



International School
of Hellerup



Academic Integrity Policy

International School of Hellerup

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Academic Integrity Policy

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A Note for Parents

Dear ISH Parents,

At ISH, our school policies are rooted in the IB philosophies, standards, and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the IB:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

ISH is a diverse global community and this is a source of pride for our school. We intentionally include and appreciate students of all identities, social situations, learning abilities, and language backgrounds, as long as we are able to cater to their particular needs. By enrolling your child or children at ISH, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage our diversity.

In each of our policy documents, you will find the philosophy driving the policy, your child's rights and community responsibilities, a description of how each policy upholds the IB learner profile, and links to the other policies. Additionally, procedures and processes associated with each policy are included in the appendices. Finally, hyperlinks are also embedded for further reading of ISH and IB documents.

We look forward to working at home and at school to ensure that our students receive a quality education that meets the high standards of the International Baccalaureate. Through our partnership, our students will know their right to this education and understand their responsibility to uphold the rights of others.

Thank you in advance for reading these policies thoroughly.

Warmest regards,

Joanna Christoffersen
Primary Years Coordinator

Abenaa Uttenthal
Middle Years Coordinator

Melissa Christensen
Diploma Coordinator

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Our Guiding Principles

IB Mission

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 organisation works with schools, governments, and international organisations 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.

ISH Vision

Our vision is to foster a nurturing and respectful environment where all individuals become reflective and active members of the society, contributing to common good and world peace through/based on universal values.

ISH Mission Statement

Our mission is to provide the highest quality education in a student-centred environment by empowering individuals to fulfil their human potential to become purposeful lifelong learners and responsible global citizens.

Academic Integrity Policy

All IB policies are available on our school website under the ['School Policies'](#) page.

Our Academic Integrity Philosophy

At ISH, we believe that students and educators should act with integrity and academic honesty at all times. We aim to instil in each student an approach to learning and communicating information that reflects the IB values of being principled, inquiring, and knowledgeable risk-takers. Authentic language and original content creation are important and are to be celebrated. Students should be provided with detailed guidance in developing the skills necessary to uphold academic integrity standards.

Academic Integrity Rights and Responsibilities

The Responsibility of Students

Students are responsible for the academic integrity of their work and should be able to recognise that this includes:

- Their individual and original ideas
- Their language and forms of expression
- Full acknowledgment of any ideas that are not their own, following a correct standard referencing system and/or verbal acknowledgment
- Accurate citation of the creator and source when using someone else's ideas or work
- Understanding that plagiarism not only leads to serious consequences, but is also unethical and does not reflect our school or IB values

The Rights of Students

Students:

- Should be allowed to complete their assessment even when there is a suspicion of plagiarism on in-class assessments.
- Must not be openly accused or subjected to humiliation, shame, ridicule, or any form of public embarrassment based on suspected misconduct.
- Must not be presumed guilty of misconduct without a thorough investigation and must be given the opportunity to present their side of the story.
- Can request a review of a decision regarding academic misconduct and must be heard

(students must be informed that they have the right to have someone with them).

- Must receive a grade change in their favour if and when a misconduct case has been investigated and concluded in their favour.
- Must be supported in restoring their reputation following a case of misconduct.
- Must be explicitly taught the approaches to learning skills needed to demonstrate academic integrity by each teacher who will assess these skills.
- Must have access to library resources that enable them to develop information and media literacy skills to support academic integrity in research.

Role of Teachers, Librarian and Guardians

Teachers:

- Recognise that academic misconduct is often an indication of a learning or well-being issue and approach their response with this in mind.
- Explicitly teach the Approaches to Learning (ATL) skills needed to help students develop academic integrity in Early Years, PYP 1-5, MYP, and DP (these teaching and learning experiences must be documented and be developmentally appropriate).
- Model academic integrity.
- Provide formative feedback related to academic integrity.
- Inform students and guardians about actions being taken by the school related to academic integrity.
- Communicate the expectations of a task, including expectations related to academic integrity, in a clear and timely manner.
- Discuss and document expectations for academic integrity within the respective task in Toddle or ManageBac.
- Continuously instruct and guide students on academic integrity throughout the year.
- Ensure that students are clear about the expectations when referencing and using translators or engaging in translanguaging.
- Guide students throughout the year's learning cycles on which academic integrity skills are needed to succeed in tasks.

Teacher Authentication:

- The teacher should observe the student developing their work over an extended period and provide interim, documented feedback—IB coursework is not intended to be completed in a short period or rushed. An example of IB coursework is the Internal Assessment (IA) in the Diploma Programme, where the teacher in charge needs to

monitor the student's learning progression from start to finish. A student changing a topic without permission or agreement with the teacher, where it disrupts the demonstrated learning progression, will result in the IA not being authenticated.

- The student can explain their work sufficiently, giving confidence that it has been created by them.
- The student is clear when quoting other people's ideas and when claiming an idea or conclusion as their own work—this is the expected method of referencing.
- The teacher confirms that the quality of the final piece of work aligns with what they would expect the student to produce.

(Extracted from IB Academic Integrity Policy - Appendix 6)

Librarian (PYP through to MYP4) and Programme Coordinator/Research Coordinator (High School - MYP5 and DP):

- Introduces the academic integrity policy to all students.
- Teaches in-text citation and paraphrasing skills.
- Teaches how to create reference lists (Works Cited) and how to take notes to avoid plagiarism.
- Teaches how to use digital research tools to brainstorm original ideas and develop lines of inquiry.
- Teaches how to cite various types of digital, print, and in-person sources.
- Provides resources to respect copyright and intellectual property, such as copyright-friendly images and music.

Parents, Guardians and Tutors:

- Parents, guardians, and tutors should encourage and create the necessary conditions for students to complete school work.
- Parents should understand that students must ultimately produce their own authentic work.
- Parents, guardians, and tutors must not complete any part of the students' work for them. This helps teachers teach based on what the students know, understand, and can do on their own.
- It is the responsibility of parents and their child(ren) to be aware of the school's academic integrity policy and support the school's response when students do not demonstrate academic integrity.

Our Response to Academic Misconduct

Our response to academic misconduct follows a staged approach, progressing from first instance to further instances if necessary. Each stage builds upon the previous one, with increasing levels of intervention and support. Below, we outline the specific steps taken at each stage.

Suspected Misconduct

Students always have the right to be heard and to have someone accompany them. Teachers should not make accusations as an initial step; instead, they must communicate their concerns to the student and allow the student to respond.

<p>First Instance</p>	<ol style="list-style-type: none"> 1. The teacher must present their concern to the student and provide an opportunity for the student to explain. 2. The teacher determines the type of misconduct, if any, and follows the respective steps below. 3. If there is no further suspicion, the teacher communicates this clearly to the student verbally and records the outcome. 4. The teacher supports the student in developing the skill that may have contributed to the initial suspicion.
<p>Second Instance</p>	<ol style="list-style-type: none"> 1. Follow the same process as in the first instance and proceed further. 2. The teacher completes an academic misconduct report (Using the Incident Report form) and discusses the skill gap with the programme coordinator, as this is a repeated instance of suspicion. 3. The teacher contacts the parents to discuss the repeated concern.
<p>Further Instances</p>	<ol style="list-style-type: none"> 1. Follow the same process as in the first instance and proceed further. 2. Parents and students are invited to a meeting with the subject teacher to create a plan for developing the identified skill gap. 3. If academic misconduct continues, the matter is referred to the Principal, with the Programme Coordinator being informed.

Unintentional Plagiarism

Applies to internal school assessments and coursework.

First Instance	<ol style="list-style-type: none"> 1. The teacher may give the student the option to redo the task within a defined and documented timeframe. If the student fails to resubmit the task, they will receive a zero. 2. The incident and all related correspondence will be documented through the appropriate incident reporting procedure, which will be shared with both the advisory teacher and the programme coordinator. 3. Ensure the student meets with the relevant teacher or librarian, who will provide instructions on the skills needed to avoid plagiarism.
Second Instance	<ol style="list-style-type: none"> 1. Provided that all relevant needs outlined in the IEP/IAAP are addressed, the incident is regarded as intentional plagiarism.

Intentional Plagiarism

Applies to internal school assessments and coursework.

First Instance	<ol style="list-style-type: none"> 1. A grade of zero is awarded for a summative assessment in MYP/DP. No opportunity is given to re-submit the task for a mark. In PYP, the student will be required to reflect on the importance of academic integrity. 2. The incident and all related correspondence will be documented through the appropriate incident reporting procedure, which will be shared with both the advisory teacher and the programme coordinator. 3. The student must arrange to meet with the relevant teacher or librarian, who will provide instructions on the skills needed to avoid plagiarism.
Second Instance	<ol style="list-style-type: none"> 1. A grade of zero is awarded for a summative assessment in MYP/DP, and no opportunity is given to redo the task. 2. The PYP, MYP or DP coordinator and student's parents are notified 3. The incident and all related correspondence will be recorded in the Incident Report for the section.

Further Instances	<ol style="list-style-type: none"> 1. Notify the PYP, MYP or DP coordinator and the principal. 2. Conduct a thorough investigation to uncover the root causes driving the academic misconduct 3. The coordinator and principal arrange to meet with the student and their parents to develop an action plan.
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High School Examination Misconduct (MYP5 and DP)

Applies to internal school assessments and examinations for MYP5 and DP students.

First Instance	<ol style="list-style-type: none"> 1. The student(s) involved will receive a grade of zero for the exam. 2. The programme coordinator(s) will inform the guardians of the incident by email. 3. The incident and all related correspondence will be recorded in the Incident Report for the section.
Second Instance	<ol style="list-style-type: none"> 1. The student(s) involved will receive a grade of zero for the exam. 2. The programme coordinator(s) will meet with the students and their guardians to discuss the incident and develop an action plan. 3. The incident and all related correspondence will be recorded in the Incident Report for the section.
Further Instances	<ol style="list-style-type: none"> 1. Notify the programme coordinator(s) and the High School Principal. 2. The coordinator and principal will arrange to meet with the student and their parents/guardians.

Assessment Misconduct

Applies to internal school assessments and coursework.

First Instance	<ol style="list-style-type: none"> 1. The student(s) involved will receive a grade of zero for their assessment. 2. The programme coordinator(s) will inform the guardians of the incident by email. 3. The incident and all related correspondence will be recorded in the Incident Report for the section.
Second Instance	<ol style="list-style-type: none"> 1. The student(s) involved will receive a grade of zero for their

	<p>assessment.</p> <ol style="list-style-type: none"> The programme coordinator(s) will meet with the students and their guardians to discuss the incident and develop an action plan. The incident and all related correspondence will be recorded in the Incident Report for the section.
Further Instances	<ol style="list-style-type: none"> Notify the PYP, MYP, or DP coordinator and the principal. The coordinator and principal will arrange to meet with the student and their parents/guardians.

External Assessment Misconduct

Applies to IB MYP5/Diploma assessments submitted to IB for external marking.

First Instance	<ol style="list-style-type: none"> Plagiarism or malpractice detected by the school before external submission requires the student to redo the task. Instances of academic misconduct (including duplication of work) detected by the IB after external submission are governed by IB policies and will result in the non-award of the IB Diploma/MYP certificate, regardless of performance in other subjects or assessments.
Second Instance	<p>Plagiarism or malpractice detected by the school before external submission will be deemed “non-submission” of work which will result in the non-award of the IB Diploma/MYP certificate regardless of performance in other subjects or assessments.</p>

Misconduct in IB External Examinations

Applies to formal IB examination sessions. All misconduct is governed by IB policies and procedures.

Procedure for Reporting Examination Misconduct

Examples of academic misconduct include accessing unauthorised material and copying another student's work.

1. The DP Coordinator informs the IB.
2. An incident report will be completed by the invigilators involved, including a clear indication of the timing of the incident and a detailed description.
3. The DP Coordinator informs the legal guardian/s. If the student is already 18 years of age, the DP coordinator will arrange a meeting with the student to discuss IB policies and applicable penalties.
4. The incident and all correspondence will be recorded and applicable IB forms will be completed by the Invigilators, the student and DP Coordinator to be sent to IB.
5. The result of the IB investigation and any applicable penalty will be communicated to the DP Coordinator, who will then inform the legal guardian(s) or the student (as applicable based on Step 3).

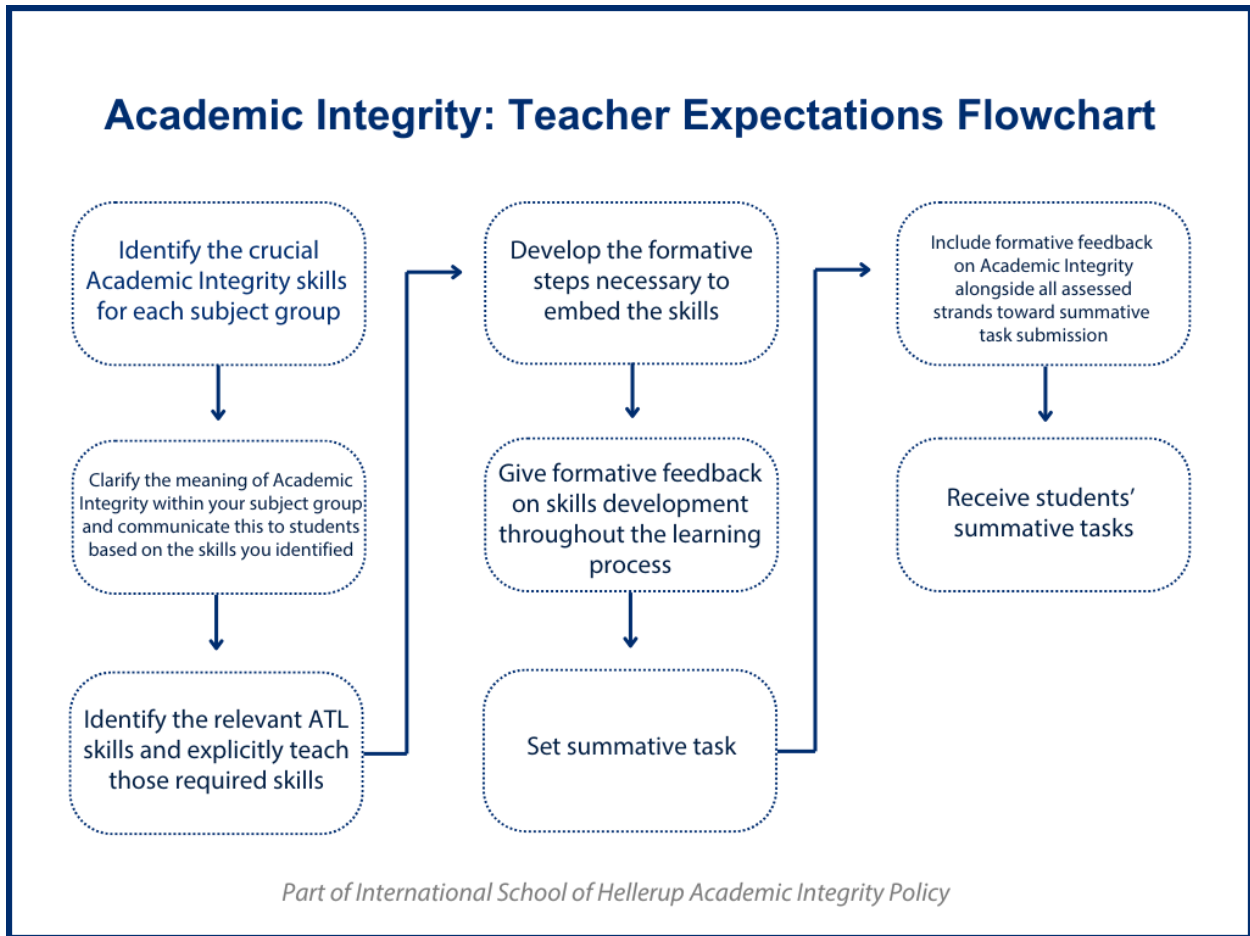
Note: *Any misconduct during the actual IB exams is governed by IB policies, so IB rules and procedures apply.*

Academic misconduct falls under the same category, meaning any instance of academic misconduct in any subject or component will be treated as a first, second, or further instance.

For example, if Student A submits an essay in English that was written with the help of AI without proper referencing, this constitutes the first instance. If the same student later falsified data for an internal assessment in Biology, it becomes the second instance. The third instance can lead to consequences ranging from deregistration, expulsion, or not receiving a recommendation letter from the school for further studies.

Academic Integrity: Teacher Expectations Flowchart

This flowchart outlines the systematic process teachers are expected to follow to develop and support academic integrity in their subject areas. It presents a proactive, skills-based approach that moves from identifying essential skills to providing ongoing feedback and final assessment. Each step builds upon the previous one, ensuring that academic integrity is embedded in teaching practice rather than treated as an afterthought. By following these steps, teachers create an environment where students develop the understanding and skills needed to maintain academic integrity throughout their academic journey.



Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy will be published in January 2025 and will apply from January 2025 - June 2027. Policies will be updated every year by coordinators and reviewed after 3 academic years.

Appendices

Appendix 1: Academic Misconduct Definitions and Classifications

Plagiarism

- **Unintentional plagiarism:** This occurs when the academic misconduct is considered by the teacher and programme coordinator to be an example of poor technique, such as paraphrasing without a citation, citation confusion, or word substitution.
- **Intentional plagiarism:** This occurs when academic misconduct is considered to be in blatant disregard of academic integrity by the teacher and programme coordinator. In such cases, a grade of zero is awarded for a summative assessment in MYP/DP. In the MYP, students must complete a task that evidences the extent of their learning, although the zero achievement level will be maintained. In the DP, no opportunity is given to redo the task.

Defining Types of Plagiarism

Plagiarism is the representation of the ideas or work of another person as the student's own, or the failure to acknowledge another person's work or ideas.

- **Direct Plagiarism:** This occurs when someone copies an individual's writing word-for-word without quotation marks and a citation. This can also happen across languages, such as directly translating a part of an article from the home language to English.
- **Self-Plagiarism:** This occurs when someone reuses all or a part of their own previous work without permission from all involved teachers. For example, this could occur if a student were to use the same paragraph in a written Internal Assessment (IA) and in his or her Extended Essay (EE).
- **Mosaic Plagiarism (Paraphrasing):** Probably the most common form of plagiarism, Mosaic plagiarism, also known as paraphrasing, occurs when someone copies "phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original" (Bowdoin.edu). Mosaic paraphrasing can also occur if someone blends together different sources into one sentence or paragraph without citing all of them.

Other Forms of Malpractice

- **Collusion:** allowing one's own work to be copied or submitted for assessment by another; or when someone actually does the work for someone else. Although it is the first person's original work, he or she is knowingly participating in academic misconduct and implicated in the act.
- **Duplication of work:** the presentation of the same work for different assessment components; similar to self-plagiarism.
- **Falsification of data:** fabrication of data for an assignment such as falsifying CAS records, changing statistical and experimental data or using data from other sources without correct acknowledgement. This also applies to modifying official transcripts to show false or inflated grades (for university applications).
- **Copying:** to make a copy or copies of any type of media (written, audio, visual) and submitting it as the work of the student, without acknowledging the source.
- **Artificial Intelligence (AI):** the use of writing programmes, translation tools, or text-generating programmes for any work or assignment without citation or permission from the teacher.

Exam Misconduct

This occurs when someone knowingly gains an unfair advantage during the testing period. It includes:

- Bringing unauthorised material, including digital information, into an examination room.
- Exchanging or attempting to exchange information.
- Communicating with someone about the exam during the exam.
- Stealing examination, test, or quiz papers beforehand.
- Disclosing or discussing the content of an external examination paper with a person outside the immediate school community.
- Discussing the contents of an exam with other students who have not yet taken the exam.

Danish External Examinations (FP9)

FP9 - Academic Integrity - [specific guidelines from Ministry of Children and Education](#)

Appendix 2: Artificial Intelligence Guidelines

School Position on AI

Following the IB statement *“The IB will not ban the use of AI software. The simplest reason is that it is an ineffective way to deal with innovation...we, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively”* Statement from IB about ChatGPT and AI in assessment and education”.

Text-generating AIs (artificial intelligences) are likely to have a significant impact on teaching and learning. We need to be clear about legitimate ways in which these interfaces might be useful to students and where they will get them into trouble. Submitting work that is not done by students is an academic integrity issue, even if they put someone else’s ideas into their own words.

Despite the name, text-generating AIs are not ‘intelligent’ in any meaningful sense of the word. They are very good at creating text, because they have been trained on a vast amount of information on the internet, but that also means some of the material they have had access to may be biased, offensive and/or simply incorrect. They are not sentient; they are not thinking for themselves. Please note that they may present invented information as fact.

Students need to think very carefully about why teachers ask them to do assessments/assignments: teachers need to know how well students understand the material and which areas they need more help on. Teachers need to explicitly teach the needed skills to ensure that students understand and can use AI appropriately. Submitting work that is not authentically done by students prevents teachers from gaining insight into their mastery of the content and concepts.

Students may find that more teachers require them to do summative assessments in a supervised environment (i.e. controlled conditions in class).

Acceptable Uses of AI

- Simplifying a complicated text
- Generating notes from a longer text (although creating these yourself is a very good way to make sure you understand the content)
- Creating a plan for a project (as long as the plan is not assessed)
- Asking questions to help you understand ideas (although there are many other sources you can consult to help with this)

- Brainstorming ideas to get your thinking started; you then need to develop these ideas independently so that they become authentically yours

Unacceptable Uses of AI

- Using any AI-generated content as your own work, even if you have changed some of the words.

What can you do? If you make a choice to use words generated by an AI, you must highlight those words in work submitted to your teacher. You can be given no credit for the ideas expressed in those words as they are not yours. At the end of your task you must then add this sentence: 'The highlighted text was generated by an AI'.

AI Citation Guidelines

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. If students use the text (or any other product) produced by an AI tool - by copying or paraphrasing that text or modifying an image - they must clearly reference it in the body of their work and add the reference in the bibliography. In primary and middle school, students must be explicitly taught how to do this correctly.

The in-text citation should contain quotation marks using a standard referencing system, for example: *"the development of the tools and variables required for ..."* (text taken/paraphrased from ChartGPT, 2023).

The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response for example prompt about example topic.

(Extracted from the IB resource library - A short guide to the use of artificial intelligence tools in the IB, including how to correctly reference and maintain academic integrity)

Appendix 3: IB Academic Integrity Policy

[IB Academic Integrity Policy](#) (Note that the IB has this policy and also expects all schools to develop a policy suited to their context and in line with the IB guidelines)

Appendix 4: IB Standards and Practices for Academic Integrity

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)

Citations

This policy has been adapted with permission from:

Smith, Ijanaya, et al. *Academic Integrity Policy for Antwerp International School*. 2023, docs.google.com/document/d/1ow-Co8LcNKO9uhkBKZKBdE73KsdP1UaKJ34vOJQTLWo