



BISS GAUSEL
British International Schools of Stavanger

ACADEMIC INTEGRITY POLICY

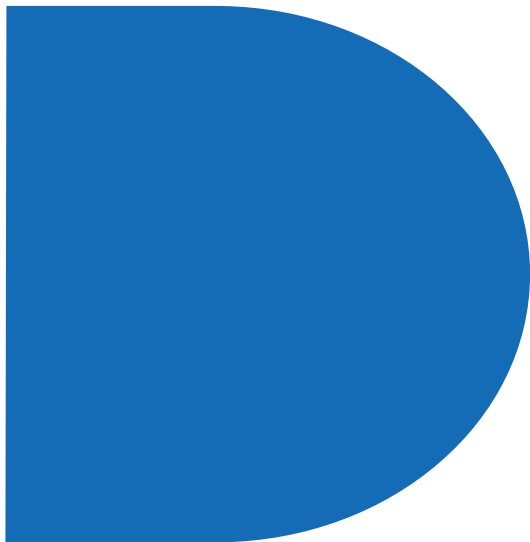
*Creating role models
for the future*



Vision and Mission Statements

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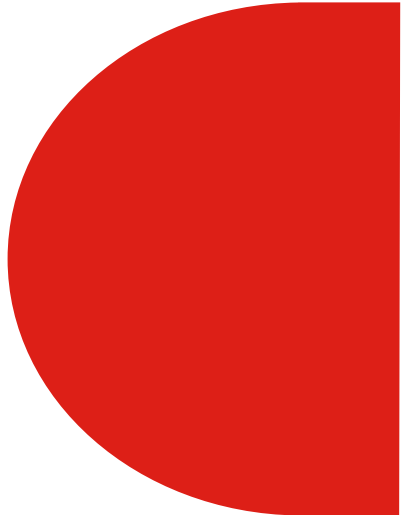
The BISS Gausel Academic Integrity Policy aims to promote integrity, responsibility and fairness among students. It explains the importance of ensuring that all work is original, authentic with sources of information correctly acknowledged using an agreed referencing system. In addition, all work is free from plagiarism.

The BISS Gausel Academic Integrity Policy fosters a culture of trust and respect which is essential for maintaining the integrity of the learning environment at the school. Artificial Intelligence (AI) is recognised at BISS as a support tool for MYP students learning but not to generate final work without students' critical input

The 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 inter-cultural 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.



BISS Vision Statement

To empower the learning community to become role models who are forward-thinking visionaries and lifelong learners.

The BISS Mission Statement

At BISS we provide a purposeful and engaging curriculum and a culture that fosters innovation, resilience and continuous growth. We cultivate an environment that promotes empathy, compassion, collaboration, inter-cultural understanding and respect for one another.

We strive to inspire students to be inquisitive, have a thirst for knowledge, and be creative and critical thinkers who actively seek opportunities to make a better tomorrow for future generations.



Philosophy of Academic Integrity

At BISS Gausel, across both programs, academic integrity is a core value reflected in the IB Learner Profile. By fostering a culture of integrity, students learn to work in a principled manner, crediting sources accurately and acknowledging ideas and materials that are not their own.

Key practices include teaching academic integrity through approaches to learning in all subject areas, linking academic integrity to the IB Learner Profile, modelling good practice and collaborating and communicating with parents to raise awareness. The principles of academic integrity are clearly communicated to students and parents through the policy and are accessible on Toddle and the BISS website.

While Artificial Intelligence (AI) is recognised as a support tool for MYP students, it must not be used to generate final work without critical student input and requires full referencing. This policy fosters a culture of trust and respect, essential for upholding the integrity of the school's learning environment. Given the fast pace of development in technology and the diverse opinions regarding its use, this policy will require continual review.

IB Learner Profile and International Mindedness

One of the aims for learners in both the PYP and MYP is to further develop their understanding of and apply the IB Learner Profile Attributes in relation to academic integrity. It is hoped that students will be:

Inquirers - we should actively engage in a deeper understanding of academic integrity. This necessitates questioning the underlying principles and exploring the ethical dimensions of academic honesty. Such inquiry cultivates a robust sense of personal integrity and fosters the development of sound ethical judgment – invaluable skills that extend beyond the academic realm.

Knowledgeable - we are responsible for acquiring the necessary knowledge to navigate the complexities of academic work ethically. This empowers us to make informed decisions and establish a strong foundation for future academic and professional endeavours.

Thinkers - we analyse our own learning processes, ensuring they adhere to the highest ethical standards. This self-reflection fosters personal growth and cultivates the intellectual honesty essential for lifelong learning and personal development.

Communicators - we are encouraged to foster open and honest dialogue with our teachers and peers regarding academic integrity. Effective communication fosters a trusting and supportive learning environment where academic integrity can flourish.

Principled - we are expected to uphold academic integrity as a fundamental principle. By adhering to this principle, we cultivate a strong moral compass and establish a reputation for honesty and trustworthiness – qualities that are highly valued in all facets of life.

Open-minded - we should be receptive to feedback and willing to learn from any instances where we may have fallen short of upholding academic integrity. This involves accepting responsibility, learning from our mistakes, and making amends. This open-mindedness fosters personal growth and a deeper understanding of ethical conduct.

Caring - we should recognize that academic integrity is not solely about individual achievement but also about creating a fair and equitable learning environment for all members of the school community to contribute to a positive and supportive learning environment where all students have an equal opportunity to learn and grow.

Risk-takers - we should be willing to embrace the challenges of independent learning and strive to achieve our academic goals with integrity requiring us to step outside our comfort zones. By taking these calculated risks, we develop resilience, self-reliance, and a strong work ethic – qualities that will serve us well throughout our lives.

Balanced - we should strive to maintain a healthy equilibrium between our academic pursuits and other essential aspects of our lives. This includes prioritizing our well-being, cultivating meaningful relationships, and pursuing personal interests outside of the academic realm. By maintaining this balance, we reduce the pressure to resort to dishonest short-cuts and cultivate a more fulfilling and enriching educational experience.

Reflective - we should regularly engage in introspection and reflect upon our experiences with academic integrity. This involves examining our motivations, identifying areas for improvement, and acknowledging our successes in upholding ethical standards. This ongoing reflection fosters a deeper understanding of ourselves and our values, guiding us towards becoming more responsible and ethical individuals.

Rights and Responsibilities

At BISS Gausel, across both IB programs, students, parents, and teachers are entitled to certain rights and likewise have responsibilities which are outlined below:

	Rights	Responsibilities
Students	<p>Students have the right to:</p> <ul style="list-style-type: none"> receive clear guidance on academic integrity expectations and referencing standards use tools, including AI, responsibly to support learning (with clear guidelines) be treated fairly and respectfully in matters related to academic integrity access resources, training, and support to understand academic integrity principles appeal decisions related to academic misconduct if they believe they have been treated unfairly 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> produce original work and properly credit all sources of information using the required referencing system avoid plagiarism by acknowledging ideas, materials, and work that are not their own seek help from teachers when unsure about proper citation or academic integrity expectations follow the school's academic integrity policy in all assignments and assessments report instances of academic misconduct they are aware of among peers
Teachers	<p>Teachers have the right to:</p> <ul style="list-style-type: none"> expect students to submit original, authentic work and follow the academic integrity policy receive training and resources to support the teaching of academic integrity through all classes and in conjunction with the Library and Librarian address cases of academic misconduct fairly and consistently, following school procedures collaborate with colleagues and leadership on academic integrity-related policies and practices expect support from parents and school leadership in promoting academic integrity report unresolved or serious cases of academic misconduct to school leadership 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> clearly communicate expectations for academic integrity and proper referencing to students teach and model principles of academic integrity in their own professional practice identify and address instances of plagiarism or academic misconduct with appropriate action design assessments that minimize opportunities for academic misconduct (MYP) provide students with tools, resources, and guidance to properly credit sources and avoid plagiarism. foster a classroom environment that values integrity, fairness, and trust use digital tools responsibly and effectively to enhance student learning
Parents	<p>Parents have the right to:</p> <ul style="list-style-type: none"> be informed about the school's academic integrity policy and its expectations for students receive clear communication from teachers regarding academic integrity-related concerns expect fair and consistent handling of academic misconduct cases involving their child access resources or guidance from the school on how to support academic integrity appeal or request clarification on decisions related to academic misconduct 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> familiarize themselves with the academic integrity policy and discuss it with their child encourage their child to complete original work and acknowledge all sources properly support the school in fostering a culture of integrity by reinforcing its values at home monitor their child's use of technology and ensure it aligns with the school's academic integrity guidelines collaborate with teachers and school staff to resolve academic integrity issues if they arise

Academic Integrity in the Primary School - PYP

The attitudes advocated by the PYP that support the development of integrity and honesty in an academic community are set out in Making the PYP happen: A curriculum framework for international primary education.

Of these attitudes, confidence, independence, integrity, and respect are the qualities most important for developing values of personal academic integrity and should be actively encouraged by all teaching staff in the Primary Department. In addition, the learner profile emphasizes being principled in our actions, which is also of primary importance to developing the practice of academic integrity.

	A student with academic integrity does:	A student with academic integrity does not:
PYP 1, 2 & 3	<ul style="list-style-type: none"> Acknowledge help from parents, students and friends Look at and read books and print material in order to learn new information Summarise key understandings from audio-visual Material e.g. recalls key ideas With teacher guidance, begin to use key words to take notes from written or visual materials 	<ul style="list-style-type: none"> Present parent or other persons' work as his or her own. (The importance of this is explained to parents) Copy classwork from other students Pass off other student's work as their own when working in groups
PYP 4, 5 & 6	<ul style="list-style-type: none"> If asked directly acknowledge help from parents, older students and friends, and group members Read from several sources, including print sources, in order to gather information Take notes in their own words, using paraphrasing skills Begin to use first person sources and interviews in information gathering Summarise understandings from audio-visual material in his or her own words Write reports and summaries of information in their own words, with a developing style of academic language Acknowledge sources in a bibliography Assimilate knowledge from several sources into independent ideas and understandings Understand plagiarism as cheating Understand that downloading or copying from electronic sources without permission is cheating Work collaboratively in groups and contributes by sharing information and presenting understandings 	<ul style="list-style-type: none"> Present other persons' work as their own Copy phrases or sentences from any source into their own work Copy classwork from another student without permission (as in during group or pair work) Pass off another student's work as their own when working in groups Present material that is not true, or fictitious, as fact Copy from notes or others on tests
PYP6 Exhibition	<ul style="list-style-type: none"> Acknowledge help from his/her mentor Plan their own independent inquiry leading to research Create lines of inquiry to guide their Exhibition Access sources from many different places Contact first person sources if appropriate Work collaboratively with his or her team to share and contribute information Present understandings in a variety of provoking audio/visual and creative formats 	<ul style="list-style-type: none"> Present or use mentor sources as his/her own without citation Misrepresent or misquote first person sources Rely extensively on mentors, parents or other group members to gather info or create presentations Present material that is fictitious as fact

Academic Integrity in the Secondary School - MYP

It is expected that all IB students, regardless of the programme, understand and accept the principle of academic integrity and face the challenges associated with it. This is not a task that students can face in isolation; they must have the support of their teachers and the school. (IBO, 2019).

With this in mind, we at BISS Gausel ensure that all teaching of academic integrity, led by the Librarian, is consistently modelled and supported by all teachers and embraced by students. We aim to create a culture where the principles of academic integrity are deeply embedded in all aspects of learning, fostering critical thinking, ethical decision-making, and respect for intellectual property. This holistic approach ensures that students are well-prepared to meet the highest standards of integrity in their academic pursuits and beyond.

	A student with academic integrity does:	A student with academic integrity does not:
MYP 1, 2 & 3	<ul style="list-style-type: none"> Acknowledge help from parents, students and friends Acknowledge information taken from books, the internet or persons Acknowledge the source of direct quotations Acknowledge reference materials in a bibliography Know what constitutes cheating and abides by the rules Follow all test/exam rules Use AI responsibly 	<ul style="list-style-type: none"> Use notes during a test unless allowed by a teacher Copy from another student during a test Copy from the homework of another student Give another student their own work to copy Hand in work as their own that has been copied Do homework for another student Copy work from various sources and pass it off as their own Use AI to create, alter or produce work and pass it off as their own
MYP 4 & 5	<ul style="list-style-type: none"> Keep and maintain accurate, personal course notes Understand and abides by the school's expectations concerning academic Integrity Acknowledge, in an appropriate referencing format, help from another person Ask beforehand what kind of external help is permissible Acknowledge, in an appropriate referencing format, information taken from a wide variety of sources Follow all test/exam rules 	<ul style="list-style-type: none"> Copy work of another student Give another student their work to copy Do the homework of another student Submit work done by another student, a parent or a friend Use notes during a test unless allowed to by the teacher or the examination rules Use AI to create, alter or produce work which is passed off as their own

MYP5 Expectations for Certification

Students aiming to earn an MYP Certificate through eAssessments are expected to consistently apply the academic integrity skills they have developed throughout the MYP. Adhering to the regulations set by the IBO is essential for success in both ePortfolio subjects and online examinations.

In MYP5, students are required to:

- Properly use in-text parenthetical referencing for any source material, including text and images.
- Demonstrate a clear understanding of plagiarism and intellectual property, as well as the consequences of academic dishonesty.
- Complete academic integrity forms when required, formally declaring that their work is authentic.
- Strictly follow the IBO's rules for examination sessions.

By meeting these expectations, students uphold the principles of academic integrity and contribute to a fair and ethical assessment process.

Referencing and citation in the Primary School

Throughout the PYP (Primary Years Programme), students will be introduced to:

- The need for referencing and citation that follows simple formats.
- The inclusion of references in the form of developing bibliographic information from PYP 1 to 6
- Use of quotations for language directly from sources
- Simple citation methods to acknowledge quotations and intellectual ideas.
- Requirements for referencing appropriate to each age and year level included in Rubrics for research

Academic Dishonesty in the Primary School

In the PYP (Primary Years Programme), academic dishonesty is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or retaught the skills needed to rework the material in their own words and cite quotations. Malpractice is considered generally to be the result of a lack of language and or research skills and is addressed accordingly

Referencing in the Secondary School

The expectation to use proper citations begins at the start of the MYP and is scaffolded to match students' age and experience in the program. Students are required to use correct and appropriate referencing in all subject areas, following the recognised referencing format. This includes:

- Providing accurate lists of works cited at the end of their documents.
- Acknowledging sources within the body of their texts.
- Crediting images and other intellectual property used in their work.

Bibliographies or annotated bibliographies should only be included when specifically requested as part of a task to outline the student's background reading.

Work that is not properly referenced for the student's grade level will be returned for revision. Such work cannot be evaluated toward a student's grade until it is resubmitted with correct citations. The initial submission date will be recorded as the original deadline. However in certain subjects referencing is part of the criteria and will be graded accordingly.

Minor errors in Harvard referencing, even at higher levels, will be addressed as feedback to help students improve. To ensure accurate citation, students are encouraged to use check-lists when preparing their work.

Academic Dishonesty in MYP1-3

In the lower years, students are still developing the skills necessary to approach assignments with academic integrity. When evidence of malpractice arises, the teacher must determine whether it is:

1. Due to a lack of academic integrity skills:

- The student will receive guidance and a formal warning.
- They will be given an opportunity to rectify the situation.

2. A deliberate act of academic dishonesty:

- A formal record will be placed in the student's file for tracking purposes.
- Subsequent instances will result in the work being awarded a level o for the relevant assessment criterion.
- This will be referred to the MYP coordinator and an academic honesty letter will be sent to the student's parents.

Academic Dishonesty in MYP4-5

For students in MYP4 and MYP5, the expectations for academic honesty are higher:

- Plagiarism due to a lack of referencing skills:
- The student will be given the opportunity to correct their work within a specified time frame.
- Deliberate plagiarism or collusion:
- The work will receive a level O for the relevant assessment criterion.
- The teacher may provide feedback to help the student understand their error.
- The issue will be referred to the MYP coordinator, and an academic integrity letter will be sent to the parents.

For subsequent instances of academic dishonesty:

- The work will again receive a level O for the relevant assessment criterion.
- Parents will be asked to attend a meeting with the subject teacher, the MYP coordinator, and the principal.
- The meeting will assess whether the student deliberately attempted to deceive. Consequences may include suspension or, in cases of persistent malpractice, withdrawal from the relevant exam session (MYP5).

Malpractice During Tests and Externally Moderated Coursework

If a student is suspected of cheating during a test, they will receive an initial warning. Any subsequent attempt to cheat will be treated as a deliberate act of academic dishonesty and addressed according to the guidelines outlined above.

For MYP Certificate students completing ePortfolios, any suspicion of dishonest behaviour in the completion of their work will be reported to the MYP coordinator. The coordinator will meet with the student to discuss the matter, and parents will be informed.

If work submitted to the IB is flagged as academically dishonest, the MYP coordinator will be notified, and a formal investigation will be conducted. Depending on the findings, the student may be disqualified from earning their MYP Certificate.

Glossary

Academic dishonesty means that a person uses ideas, skills, techniques or information from another person or source without appropriately acknowledging them. There are different forms of academic dishonesty, which are defined further under Malpractice.

Academic integrity is the commitment to honest, ethical behaviour in academic work. It involves producing authentic work, properly crediting others through citation, and following rules for assessments.

Artificial Intelligence (AI) refers to machines designed to simulate human intelligence, enabling them to learn, reason, perceive, and make decisions. AI powers tasks like language understanding, pattern recognition, and problem-solving.

Authenticity is the term used with older students when they confirm in writing that a piece of work is authentic and was carried out in a manner that reflects the attitudes of academic honesty. "An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Where the ideas or work of another person are represented within a [student'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." (IBO, 2009)

Collaboration "defines the habit of working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in "allowing one's work to be copied or submitted for assessment by another" as defined in the Regulations" of the IB Diploma Programme. (IBO, 2009)

Collusion: supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by someone else.

Fabrication of data: manufacturing data for a table, survey or any other such requirement, Any other behaviour that gains a student an unfair advantage or that affects the achievement of another student.

Inspiration in creative work: "Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that [students] may be influenced by the work of other artists and writers, whose works may inspire the [students'] own creativity. Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged." (IBO, 2009)

Intellectual property describes an individual's or organisation's ownership of inventions, literary or artistic works, symbols, names, images and designs used in commerce. The "concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] must at least 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 law." By developing the skills and values of academic honesty and taking measures to prevent academic dishonesty, the school seeks to discourage illegal activities, for example illegal music downloads or peer-to-peer file sharing. (IBO, 2009)

Malpractice is the term used for academic dishonesty and describes any behaviour that gives a person an unfair advantage over another in the context of academic work.

Plagiarism: the representation of the ideas or work of another person as one's own.



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References

IB (2019) Academic Integrity Policy in the IB. International Baccalaureate

Merriam Webster Dictionary (2013) <http://www.merriam-webster.com/dictionary/copyright>

IB (2008) MYP: From Principles into Practice Pub. International Baccalaureate.

Links to other policies:

This Academic Integrity policy is linked to: IT Acceptable Use Policy; Bullying policy

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