



THE INTERNATIONAL SCHOOL IN GENOA  
SINCE 1966

# Academic Integrity Policy



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**Policy Last Updated**

Policy last reviewed and updated May 2022.

**Policy Sharing**

The school's academic integrity policy is shared and discussed with all faculty during staff orientation week and referred to regularly throughout the school year. The policy is shared with families on entrance to the school, after updates, and is accessible via the school's website at any time.

Policy update scheduled for May 2024.



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## ISG Mission Statement

We are a community of adaptable learners who inspire a love of learning that extends beyond the walls of the school.

The following principles are the foundations upon which our school is built:

### **Respect**

We foster respect for self, others and the environment, which is based on compassion, inclusivity and a celebration of diversity. We embrace the interconnectedness of our world, while maintaining a sense of individual identity.

### **Responsibility**

We develop creative problem solvers who have the capacity to enact positive change, and who feel empowered to take action in their immediate and global environment.

### **Reaching for Excellence**

We nurture the confidence, imagination and resilience that form the pathways to individual success.

**Respect, Responsibility and Reaching for Excellence**



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## IB Learner Profile



*“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”* © International Baccalaureate Organization 2017

As an International Baccalaureate (IB) World School, The International School in Genoa (ISG) provides opportunities for students to develop and demonstrate the attributes of the learner profile throughout their school career. All IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The IB learner profile attributes are embedded across the school, both in and out of lessons as well as before, during and after the school day. Placing emphasis on the IB learner profile within our school community ensures our students connect with the IB learner profile attributes and international mindedness.

As part of our mission, we nurture confidence and resilience for students of internationally-minded families to reach their full potential, with a high quality education and a focus on academic integrity. As an international school, we teach our students academic integrity, in preparation for life during and after their time at ISG. We believe that the following IB learner profile attributes are reflected strongly in our students' approach to academic integrity:

### **Inquirers/knowledgeable**

ISG students are learners who seek to develop a deep understanding of different areas of the curriculum, especially those that spark a personal interest. Our students are encouraged to do



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this through research and use their research of credible sources to develop their own thoughts whilst accurately acknowledging the work of others.

### **Communicators**

Students who can communicate within a larger community develop their skills ethically and are taught to be active listeners, participants and develop a range of appropriate communication strategies.

### **Thinkers, Open-minded and Reflective**

The students' ability to develop their understanding of ethical decisions enables them to look at the world from more than one point of view. They compare and contrast different sources from different cultures and develop articulate views about them.

### **Balanced**

Students cultivating ethical academic studies, know, understand and do justice to their work, to the work of their peers and others within the community. The ISG community knows that in most cases, the research they undertake represents the development of their deeper understanding.

### **Principled/Caring**

By taking responsibility for their own actions, students are able to communicate effectively with other members both in and outside of the ISG community and use appropriate language for honesty, fairness and integrity. They are able to take responsibility for their own actions and the consequences that accompany them. Students are strongly encouraged to demonstrate high levels of respect, fairness and honesty in both their academic work and social interactions.

### **Risk Takers**

ISG students and members of the community challenge and extend their knowledge and understanding through academic research. Reaching outside the comfort of the known, the ISG community members develop the necessary skills to research effectively.



## ISG Philosophy of Learning

Learning in an exceptional school takes place in a joyful, safe and caring environment. In our community, we support students' learning by following a carefully engineered journey where teachers challenge their students' level of understanding, their ability to inquire and their use of critical thinking. Learning allows our students to meet their full potential and develop the skills to be successful in a rapidly changing world. Learning enables our students to become self-directed, independent thinkers, capable of teamwork and problem solving in their immediate and global environment.

## Statement of purpose for the policy

This policy is to be used by members of the ISG community for advice and procedures on academic integrity at ISG. In this policy you will find our essential agreements, academic integrity responsibilities, types of academic misconduct, procedures on reporting suspected cases of academic misconduct and consequences. Included in this policy is a guide to referencing with examples of good referencing and exam practice as well as poor or unacceptable examples of referencing and exam practice.

## Types of Academic Misconduct

The following definitions can be applied through this policy and are adapted from the IB's 'Effective citing and referencing' manual (International Baccalaureate, 2022) and the IB's 'Academic integrity' policy (International Baccalaureate, 2019) .

| Type of misconduct | Explanation   |
|--------------------|---|
| <b>Plagiarism</b>  | Copying external sources<br>Using another's work without giving due credit<br>Using information from the internet or other media without citing sources<br><br>From the IB 'Academic integrity' policy, page 46:<br>"The IB defines plagiarism "as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (General regulations: Diploma Programme). This includes the use of translated materials." |



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| Type of misconduct         | Explanation   |
|----------------------------|---|
| <b>Peer Plagiarism</b>     | Copying work from another student.<br>Lending one's own original work to another.<br>Allowing homework to be copied.  |
| <b>Collusion</b>           | Close similarity in collaborative group work.   |
| <b>Cheating</b>            | Using crib notes during an assessment when not allowed.<br>Looking at another person's work during assessments when not allowed.<br>Copying another's homework and submitting it as your own. |
| <b>Malpractice</b>         | Any way in which a student gains or attempts to gain an unfair advantage in assessments.<br>Not following the instructions of the teacher, proctor, or invigilator.                           |
| <b>Academic Misconduct</b> | Behaviour that results in gaining an unfair advantage whether deliberate or not.<br>Talking or other inappropriate communication during a testing session.                                    |

## Essential agreements

At ISG the following agreements are in place to ensure a high level of academic integrity.

1. All assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression.
2. Where sources are used or referred to, whether in the form of direct quotation, paraphrase, image, video, music or sound, such sources must be fully and appropriately acknowledged as outlined in the age-appropriate expectations of ISG.
3. When using the words of another person it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own.
4. The source of the quotation, paraphrased text, image or other work of another person must be clearly identified along with the quotation and not reside in the bibliography alone in line with the age-appropriate expectations of ISG.
5. Students must be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by national and international law.
6. Students do not share their work with other students if they must submit it as their own, individual work. Students do not ask other students for copies of their work.
7. Collaborative work must be specified by the teacher, as producing an assignment with another person is collusion and therefore a form of academic dishonesty.
8. Cheating of any form is forbidden.





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# Academic Integrity Responsibilities

## School Responsibilities

Responsibility for academic integrity is a whole school responsibility - “Maintaining academic integrity is a shared responsibility between the IB and IB World Schools” (International Baccalaureate, 2019). At ISG, we believe that all teachers must uphold high standards of academic integrity, regardless of age level of students or subjects taught.

The school leadership team will ensure that all members of the ISG community have a full and complete understanding of this ISG academic integrity policy. It is the responsibility of the school leadership team to ensure that staff receive regular professional learning (PL) on academic integrity and age-appropriate expectations for the school and for the IB. This also includes expectations of academic referencing on assessments and procedures for investigating suspected instances of academic misconduct. The school leadership team will work closely with the school staff and ISG community to ensure that academic integrity is given utmost importance.

The IB Middle Years Programme (MYP) and IB Diploma Programme (DP) coordinators will ensure that academic integrity is taught across the curriculum and in each grade level. They are responsible for the teaching and learning of the programmes and will ensure that academic integrity and age-appropriate expectations for referencing are reinforced throughout students' school career. The coordinators must also investigate any cases of suspected academic misconduct fairly and consistently.

The ISG staff will ensure that they support and promote this ISG academic integrity policy and the age-appropriate expectations. Specific staff responsibilities can be found below.

## Staff Responsibilities

ISG teachers and school staff are responsible for ensuring that students are active in their own learning and follow the ISG academic integrity expectations. ISG staff should have a clear and extensive understanding of this academic integrity policy and the age-appropriate expectations and apply these consistently across the grade levels and subject areas.

Teachers should:

- Have an extensive knowledge and understanding of this academic integrity policy and integrity expectations for the programmes that they teach
- Undertake PL on academic integrity and misconduct (in school or externally)
- Teach, support and provide students with feedback through age-appropriate expectations for referencing and academic integrity



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- Promote ethical decisions with regards to academic integrity
- Understand that students need time to learn and develop the correct age-appropriate expectations for referencing and academic integrity
- Ensure students have a full understanding and expectation of this ISG academic integrity policy
- Ensure students understand what academic misconduct is and its consequences
- Follow the IB MYP and IB DP guidelines for academic integrity
- Respond to academic misconduct inquiries and follow the school procedure for investigating, reporting, recording and monitoring.

(adapted from International Baccalaureate, 2019)

### Student Responsibilities

Students are responsible for ensuring that they are active in their own learning and follow the ISG academic integrity expectations. They should seek support from their teachers and learning support staff.

Students should:

- Create/complete work that is authentic and genuine
- Demonstrate and reflect their personal level of achievement in their work and complete work to the best of their ability
- Follow the age-appropriate expectations of referencing and academic integrity (referencing, sources, bibliography)
- Understand this ISG policy on academic integrity
- Report suspected instances of academic misconduct to their teachers, principal and programme coordinator
- Respond to academic misconduct inquiries honestly
- Complete their own work and abstain from assisting or receiving assistance from others

(adapted from International Baccalaureate, 2019)

### Parent & Family Responsibilities

ISG families are responsible for ensuring that academic integrity rules are observed and followed by their children to support their learning.

Parents and families should:

- Promote the values of academic integrity and the school's expectations
- Support their children in understanding and applying this ISG school policy on academic integrity
- Be aware of and understand this ISG policy for academic integrity



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- Understand procedures and protocols for academic integrity and inquiries into instances of suspected academic misconduct
- Support their children in the completion of their work and following the age-appropriate referencing expectations
- Report potential cases of student academic misconduct and supporting ISG in investigating suspected cases of academic misconduct
- Abstain from giving assistance for completion of work to their children
- Support their children to submit only work that is authentic and genuine

(adapted from International Baccalaureate, 2019)

For further guidance and support, families should seek guidance from ISG staff.

## Procedures on investigating suspected instances of academic misconduct

When a suspected case of academic misconduct occurs, it must be reported to the divisional principal and programme coordinator prior to investigating, using the following recommendations:

1. Where appropriate, the teacher will meet with the student, express concerns, and give the student the opportunity to explain the situation.
2. The teacher should use available resources, such as Turnitin, to check authenticity of student work.
3. The student will be asked to demonstrate the development of their work through drafts, rough notes, or consultative meetings with the teacher.
4. The teacher, principal and/or programme coordinator may interview the student. This could include parents or family members of the student.
5. The student may be asked to reproduce the work (for example, in suspected cases of cheating during a test, students may be asked to explain their work or repeat the test question).

When a suspected case of academic misconduct is confirmed, students will be subject to the consequences outlined in this policy.



# Internal and external consequences of academic misconduct

## Reporting

All teachers should follow the procedure below for reporting cases of confirmed academic misconduct. However, it is the expectation that teachers will need to have a full understanding of the circumstances in order to finalise a decision. In all cases parents must be notified.

## Recording and Monitoring

Students must take responsibility for their learning. Students are expected to do their own work and to demonstrate honestly what they have learned. Any instance of confirmed academic dishonesty will follow the stages outlined in the table below:

| ISG Internal actions and consequences |  |
|---------------------------------------|--|
| Stage                                 | Action taken / consequences  |
| 1                                     | In some cases, situations related to academic misconduct will be dealt with directly with the teacher. If needed, students may be referred to the librarian for support and guidance in academic referencing. The teacher will record the event in ManageBac.                          |
| 2                                     | An automatic zero for the work in the case of a repeat occurrence. No opportunity is to be given to make up the zero grade. The work is to be collected by the teachers and filed with the Principal/IB Coordinator where appropriate. The teacher will record the event in ManageBac. |
| 3                                     | An automatic zero for the work in the case of a further occurrence. Additionally, a two-day out-of-school suspension may be assigned and a meeting of the parents, students and teacher called by the Principal/IB coordinator. The teacher will record the event in ManageBac.        |
| 4                                     | Indefinite suspension pending a recommendation for expulsion for repeated occurrences with a grade of zero being assigned to all summative work. The teacher will record the event in ManageBac.   |

In the case of plagiarism or cheating in work prepared for submission for an external qualification (e.g. the IB DP internal assessment work or final exams), the school shall notify the external organisation in addition to the above. Given the potential of discrediting ISG under such circumstances, the student may also face expulsion. The teacher will always notify parents of



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disciplinary measures and continue to work with the parent and student toward the best learning environment for all.

### External actions and consequences

If an investigation into a suspected case of academic misconduct is confirmed by the IB, the IB will impose appropriate sanctions in accordance with the severity of the case, with reference to IB documentation.

#### Student sanctions

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components. The IB may investigate issues which could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach. ("Academic Integrity," International Baccalaureate, 2019, page 25).

## Rights of a student suspected of academic misconduct

All students suspected of academic misconduct have the right to:

- Be treated in a respectful and confidential manner
- Be considered innocent until proven otherwise
- Be given the opportunity to present evidence in defence of their claim of innocence (e.g., sample draft work)
- Request the presence of a parent or guardian during discussions related to the suspected case
- Appeal school decisions, keeping in mind that the school Director has the ultimate authority to make decisions in such cases.

## Practicing academic integrity

Students at ISG are taught throughout their school career to be principled learners. They are taught what is right and what is wrong, including in the context of academic integrity. In line with the IB, we expect all students to "act honestly, responsibly and ethically" (International Baccalaureate, 2016). For our students to become principled young people, the support of the



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ISG community is required. We provide our students and families with a supportive learning environment, opportunities to take risks and learn from mistakes but also to understand that actions have consequences. Age-appropriate expectations for academic integrity can be found in this policy; however, students are taught at all grade levels the following:

- How to act and report incidents that do not demonstrate principled behaviour
- To whom they should speak when reporting such incidents
- To complete all work following the guidelines of their subject and academic programme
- To acknowledge when they have used sources (where applicable)
- To demonstrate balanced behaviour during group projects and assignments
- To be responsible for their own work
- That plagiarising work hinders the ability for students to understand their own strengths and areas for improvement

(adapted from International Baccalaureate, 2019)

## Age-appropriate guidance on expected behaviours

All students are responsible for following the age-appropriate guidelines for referencing and academic integrity as highlighted below per programme. It is expected that whilst students develop their initial understanding of referencing through language classes, all subject groups are responsible for upholding high standards that reflect the age-appropriate expectations.

### Primary School

Starting in grade 3, students learn how to use quotation marks. Students in lower grades in the primary school are not expected to use quotes or to reference. Students in the primary school are taught about intellectual property rights and not to steal properties. Students are taught about academic integrity through an understanding of writing their own work and contributing equally to group work. During library lessons students are taught what plagiarism is and basic ways to avoid it, for example not copying and pasting without proper credit to the source.

### IB MYP

Throughout the IB MYP years, understanding of academic integrity and referencing is scaffolded gradually over the course of the 5 years. This includes, but is not limited to: what media is, types of media and reliable sources, what to quote and when, embedding information in students' own writing, technical aspects of referencing and how to write a bibliography. In all grades the development of academic integrity is reinforced through workshops and collaboration with the librarian and the MYP coordinator with regards to previous knowledge. In these workshops any misunderstandings are addressed.



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**MYP 1 (Grade 6)** - In Grade 6, students develop an understanding of how to summarise and paraphrase information. Students are introduced to Purdue OWL which develops their understanding of different levels of summaries and paraphrasing. Students are encouraged to acknowledge the sources of their work.

**MYP 2 (Grade 7)** - In Grade 7, students are introduced to sentence starters for referencing and paraphrasing, for example the use of “according to.....” and “as the author states.....”. Students are encouraged to acknowledge the sources of their work in a works cited list.

**MYP 3 (Grade 8)** - In Grade 8, students develop an understanding of how to embed a source into their writing. For example, students understand the difference between using their general knowledge in a sentence compared to a direct quote or paraphrasing. Students are also taught how to use in-text citations. It is now compulsory for students to acknowledge the sources of their work in a works cited list.

**MYP 4 (Grade 9)** - In Grade 9, students develop a deeper understanding of summarising and paraphrasing as well as writing a correct list of works cited using the Modern Language Association (MLA) style of referencing. In lessons, students are also taught about different types of sources, searching for a source and using digital libraries such as JSTOR.

**MYP 5 - (Grade 10)** - In Grade 10 there is reinforcement of understanding summarising and paraphrasing as well as writing a correct list of works cited using the MLA style of referencing. In lessons, students are also taught how to evaluate different types of sources, searching for a source using advanced search and how to use JSTOR. Students in grade 10 are also taught about technical aspects of referencing. Students receive individual support on referencing, sources and academic integrity as part of their personal project from their project supervisor. Students must also sign a declaration form indicating that all work on the personal project is their own. Teachers are encouraged to use Turnitin as a means of detecting similarity in students' work.

## IB DP

Throughout the IB DP years, students are expected to apply the most formal levels of citing and referencing in all work they submit for assessment. In both DP1 and DP2 academic integrity is reinforced through workshops and meetings and collaboration with the DP coordinator and librarian. In these workshops any misunderstandings are addressed. In addition, all subject teachers as well as Theory of Knowledge (TOK) and the Extended Essay (EE) advisors provide explicit training and support to students regarding appropriate citing and referencing strategies.





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**DP 1 - (Grade 11)** - At the start of Grade 11 students participate in a workshop regarding the school's and the IB's expectations for academic integrity as well as the consequences for not following them. The use of appropriate citations and references is required for all submitted work and teachers reinforce this in their lessons. Teachers are required to use Turnitin as a means of detecting similarity in students' work.

**DP 2 - (Grade 12)** - In Grade 12 students are required to sign a consent form indicating their understanding of the school's and the IB's expectations for academic integrity, and their acknowledgement of the consequences for not doing so. The use of appropriate citations and references is required for all submitted work and teachers reinforce this in their lessons. Teachers are required to use Turnitin as a means of detecting similarity in students' work prior to submission for assessment to the IB.

## Examples of good referencing/good exam practice

### Examples of good referencing

At ISG, students will use the MLA referencing style when preparing all work for submission. Examples of good practice include but not limited to, how to apply MLA format when using: direct quotes, in-text citations, paraphrasing, and preparing a list of "works cited."

We all refer to the IB's "Effective citing and referencing" manual (International Baccalaureate, August 2022).

### Good exam practice

During examinations, the following rules will be applied. Students should:

- Be equipped with necessary items for the exam, as per the exam guidelines (e.g. pencil, pen, ruler, graphing display calculator, etc.)
- Switch off and turn in their mobile phones and other prohibited devices prior to entering the exam room
- Refrain from talking during the exam. If they wish to ask a question, they should raise their hand
- Clearly label all papers with their full name
- Not share exam questions with others
- Abstain from copying from others
- Always follow the instructions of the exam proctor
- Remain seated at their exam desk throughout the exam
- Not remove exam materials from the exam room without permission
- Not seek or share information regarding an exam prior to the exam





# Examples of poor and unacceptable referencing and exam practice

## Examples of poor and unacceptable referencing

Examples of poor and unacceptable referencing are shown to students during workshops on academic integrity. When a student uses unacceptable referencing techniques, teachers use formative assessment feedback to guide students on how to improve their referencing so it meets ISG and IB standards.

## Examples of poor and unacceptable exam practice

Poor and unacceptable exam practice is indicated below. If students display unacceptable exam practice, it may lead to varying levels of sanctions.

- Not being equipped with necessary items for the exam, as per the exam guidelines (e.g. pencil, pen, ruler, graphing display calculator etc.)
- Not turning off and handing in mobile phones or other prohibited devices at the start of the examination
- Talking during the examination
- Not labelling any or all papers with student's full name
- Sharing exam questions with others
- Copying from others
- Not following the instructions of the exam proctor
- Moving away from the designated exam desk without permission
- Seeking or sharing information regarding an exam prior to the exam

## FAQs

Q: I have forgotten to write my name on an examination paper, what should I do?

A: Inform the exam proctor immediately, prior to leaving the exam room.

Q: I think that my friend may have copied my work, but I am worried about reporting it. What should I do?

A: Speak with the exam proctor. The school will always respect the privacy of all students during investigations and students will always be presumed innocent until proven otherwise. Reporting incidents of suspected academic misconduct is a responsibility of all school community members.



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Q: Which type of referencing should I use at ISG?

A: MLA

Q: Are academic integrity and plagiarism the same thing?

A: No. Plagiarism, while extremely serious, is just one form of academic misconduct. Other forms of academic misconduct include collusion and cheating, and like plagiarism, can lead to serious consequences. Academic integrity is defined by the IB as "... a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work" (Academic integrity, International Baccalaureate, 2019, page 3).

Q: What can I do if I don't agree with the outcome of an academic misconduct inquiry?

A: All students have the right to appeal through the school's grievance procedure.

Q: Will academic misconduct inquiries affect my graduation?

A: Students whose academic misconduct results in being placed on stage three of the ISG internal consequences framework will be expelled from the school and thus unable to graduate.

Q: What is legitimate collaboration and what is collusion?

A: Legitimate collaboration is when students work together on certain school tasks and projects to produce one common final product. It is allowed for certain school work assignments, including both internal tasks and some tasks designed for submission to the IB (such as the IB DP group 4 project). Teachers will always explain to students the expectations for collaboration on any given task. Collusion is when students collaborate either excessively or when students work together on what should be independent work.

Q: Will my teachers help me with academic referencing?

A: ISG teachers will train students in good academic referencing habits.

Q: What is intellectual property?

A: "Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce" (World Intellectual Property Organization).



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