

Ermitage IB School: Academic Integrity Policy

Our Mission, Vision and Values

Embracing Individuality, Learning Together: From our green setting of Maisons-Laffitte, Paris our IB Programmes offer meaningful and engaging learning experiences which inspire students every day to thrive and reach their potential, preparing them to succeed and make a difference as responsible global citizens.

Our key values are:

- Wellbeing
- Connection & Community
- Inquiry & Innovation
- Intercultural Understanding
- Global Engagement

Policy Communication, Development, and Review Process

This policy is shared openly with all members of the school community.

It was developed collaboratively by the Academic Integrity Working Group members and reviewed by the school's Senior Leadership Team.

Last review: October 2024

Next review: September 2027

To be reviewed by: Ermitage SLT, Ermitage IB Librarian

The Purpose of the Academic Integrity Policy

This policy is designed to ensure that all student work is authentic and represents true learning, fostering an environment of integrity, fairness, and respect upheld by the school community.

The policy aims to ensure that all community members share a transparent, fair, and consistent framework for academically honest behaviour and, importantly, recognise that meaningful learning occurs when students create and receive feedback on their original work.

This policy should be viewed in association with the Ermitage Artificial Intelligence Policy



Academic Integrity Philosophy and Principles

Our philosophy regarding upholding the integrity of this policy lies in the responsibility of developing lifelong learners that transcend academic success and promote global citizenship and international mindedness.

We are committed to promoting personal and academic integrity in all aspects of its curriculum and co-curricular activities. Teaching and learning must help students understand the good practices that underpin academic integrity, which are governed by honesty, trust, fairness, respect and responsibility. This supports our students in developing the IB Learner Profile attributes of being Knowledgeable and Principled.

Academic Misconduct

The School is committed to ensuring students understand what constitutes academic misconduct. These practices include, but are not limited to:

- Failure to acknowledge and cite the works and ideas of others.
- Collusion, or submitting work done as a group as one's own.
- Submitting work that was produced by someone else.
- Allowing other students to copy work.
- Bringing unauthorised material to exams or failing to follow exam instructions.



Roles and Responsibilities

In supporting academic integrity, we recognise the challenges created by perceived parental, teacher or cultural expectations, peer pressure, competition and, in MYP and DP, by the self-imposed pressure to achieve one's higher education placement ambitions.

Each student, parent, teacher, and staff member has a responsibility to promote a culture that fosters sound academic integrity practices. As a home for students representing numerous nations and major cultural traditions, we recognise that our community brings together differing cultural perspectives where we must nurture personal and academic integrity.

All members of the school community are responsible for knowing all parts of this policy

Students are responsible for:

- Making sure that all the work they produce is original and in their own voice.
- Citing ideas and information they have researched, including producing a Works Cited section.
- Ensuring that any assistance does not interfere with or replace the authenticity of their voice. This support could include, but is not limited to, AI, their parents or other community members, online resources, digital tools, or their homeroom teacher.
- Understanding and adhering to the school's academic integrity policy, including the IB's principles of honesty and ethical behaviour.
- Submitting work that is their own, properly citing all sources, and avoiding plagiarism, cheating, and collusion.
- Reporting any incidents of academic misconduct they witness to the appropriate authority.
- Use online and print resources responsibly and seek clarification if unsure about academic integrity guidelines.

Parents are responsible for:

- Promoting the importance of personal and academic integrity and supporting their child's good practice by following the guidelines outlined in this document.
- Following up when malpractice has been identified.
- Ensuring that any assistance does not interfere with or replace the authenticity of their child's voice. This support could include but is not limited to, supporting them directly, AI, private tutors, and online tutors.

Teachers are responsible for:

- Clearly explaining the school's academic integrity policy to students and modelling ethical behaviour.



- Providing opportunities for students to produce work in class, familiarise themselves with their voices, and have evidence of their original work conducted in class-supervised conditions.
- Designing assessments that minimize opportunities for academic dishonesty, including varying assignments and monitoring student work.
- Educating students on proper citation methods, research skills, and how to avoid plagiarism.
- Monitoring student work for any signs of academic misconduct and addressing incidents promptly.
- Collaborating with students to help them develop good study habits and understand the importance of academic honesty.
- Ensure accurate and fair grades are communicated promptly.

Heads of Department are responsible for:

- Ensuring that departmental assessments, projects, and exams are designed to support academic integrity.
- Reviewing and evaluating departmental practices to ensure compliance with the school's academic integrity policy.
- Supporting teachers in dealing with instances of academic misconduct and implementing consistent consequences across the department.
- Providing guidance and resources for teachers on how to promote academic integrity within their subjects.
- Collaborating with other departments to align academic honesty standards school-wide.

Coordinators are responsible for:

- Overseeing the implementation of academic integrity policies across both the MYP and DP programs.
- Investigating incidents of academic misconduct and coordinating with teachers and students to resolve them fairly.
- Ensure exam policies are upheld.
- Ensuring that all school community members are aware of their responsibilities to uphold academic integrity.
- Providing teachers with adequate training.
- Sharing and publishing our exam procedures with the school community.
- Ensuring alignment between the school's academic honesty policy and IB regulations.



The Head of School is responsible for:

- Establishing and upholding a clear, school-wide academic integrity policy that aligns with IB expectations and promotes a culture of ethical behavior.
- Providing ongoing professional development and resources to support staff in implementing academic integrity practices.
- Ensuring the school has systems in place for detecting, addressing, and documenting instances of academic misconduct.
- Promoting a school culture where academic integrity is valued and upheld by all members of the community.
- Monitoring the effectiveness of the school’s academic integrity policy and making necessary adjustments.

Definitions and Categories of Academic Misconduct

Authentic Piece of Work	Authenticity in student-authored work is based on the originality and uniqueness of the candidate’s ideas and the full acknowledgement of using another’s ideas to help complete their work/assessment. All assignments a candidate completes for formative and summative assessments must use that candidate’s work and language of expression. Sources used or referenced, must be appropriately acknowledged and cited in MLA format; data must be properly collected and collated.
Copyright	Copyright includes literary, artistic and musical works and is protected by law.
Legitimate Collaboration	Legitimate collaboration is permitted and often encouraged to facilitate and further the learning process. In a collaborative or group work situation, students must present work in their own words and acknowledge the work of others.
Plagiarism	Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. Unless indicated and acknowledged, using translated materials is also considered plagiarism.
Collusion	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.
Academic Misconduct and	Misconduct during IB examinations includes taking unauthorised material into an examination room, engaging in disruptive



Cheating	behaviour, and communicating with others during the examination.
Communication about the content of an 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 IB regulations.
Duplication	Duplication is the presentation of the same work for different assessment components and/or Diploma Programme requirements.



Upholding Academic Integrity - avoiding plagiarism and misconduct

Citing and Referencing	Citing is the process of indicating the sources in the text at the point of use, usually just naming the creator. Referencing provides full details, for example, in a bibliography, enabling another person to locate each source.
Citations	A citation is an indication (signal) in the text that this (material) is not ours; we have “borrowed” it as a direct quote, paraphrase or summary from someone or somewhere else. The citation in the text can be: <ul style="list-style-type: none">• In the form of an MLA parenthetical reference, at the end of the statement, or indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote.• Every citation should be given a full reference using the latest version of MLA, enabling the reader to locate the source used.
Reference	A reference gives full details of the source cited in the work; the parts or elements of the reference should be in alphabetical order and using the latest version of MLA. Every reference should be given a citation in the text.
Sources	This refers to written, spoken, digital, electronic and other materials—anything that is not the author’s own. The following is not an exhaustive list, but sources could include any text, artistic materials, letters, tweets, visual materials, lectures, broadcasts, blogs, audio materials, interviews, maps, advertisements, graphics, conversations, charts, and photographs.
Works Cited	MLA requires a Works Cited section at the end of the work, sorted alphabetically by the surnames of the authors whose work has been included. Each entry in the list of references includes the information needed to track down exactly where the material was found.
Paraphrase	This is the use of the author’s own words to convey someone else’s thoughts and ideas. In paraphrasing, some words, such as the names of people or places, cannot be changed. It is important to make clear where the ideas of the creator of the original work start and finish. If the author also includes their own examples, it should be made clear that these are their thoughts, not those of the original work’s creator.
Student's voice	This is where the student's voice comes out in the work they produce. It is lost when a student relies on AI, copies work or has others do the work for them.



Teaching Academic Integrity

Year	Content	For all years:
MYP1-2	<p>Introduction to Academic Integrity, check for prior learning, explaining and discussing Academic Integrity Concepts, definitions, and practices.</p> <p>Introduction to MLA as a referencing style for creating a bibliography.</p> <p>Introduction to the library and how to use books, online material, primary and secondary sources</p>	<p>Students sign and acknowledge the Academic Integrity policy</p> <p>The IB Librarian provides informational sessions and is readily available to support students and teachers during orientation and throughout the year in coach</p>
MYP3-4	<p><i>In addition to reviewing the above and checking prior knowledge and understanding,</i></p> <p>Developing skills of Academic Integrity: paraphrasing, summarising,</p> <p>Referencing style (MLA), proper citing and in-text citations</p> <p>Introduction to advanced research (library) and annotated bibliographies</p>	<p>Teachers use Turnitin for submitted work.</p> <p>Teachers ensure that Academic Integrity is incorporated into the curriculum and becomes a part of the school philosophy.</p>
MYP5, DP1-2	<p><i>In addition to reviewing the above and checking prior knowledge and understanding,</i></p> <p>Expand understanding of Academic Integrity,</p> <p>Enforce MLA referencing as the school referencing style and regularly review referencing and citation rules.</p>	



Breaches of the Academic Integrity Policy

Ermitage requires that each student maintains the highest level of integrity in their academic work. All students must adhere to the Academic Integrity Policy. The consequences of a breach of the Policy is outlined below.

Procedure for Investigating Suspected Cases

When a student is suspected of having breached the School's standards of Academic Integrity on any piece of work submitted for review by the school, an investigation will be undertaken to determine the intent of the student and the type and extent of academic misconduct. The following procedure outlines the steps to be taken:

1. The teacher will notify the respective IB Coordinator of the suspected misconduct and present documentation and/or supporting evidence. When appropriate, this evidence may include a report from turn-it-in.com.
2. The Coordinator will investigate the matter with the teacher and inform the student of the teacher's concern.
3. The student can respond in an interview with the teacher and Coordinator.
4. At this point, the Coordinator will determine if academic misconduct has occurred based on the information gathered. If it cannot be shown that a piece of work demonstrates misconduct, then the student will be found not responsible, and no record of the matter will be kept. If misconduct is confirmed, the students and parents will be notified in writing and informed of the consequences of the action and a record kept. The student may be required to resubmit work, at the discretion of the coordinator.

Consequences of Academic Misconduct:

We aim to resolve issues at school, guided by our Ermitage IB School values. Most day-to-day issues are handled by Subject or Homeroom teachers. Serious concerns can be referred to Leadership or Senior Leadership Team members, as part of the disciplinary procedure. Student actions are recorded on ManageBac and may be included in End of Year Reports and references if appropriate.

Consequences, listed as (1) - (4) below, range in severity depending on:

- the year group and the intent of the student
- the amount and type of misconduct
- the significance of the assignment (for example, homework vs. assessment)
- the student's record of breaches in academic integrity



More information can be found in the Ermitage Behaviour Responses Framework in our student Code of Conduct.

Stage 1: Warning: (typically the first instance)

A conversation is held with the student, giving the student time to reflect or explore the reasons of why what they did was significant and how to avoid not repeating. The student will be required to re-do the task.

Parents are informed that:

- that the candidate failed to meet school standards of conduct
- a summary of what occurred
- that a repeat offence will result in a more serious consequence

A record of this incident is maintained for the time the student is at Ermitage.

Stage 2: Written Warning: (typically the second instance)

The same procedure for a “Warning” is followed.

In addition:

- The student has scheduled reflection time (at a time/times designated by the school)
- the student’s parents/guardians are required to come into the school (or meet virtually where this is not possible) to discuss the incident and its consequences.
- The student and parents are notified in writing that further offence could result in an Internal Suspension.

A record of this incident is maintained for the time the student is at Ermitage.

Stage 3: Internal Suspension: (typically the third instance)

The same procedure for “extended reflection time” is followed.

In addition,

- the student is suspended for a specified amount of time.
- the student is directed to produce an extended task on Academic Integrity.
- the student and parents are notified in writing that further offence could result in an External Suspension.

A record of this incident is maintained for the time the student is at Ermitage.

Stage 4: External Suspension: (typically the fourth instance)

The same procedure for a “suspension & reflection” is followed



- The student will be required to stay home for a day of reflection
- The student will be given an extended reflective project to complete
- Consequences from the IB will also be followed

A record of this incident is maintained for the time the student is at Ermitage.

If Academic Integrity issues are identified in the work produced during a formal IB Assessment or during a DP exam, IBDP regulations will be followed.

References

This policy has been written with the support of the following IB resources:

International Baccalaureate Organization. Academic integrity policy, Peterson House, Cardiff, Wales, 2019 (Updated March 2023).

International Baccalaureate Organization. Diploma Programme: From principles into practice, Peterson House, Cardiff, Wales, August 2015.

International Baccalaureate Organization. Effective Citing and Referencing, Peterson House, Cardiff, Wales, 2022.

International Baccalaureate Organization. MYP: From principles into practice, Peterson House, Cardiff, Wales, 2014 (Updated August 2022).

“Understanding Academic Integrity: Frequently Asked Questions (FAQs).” Understanding Academic Integrity: Frequently Asked Questions (FAQs) | Tertiary Education Quality and Standards Agency,

www.teqsa.gov.au/students/understanding-academic-integrity/understanding-academic-integrity-frequently-asked-questions-faqs Accessed 23 May 2024.



Appendix One: Frequently Asked Questions

What is academic integrity?	Academic integrity refers to the ethical standards and honesty expected in academic work. It involves producing your own work, and giving proper credit to others for their ideas to adhere with the school's rules on academic conduct.
Why is academic integrity important?	Maintaining academic integrity ensures fairness, promotes learning, and upholds the credibility of the school's academic standards. It helps prepare students for ethical behaviour in their future academic and professional lives.
What constitutes academic dishonesty?	Academic dishonesty includes cheating, plagiarism, falsification, and unauthorised collaboration. This can involve copying someone else's work, using unauthorised resources during a test, or submitting work that is not your own.
What are the consequences of academic dishonesty?	It could result in having to redo work, not having it graded, not having it submitted, not being able to take exams, or not being able to continue at school.
How can I avoid plagiarism?	Always cite your sources properly, use quotation marks when directly quoting someone else's work, and paraphrase correctly while still giving credit. Use tools like plagiarism checkers to ensure your work is original.
Can I work with my classmates on assignments?	It depends on the assignment and the teacher's guidelines. If collaboration is allowed, make sure you understand the rules and clarify any doubts with your teacher. Unauthorised collaboration is considered academic dishonesty.
What is considered proper citation?	Proper citation involves giving credit to the original author or source of information. Follow the school-specific citation (MLA) with in-text citations and ensure all sources are correctly listed on your works cited page.
Can I reuse my previous work for different assignments?	Reusing your previous work, also known as self-plagiarism, is not allowed by the IB unless you have explicit permission from your teacher. Always check with your teacher before resubmitting any work.
Are there resources available to help me understand academic integrity	Yes, your coordinators, teachers, homeroom teacher and librarian can also assist and answer questions about maintaining academic integrity.



better?	
Is it ok to share an assignment I have already had graded with my friend?	Sharing your assignment with your friend could be considered a form of collusion, a breach of your academic integrity. There is also a risk that your friend could share such work with other students or even upload it to an illegal cheating service. You should protect your work and never share it with anyone else or upload it to third-party websites.
A family member or friend has offered to help with my essay. Is this ok?	While it is good that a family member or friend is willing to help, you must be careful. A quick grammar and spelling check is fine, but if your family member or friend contributes to or actively changes the content of your assignment, this could constitute a breach of academic integrity.