International School of London

Academic Integrity Policy

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Introduction

At the International School of London, we are committed to academic honesty and will continually strive to ensure that students, their families and staff understand what responsibilities this commitment embraces. The purpose of this policy is to outline what academic honesty means and the school's procedural responses to instances of academic dishonesty.

The spirit of this policy is aligned with the school's commitment to providing learning opportunities for students. As such, teachers should use their discretion when implementing this policy and reserve its use for significant infringements. Minor instances should be regarded as 'teachable moments' and teachers should feel free to exercise their professional judgment in dealing with minor and/or unintentional instances of academic honesty infringements.

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world

At the International School of London, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

Teaching and Learning Philosophy Statement

At ISL, we believe that each child has their own unique identity and understanding of the world. Our aim is to build on their unique experiences through dialogue and questioning to foster curiosity and deeper thinking. At ISL, excellence in teaching and learning is defined by the degree to which we nurture student passion and encourage active engagement with real world problems through thinking, reflection and social and environmental activism. We believe purposeful play fosters curiosity, and curiosity fosters creative thinking. We believe the young are as capable of bringing about meaningful change as adults.

1. What we believe

At the International School of London, we see academic integrity 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.' (IBO, *Academic Integrity* (October 2019), page 3).

Our PYP/MYP/DP programmes encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behaviour.

It is our responsibility to educate our community on what academic integrity is, and to foster an academic integrity culture and a personal positive attitude towards it.

A. We believe that all students:

i. should be provided with an equal opportunity to maintain fairness
ii. should be honest in presenting their schoolwork to maintain trust and credibility
iii. should complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
iv. can gain knowledge and understanding from the ideas of other people, understanding these ideas need to be acknowledged to develop respect for others
v. should understand that their teachers value their learning and ideas
vi. should present their ideas in their own words
vii. should feel empowered to report any academic misconduct
viii. should feel empowered to respond to acts of school maladministration by reporting them to the programme coordinator
ix. should abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks, file sharing websites or AI platforms.
x. should abstain from giving undue assistance to peers in the completion of their work.
xi. should show a responsible use of the internet, associated social media platforms and AI tools.

xii. should understand that working in groups can be a powerful learning experience, and what they present to their teacher is their own individual work, expressed in their own words
xiii. should understand the benefits of properly conducted research and respect for the creative efforts of others
xiv. should be given the opportunity to understand what academic integrity is and how to uphold the school's academic integrity expectations

B. We believe that all teachers:

i. should model good practice in academic integrity.
ii. should provide clear guidelines for tasks to ensure that students understand the requirements of a task.
iii. should scaffold larger tasks, with opportunities to submit interim work or with milestone checks, to help students maintain their own 'voice' in completing these tasks
iv. should promote the benefits of properly conducted research and respect for the creative efforts of others
v. should design learning tasks that require thinking skills and that encourage authenticity and creativity.
vi. should use anti-plagiarism tools as teaching instruments in raising awareness of academic honesty
vii. should make clear the expectations of academic honesty, such as in-text references and bibliographies

C. We believe that all parents and legal guardians

I. should understand the school policy and the IB policy on academic integrity and support their children's understanding of such policies.
II. should understand the school's procedures that safeguard the authenticity of their children's work
III. should support their children in planning a manageable workload so that they can allocate time effectively
IV. should understand what constitutes student academic misconduct and its consequences
V. should understand what constitutes school maladministration and its consequences
VI. should report any potential cases of misconduct or school maladministration to the academic leadership of the school and/or the IB
VII. should abstain from giving or obtaining assistance in the completion of work to their children

2. Compliance matrix

Statutory framework

The relevant OFSTED standard *Quality of Education* requires that

245. This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are: developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

249. Provision for the moral development of pupils includes developing their:

ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England

understanding of the consequences of their behaviour and actions

interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

- Non-association independent schools handbook (April 2021), p. 43

International Baccalaureate Standards and Practices

The policy is pertinent to the IB standards / practices

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)

3. Definitions of terminology used to describe academic misconduct

The IB Organization defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

a. plagiarism—this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. * Note that plagiarism includes the submission of work that has been completed, or largely produced by, another person or AI, such as a personal tutor, chat bot regardless of whether that person's consent is given.

b. collusion—this is defined as supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another

c. misconduct during an IB on-screen examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, communicating with another candidate)

d. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a community service record, disclosure of information to and receipt of information from candidates about the content of an on-screen examination within 24 hours after the examination).

- (IBO, *General regulations: Middle Years Programme* (April 2014), pages 10-11)

4. Convention for referencing

A learning community as diverse as that of the International School of London must recognise and flexibly admit of difference. The principles of academic honesty described in this policy apply equally to all members of the community. However, it is recognised that different conventions for referencing may be preferred by different language cultures; as such, in subjects where English is not the primary language of instruction, the most commonly recognised form of referencing and bibliographical apparatus for that language culture may be used.

In those subjects where English is the language of instruction, referencing and bibliographical apparatus will conform to a recognised system. In line with IB guidance, there is no compulsion to use a specific referencing style, but there is an expectation that any referencing system should be used consistently and correctly across a piece of work. Examples of such systems include APA, Harvard, MLA for parenthetical styles, and Chicago notes and bibliography format for footnotes.

5. School processes and procedures

This protocol describes the procedures to be followed in case of suspected infringement of the school standards for academic integrity in various ways.

Academic integrity refers to the authenticity of work submitted by students for the purposes of evaluation and/or assessment. All work submitted should be the students' individual work, except in the case of collaborative assessed tasks. In the case of collaborative tasks, each student's individual contribution should be clearly identified.

Where a work is inspired by, derived from, or supported by evidence from the work of another, the source work should be clearly referenced.

In dealing with any issues regarding academic honesty, the intention will always be to bring about a behavioural change in the student that is based on clearer understanding.

If a teacher suspects a student has committed an act of academic dishonesty, the programme-specific pathways below outline the procedures to be followed.

5.1. PYP

In the PYP, we see students' understanding of academic integrity as a learning process. Teachers, librarians, and students work together to develop and maintain a clear sense of the practices that support academic integrity (e.g., age-appropriate expectations regarding references, citations, quotations and paraphrasing). In all grades, the learner profile and attitudes serve as a foundation for developing students' respect for researching and communicating ideas in an academically honest manner.

Clear criteria and expectations for academic integrity are explicitly taught and modelled throughout students' time in the PYP. Should a question of academic integrity arise, the teacher and student(s) will identify the academically dishonest behaviour and clarify the appropriate behaviour. Parents may be contacted so as to further support a student's understanding and practice of academic integrity.

5.2. MYP

Protocol and procedures for academic honesty and integrity in the IB Middle Years Programme

Protocol

1. All MYP students will receive guidance and instruction on academic integrity by tutors, librarians, and the MYP Coordinator. Subject teachers are also responsible for providing guidance on academic integrity and the correct use of referencing standards in their subject.

2. All work to be assessed, for either internal or external grade award, should be tested for compliance with the academic honesty protocol.

   Where technically feasible, all work submitted for assessment should be checked using a plagiarism detection system. Turnitin.com is used and is fully integrated with the Managebac platform. The integrated AI detection tool from Turnitin is also used for all drafts and externally submitted work.

3. Where Turnitin.com is used, the originality report for the work submitted should be consulted by the teacher before the work is graded. Teachers should exercise judgement in doing so, paying particular attention to the nature of the sections of text identified by Turnitin.com as potentially from other sources.

4. Before submission of the work for external assessment, the work must be authenticated by the student. When submitting the personal project, students must sign the personal project academic honesty/integrity form to declare their compliance to the regulations set by the IB and the school.

5. A copy of all work assessed, whether for internal or external grade award, should be kept by the teacher. This may be in the form of a hard copy portfolio for each student, as an uploaded electronic copy to a Managebac dropbox, or as an electronic copy kept securely by the teacher. Any annotations or grading should be clearly legible on copies.

6. All internal and external examinations should be carried out in accordance with the IB regulations.

Procedures in case of suspected academic misconduct:

Minor infringements:

These might include inaccurate, imprecise, or erroneous use of citation and referencing apparatus; paraphrasing without attribution; other matters which could be regarded as unintentional or due to incomplete understanding of the academic integrity guidelines.

In most cases, minor infringements will be dealt with immediately by the teacher. The student should be interviewed and the minor infringements identified and explained. The student should be required to re-submit the work in the shortest possible time, but without penalty.

Major infringements: These may include intentional and/or repeated inaccurate or insufficient referencing, plagiarism, collusion, misconduct during internal and external examinations.

In the case of a major infringement of academic integrity, an investigation should be conducted by the relevant staff.

- The student will be invited to a preliminary interview, to establish their point of view and level of understanding of the suspected or detected misconduct. The IB MYP Coordinator will interview the student concerned, possibly in the presence of the teacher. The student's responses should be recorded (either in writing or through audio recording).

- The student's parents or guardians should be notified of a suspected or detected infringement as well as the outcome of the preliminary interview.

- Where infringement is suspected, but not certain – for example in the case of suspected collusion or plagiarism by "over-tutoring" – the student's individual understanding of the work assessed should be established using a viva voce interview. The viva voce should be conducted by the teacher. The student's responses should be recorded (either in writing or through audio recording).

- Where infringement is certain:

    - If the work has been submitted as a draft version, the work will not be accepted for further feedback or guidance until the student has corrected the work such that it meets the requirements for academic integrity. Corrections should be required by the teacher in the shortest reasonable time.
    - In cases of collusion, it may be appropriate to require the student to complete (re-do) the work under controlled conditions.
    - If the work has been submitted for a final deadline, the work will be awarded an internal grade of zero.
    - In case of external or internal examinations, no grade for the subject or the component will be awarded.

- If questions arise about the authenticity of a student's subject work for moderation, the student will be required to re-submit original work in the shortest possible time. Under these circumstances, it may be appropriate to require the student to complete (re-do) the work under controlled conditions. Whatever work is produced under those conditions will count as the best and final submission from the student.

- Repeated infringements on the same task or across multiple tasks will be referred as an infringement of the student expectations and sanctions applied accordingly. Sanctions may be applied up to and including permanent exclusion from the school.

- If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session. (IBO, *Academic Integrity* (October 2019), page 25).

- If no grade is issued for an assessment (or completion of community service) that contributes to a candidate's MYP Certificate, no certificate will be awarded to the candidate. The MYP Record of Achievement or, in the case of an on-screen examination, MYP Course Results will be awarded for other assessments in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions. - (IBO, General regulations: Middle Years Programme (April 2014), page 11)

5.3. DP

Protocol and procedures for academic integrity in the IB Diploma Programme

1. All Diploma College students will be required to sign as agreed the *ISL Diploma College Student Code of Conduct* at the beginning of the course. The *Code of Conduct* includes a declaration that all written work submitted for assessment (whether internally for ISL or externally by a third party; whether electronically or in hard copy by hand) will be the authentic, original work of the student.

2. All Diploma College students will receive guidance and instruction on academic integrity from librarians as part of their PSHE / guidance programme. Subject teachers will also provide guidance on the correct use of referencing standards in their subject, supported by librarians.

3. All work to be assessed, for either internal or external grade award, should be tested for compliance with the academic integrity protocol. Where technically feasible, all work submitted for assessment should be checked using a plagiarism detection system. At the Diploma College, Turnitin.com is used and is fully integrated with the Managebac platform. The integrated AI detection tool from Turnitin is also used for all drafts and externally submitted work.

4. Where Turnitin.com is used, the originality report for the work submitted should be consulted by the teacher before the work is graded. Teachers should exercise

judgement in doing so, paying particular attention to the nature of the sections of text identified by Turnitin.com as potentially from other sources.

5. Before submission of the work for external assessment, the work must be authenticated by the student. Where submitted electronically via the IB e-coursework system, this means that the student must complete the submission stage by checking the IB authentication statement. If work is submitted by the teacher on behalf of the student using the teacher's login to the e-coursework system, then the authenticity of the work is guaranteed by the student's signature on the Diploma College student code of conduct at the beginning of the programme.

6. A copy of all work assessed, whether for internal or external grade award, should be kept by the teacher. This may be in the form of a hard copy portfolio for each student, as an uploaded electronic copy to a Managebac dropbox, or as an electronic copy kept securely by the teacher. Any annotations or grading should be clearly legible on copies.

Procedures in case of suspected academic misconduct

There are two general circumstances within which academic misconduct through infringement of academic integrity guidelines can be treated.

1. Before candidate signature of authentication

   Where misconduct is detected or suspected *before* a candidate signs a cover sheet or electronic upload, the internal procedures of the college can be applied.

2. After candidate signature of authentication

   Where misconduct is detected or suspected *after* a candidate signs a cover sheet or electronic upload, the matter must be referred to the IBO academic misconduct committee. It is the role of the IB Diploma Coordinator to investigate the case and to make the declaration to the committee. If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session. (IBO, *Academic Integrity* (October 2019), page 25).

Procedures to be applied in each case are given in fig.1 and described on the page below.

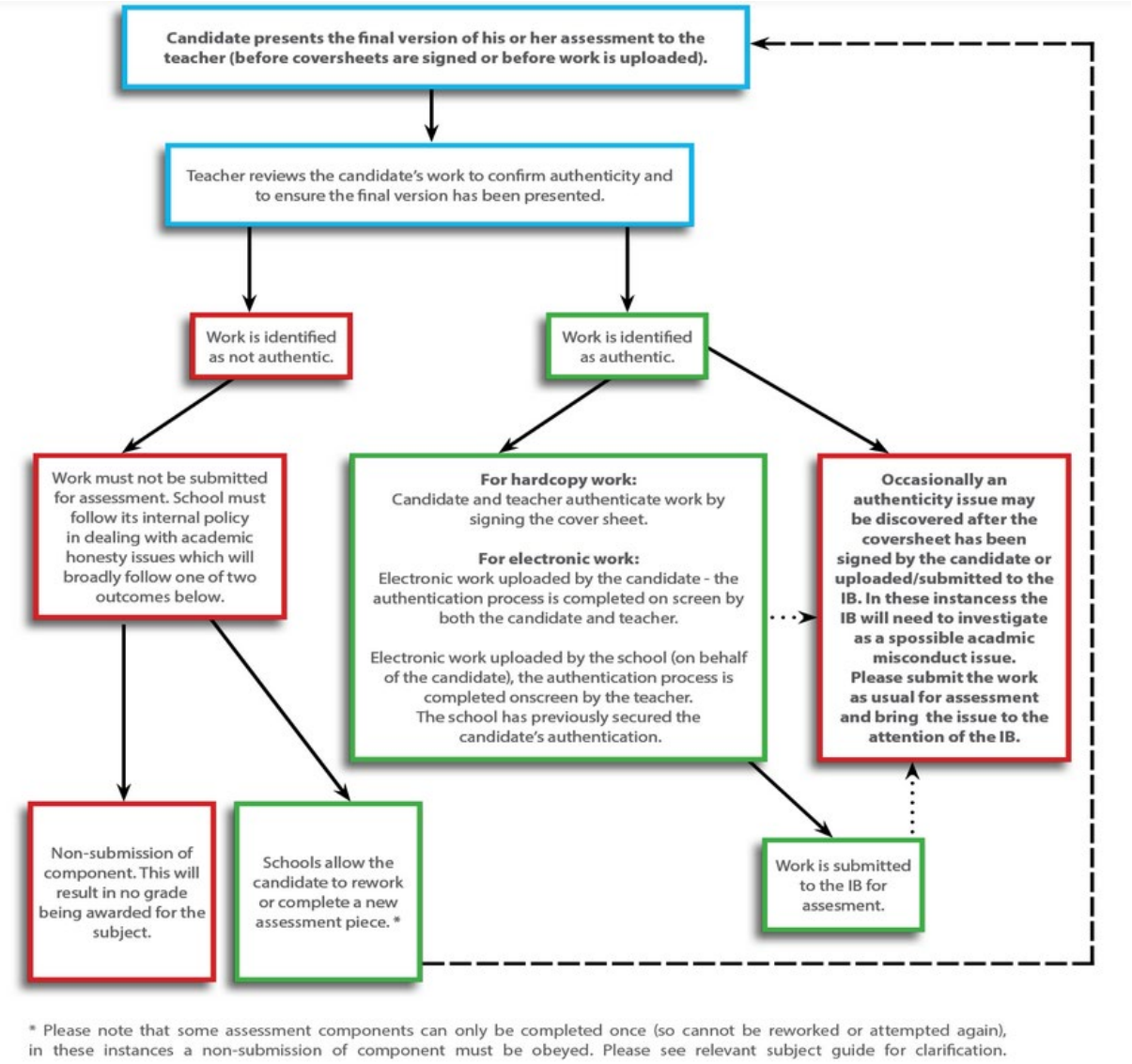

Fig. 1 Source: *Diploma Programme Handbook 2016,* Section A5.2.1 (IBO, 2016)

Procedures to be applied before candidate signature of authentication

The teacher should clearly identify the parts of the text for which misconduct is suspected or detected. The teacher should notify the IB Diploma Coordinator. The IB Diploma Coordinator will decide which course of action to take, as followed.

Minor infringements:

These might include inaccurate, imprecise, or erroneous use of citation and referencing apparatus; paraphrasing without attribution; other matters which could be regarded as unintentional or due to incomplete understanding of the academic integrity guidelines.

In most cases, minor infringements will be dealt with immediately by the teacher. The student should be interviewed and the minor infringements identified and explained.

The student should be required to re-submit the work in the shortest possible time, but without penalty.

Major infringements:

These include plagiarism, collusion and misconduct as defined by the IBO in the rationale above. These may include intentional and/or repeated inaccurate or insufficient referencing, plagiarism, collusion, misconduct during internal and external examinations.

1. The student will be invited to a preliminary interview, to establish their point of view and level of understanding of the suspected or detected misconduct. The IB Diploma Coordinator will interview the student concerned, possibly in the presence of the teacher.

2. Where no adequate or acceptable explanation for the misconduct can be offered by the student, the student's parents or guardians should be notified of a suspected or detected infringement.

3. *Where infringement is suspected, but not certain* – for example in the case of suspected collusion or plagiarism by "over-tutoring" – the student's individual understanding of the work assessed should be established using a *viva voce* interview. The *viva voce* should be conducted by the teacher. The student's responses should be recorded (either in writing or through audio recording).

4. If a student appears not to understand the work they have submitted as their own, the work will not be accepted for assessment and will be dealt with as a case of certain infringement (see 5.)

5. *Where infringement is certain* – for example, through detection of text copied verbatim or similar:

- If the work has been submitted as a draft version, the work will not be accepted for further feedback or guidance until the student has corrected the work such that it meets the requirements for academic integrity. Corrections should be required by the teacher in the shortest reasonable time.

- In cases of collusion, it may be appropriate to require the student to complete (re-do) the work under controlled conditions.

- If the work has been submitted for a final deadline, the work will be awarded an internal grade of zero.

- Where the work is to be externally assessed (EA), or internally assessed for the purpose of external grade award (IA), the student will be required to re-submit original work in the shortest possible time. Under these circumstances, it may be appropriate to require the student to complete (re-do) the work under

controlled conditions. Whatever work is produced under those conditions will count as the best and final submission from the student.

- A given task / component may only be re-submitted *once* in this way. Repeated detection of infringement on the same task / component will result in a recorded non-submission of the task / component.

- Repeated infringements on the same task or across multiple task will be referred as an infringement of the college expectations for student behaviour and sanctions applied accordingly. Sanctions may be applied up to and including permanent exclusion from the college.

6. Artificial Intelligence in assessment and education

The use of AI tools should be in line with the IB's academic integrity policy. ISL will work with our students to ensure we adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB does not ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

Where Turnitin is used as a detection tool for AI similarity, teachers and students are informed to rewrite the detected work until the similarity percentage is reduced, recognising that it may be detected as a false positive. This percentage could vary depending on the length of the work.

(main source: IB, March 2023)

At ISL London, Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

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