is a matter of intent and transparency. The policy must provide clear guidance to help students and teachers differentiate between using AI to aid learning and using it to bypass learning.

Scenario	Acceptable Use?	Rationale & Policy Guidance
1. Brainstorming & Idea Generation	Yes	Using an AI tool to brainstorm ideas, summarize notes, or find alternative viewpoints for a research question is acceptable. This is a form of preliminary research and idea development. The student must conduct further investigation and write the final work in their own words.
2. Grammar & Syntax Check	Yes	Using an AI tool to check for spelling, grammar, or to improve sentence construction is generally acceptable.

		This is akin to using a spell checker or a writing tutor. The student must have written the original text, and the AI must not perform a wholesale rewrite.
3. Summarizing a Paragraph	Context-dependent	It is acceptable to use AI to summarize a source, if the summary is used as a model and the student rewrites the summary in their own words before adding it to their assignment. The final output must be demonstrably the student's own intellectual effort.
4. Generating a Full Paragraph	No	Using an AI to write a full paragraph or a section of an essay and then simply copying it into the final work is not acceptable, even if the source is cited. This constitutes a lack of original authorship and undermines the learning process. The student is a content imitator, not a content creator.
5. Translation of Work	No	Translating an essay written in one language to another using an AI tool is considered malpractice and is not acceptable for IB assessments. The student must demonstrate their proficiency in the language of the assessment.
6. Using AI as a Source	Yes	If a student includes the output from an AI tool in their work, either as a direct quote or a paraphrased idea, it must be cited with an in-text citation and referenced in the bibliography. This is the same principle as citing any other external source.

7. Fabricating a Research Question	No	Using an AI tool to generate a research question for an assessment is not acceptable. The IBO's focus is on inquiry-based learning, and the development of an authentic research question is a core component of this process that must be driven by the student's own curiosity.
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# HARVARD REFERENCING AND CITING STANDARDS

The IB does not prescribe a single referencing style, so International School Premjers has adopted a simplified Harvard referencing style to ensure consistency and clarity. This guide formalizes a single, user-friendly style based on common academic practices, making it accessible to both students and teachers. All sources, whether from print or online, must be acknowledged in the body of the text with a corresponding entry in a "References" list at the end of the document. The minimum information required for an in-text citation is the author's last name and the year of publication. When directly quoting, a page number is also required.

## QUICK REFERENCE GUIDE: IN-TEXT CITATIONS AND REFERENCES (HARVARD STYLE)

Source Type	In-Text Citation (Author (s) Year Page)	Reference List Entry (Example)	Key Elements
Book (One Author)	... (Evans 2007 2)	Evans, C. (2007) <i>Greek Myths &amp; Legends</i> . London: Usborne Publishing Ltd.	Author(s), Year, Title, Place, Publisher
Book (Two Authors)	... (Lodge & Wood 2000 16)	Lodge, D. and Wood, N. (2000) <i>Modern criticism and theory: a reader</i> . Harlow: Longman.	Author(s), Year, Title, Place, Publisher
Book (Four or	...	Akmajian, A. et al. (2014)	1st Author et al.,

More Authors)	(Akmajian et al. 2014 16)	<i>Linguistics: an introduction to language and communication</i> . 6th edn. Cambridge: MIT Press.	Year, Title, Place, Publisher
Journal Article	... (Julian 2011 2)	Julian, P.M. (2011) 'Appraising through someone else's words: The evaluative power of quotations in news reports', <i>Discourse &amp; Society</i> , 22(6), pp. 766–780.	Author(s), Year, 'Article title', <i>Journal Name</i> , Volume(Issue), Pages
Website/Webpage	... (Brown, 2003 2)	Brown, B. (2003) <i>Research</i> . [Online]. London: University of London. Available from: <a href="http://www.oup.com/elt/global/">http://www.oup.com/elt/global/</a> [Accessed: 2 January 2021].	Author, Year, Title. [Online]. Place, Publisher. Available from: URL
Image/Figure	... (Pinneo, 2020) 16	Pinneo, B.J. (2020) <i>Dusty dreams</i> . Available from: URL	Creator, Year, Title of Image. Available from: URL
AI-Generated Content	... (OpenAI, 2024) 18	OpenAI (2024) <i>ChatGPT</i> [Large language model]. Retrieved 19 October 2024, from <a href="https://chat.openai.com/chat">https://chat.openai.com/chat</a> .	Company, Year, Name of AI Tool [Model type]. Retrieved Date, from URL

## CONSEQUENCES OF MALPRACTICE

A tiered system of consequences is used to address academic malpractice. The goal is to provide a fair and consistent response that distinguishes between unintentional mistakes and deliberate, large-scale malpractice. This approach prioritizes education and remediation, with the most severe penalties reserved for repeated offenses and egregious acts of dishonesty.

Offense Tier	Description & Examples	First Offense Consequences	Second Offense Consequences	Subsequent Offenses
<b>Tier 1: Minor Infractions</b>	Minor instances of improper citation, a handful of sentences paraphrased without clear acknowledgment, or accidental duplication of work for a low-stakes assignment.	Discussion with the teacher and a formal warning. Student must correct the assignment without credit. Parents may be notified.	Teacher informs administration. Meeting with student and administration. The student receives a grade of zero for the assignment. A written record is placed in the student's file. Parents are notified.	Progressive disciplinary action, including suspension, may be considered.
<b>Tier 2: Major Offenses</b>	Submitting a significant portion of unacknowledged work, a clear case of collusion, submitting an entire assignment from an online source or AI, or cheating on an examination.	Teacher informs the school administration. Mandatory meeting with the student, parents, and Principal/Coordinator. The student receives a grade of zero for the assignment. A written record is placed in the student's file. The student may be required to complete an educational component (e.g., a mini-lesson for peers).	Meeting with student, parmini lesson school administration to discuss future in the program. The student receives a grade of zero for the assignment. Extended in-school or out-of-school suspension. Dismissal from the IB programme and/or revocation of a zoning exemption may be considered.	Potential loss of the IB Diploma and a notation on the student's academic transcript.



# IMPLEMENTATION

The policy will be implemented through a strategic plan that includes:

- A faculty and staff review of the revised policy before finalization.
- Dedicated workshops to train all teachers on the new AI guidelines and the chosen Harvard referencing style.
- Age-appropriate sessions to introduce the new policy to students at the beginning of the academic year.
- An information session for parents to review the updated policy.
- Continuous integration of the policy's principles into the curriculum and ATL skills across all grade levels.

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