ERMITAGE INTERNATIONAL SCHOOL

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

These align with the IB Learner Profile traits: Balanced, Caring, Communicators, Inquirers, Knowledgeable, Open-minded, Principled, Reflective, Risk-takers, Thinkers

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 approved by the school's Senior Leadership Team in October 2024. See Footer for Review details.

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 learning process begins in the Primary Years Programme (PYP) and is reinforced continuously throughout the student's schooling. This policy should be viewed in association with the Ermitage Digital Citizenship & AI Policy, the Code of Conduct, and the Assessment 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.

In a context where artificial intelligence can generate text, ideas, images, translations, and solutions instantly, academic integrity requires students to think for themselves, communicate with authenticity, and develop their own voice. AI and other digital tools may support learning only by students over the age of 13, where their use is transparent, and used in ways that strengthen rather than replace student thinking..

We are committed to promoting personal and academic integrity in all aspects of our 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 quality is developed by starting with the basics in the Primary Years Programme (PYP), and gradually reinforcing the concepts throughout the student's schooling. 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.
- Using AI where it has not been explicitly permitted by the teacher.
- Using AI beyond the level permitted for a specific task.
- Failing to declare, cite, or provide evidence of permitted AI use.
- Submitting AI-generated or AI-altered content as if it were the student’s own independent work.
- Using translation, paraphrasing, rewriting, or language-support tools in a way that masks the student’s actual understanding or level of language learning.
- Submitting work produced in one language and translated into the language of submission, except where this is part of primary research that has been cited.

- **In Primary:** understanding of these concepts is introduced gradually in age-appropriate ways, recognising that younger students are not expected to fully define and follow complex rules from the start.

Use of Artificial Intelligence

At Ermitage IB School, all student work is considered to be Level 0: no AI Use, unless a teacher explicitly states otherwise for a specific task. Students under the age of 13 are not permitted to use AI. Students aged 13 and above may only use AI that is compliant with the EU AI Act including data storage within the European Union, where this has been clearly authorised by the teacher and communicated through the relevant task instructions, normally on ManageBac.

The table below outlines the school's approach to AI, and what is permitted in each step of the framework.

Level 0 **No AI Use**	Level 1 **AI Assisted Ideas & Structuring**	Level 2 **AI Assisted Proofreading**	Level 3 **Part AI Generated**	Level 4 **Full AI Use**
This is completed entirely without AI assistance	No AI content is allowed in the final submission AI can be used for brainstorming and creating document structures	No new content can be created using AI AI can be used to make improvements to the clarity or quality of student work to improve the final output	AI is used to complete certain parts of the task, as specified by the teacher or assignment details The student is responsible for giving the critical oversight on all the AI output included	AI use is allowed throughout the entire assessment in any way the student deems necessary The student is responsible for giving the critical oversight on all the AI output included
No AI referencing required	References to how AI was used must be included using MLA Formatting Link(s) or photo(s) to AI chats must be included with the final submission	References to how AI was used must be included using MLA Formatting Link(s) or photo(s) to AI chats must be included with the final submission	All AI-created content must be cited using MLA Formatting Link(s) or photo(s) to AI chats must be included with the final submission	All AI-created content must be cited using MLA Formatting Link(s) or photo(s) to AI chats must be included with the final submission

Where AI use is permitted, students must declare how it was used, cite it using MLA formatting where required, and include links or screenshots of AI interactions with the final submission. Students must be able to explain, justify, and stand behind all work submitted.

Roles and Responsibilities

In supporting academic integrity, we recognise the challenges created by perceived parental, teacher or cultural expectations, peer pressure, competition and, in Secondary, by the self-imposed pressure to achieve one's higher education placement ambitions. In Primary, students are not expected to be able to define and follow rules to avoid misconduct at an early age; the school therefore takes responsibility for teaching them these foundational values starting from the primary years. 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.
- Checking the AI-use level for each task before beginning work.
- Assuming that all work is Level 0: no AI Use unless the teacher has explicitly stated otherwise.
- Using only school-approved AI platforms, as has been communicated to them, such as Gemini and Microsoft CoPilot, where AI use is permitted.
- Declaring, citing, and evidencing any permitted AI use.
- Keeping links, screenshots, or records of AI interactions when required.
- Being able to explain and defend the thinking, choices, language, and content in their submitted work
- Not using translation or rewriting tools to produce work that no longer reflects their own language ability or academic voice.

- **Primary Students:** gradually integrating these elements into their day-to-day work, understanding the basics of honesty, and seeking teacher or librarian guidance when using external sources.

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.
- Supporting the school's expectation that students under 13 do not use AI.
- Helping their child understand that undeclared or unauthorised AI use is likely to constitute academic misconduct.
- **Primary Parents**: setting limits on the degree of assistance provided so that submitted work always reflects the authentic capabilities of the student.

Teachers are responsible for:

- Clearly explaining the school's academic integrity policy to students and modelling ethical behaviour.
- Clearly communicating the permitted AI-use level for homework, classwork, and assessment tasks.
- Treating tasks as Level 0: No AI Use unless a different level is explicitly stated.
- 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 minimise opportunities for academic dishonesty but which allow students to demonstrate their own thinking, understanding, and voice, by 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 and in line with this policy.
- 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.
- Supporting students to critically evaluate AI output and its limitations, including its tendency to produce inaccurate responses and replicate pre-existing biases.

- Teaching age-appropriate Approaches to Learning (ATL) skills, starting in PYP, to build a foundation for academic integrity concepts.

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 the PYP, MYP, and DP programmes.
- Investigating incidents of academic misconduct and coordinating with teachers and students to resolve them fairly.
- Ensuring 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 behaviour.
- 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.

- The Head of School retains the ultimate discretion to vary the procedures or outcomes of this policy in exceptional circumstances, specifically when necessary to protect student safety, safeguarding, wellbeing, fairness, or the school's effective operation.

Definitions and Categories of Academic Misconduct

For Primary students: the definitions outlined below are simplified and taught contextually, emphasising fundamental honesty, sharing credit, and identifying sources at an age-appropriate level.

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 explicitly permitted, submitting work produced in one language and translated into the language of the subject by a person, software, or AI tool is not allowed. The exception is primary research, which may take place in any language but must be translated into the language of submission and cited transparently.
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.
Artificial Intelligence	Artificial Intelligence refers to digital tools that can generate, transform, summarise, translate, structure, analyse, correct, or improve text, images, audio, code, data, or ideas. This includes generative AI tools, chatbots, AI writing assistants, AI translation tools, AI image generators, and AI-powered paraphrasing or rewriting tools.
Proofreading vs Rewriting	Proofreading refers to identifying or correcting spelling, punctuation, and grammar errors without changing the student's meaning, vocabulary choices, sentence structure, tone, phrasing, or level of expression. Rewriting goes beyond proofreading and changes the student's language or ideas. Rewriting by AI, software, tutors, family members, or other people is not permitted unless explicitly authorised by the teacher.

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: ● 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. In the PYP context, students begin by simply acknowledging where they found their information (e.g., naming the book or website), gradually working towards formal conventions as they progress into the MYP.
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 across the school

Year	Content	For all years:
PYP1-3	Introduction to the basic concepts of honesty, trust, and fairness. Understanding the difference between one's own work and someone else's.	Teachers model academic honesty and guide students in acknowledging help or ideas from others through formative Approaches to Learning (ATL) skills. Teachers guide students in their development of research skills. Teachers monitor the writing process by scaffolding tasks and creating a timeline.
PYP4-6	Developing foundational research skills and focusing on the importance of source evaluation. Introduction to the school library and learning to simply acknowledge where information came from.	
MYP1-2	Introduction to Academic Integrity, check for prior learning, explaining and discussing Academic Integrity Concepts, definitions, and practices. Introduction to MLA as a referencing style for creating a bibliography. Introduction to the library and how to use books, online material, primary and secondary sources Students learn that AI use is not permitted for students under 13 and that all work must reflect their own thinking, language, and understanding.	Students sign and acknowledge the Academic Integrity policy The IB Librarian provides informational sessions and is readily available to support students and teachers during orientation and throughout the year in coach Teachers use Turnitin for submitted work. Teachers ensure that Academic Integrity is
MYP3-4	*In addition to reviewing the above and checking prior knowledge and understanding,* Developing skills of Academic Integrity: paraphrasing, summarising,	

	Referencing style (MLA), proper citing and in-text citations Introduction to advanced research (library) and annotated bibliographies Students are introduced to the school's framework of AI-use levels, the default expectation of Level 0 unless otherwise stated, and the requirements for declaring, citing, and evidencing any permitted AI use.	incorporated into the curriculum and becomes a part of the school philosophy.
MYP5, DP1-2	*In addition to reviewing the above and checking prior knowledge and understanding,* Expand understanding of Academic Integrity, Enforce MLA referencing as the school referencing style and regularly review referencing and citation rules. Students develop a more advanced understanding of responsible AI use, human oversight, AI limitations, bias, inaccurate output, citation expectations, and the importance of being able to explain and defend submitted work.	

Breaches of the Academic Integrity Policy

Ermitage IB School 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

In Primary, instances of academic misconduct are typically treated as teachable moments rather than formal disciplinary issues, focusing on reflection, learning, and reteaching expectations. Breaches are addressed developmentally with homeroom teachers and parents, using restorative conversations

In Secondary, 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 drafts, version history, student notes, teacher observations, Turnitin reports, AI-use declarations, AI-chat links or screenshots, or where the oral explanation of the work is compared with submitted work.
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. In cases involving suspected AI misuse, the student may be asked to explain the content, reasoning, language choices, research process, and development of the work. The purpose of this discussion is to understand whether the submitted work reflects the student's own thinking and whether any AI use was authorised, declared, and appropriately evidenced.
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 IB School 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 IB School.

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 IB School.

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 IB School.

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 IB School.

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. In Primary, this might simply look like copying a peer's work without permission, whereas in older years it includes complex plagiarism and excessive assistance.
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	Yes, your Coordinators, Teachers, Homeroom teacher and Librarian

available to help me understand academic integrity better?	can also assist and answer questions about maintaining academic integrity.
Is it ok to share an assignment I have already had graded with my friend who hasn't yet taken the assessment?	Sharing your assignment with your friend when they have not yet taken the assessment is 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.
Can I use AI for my schoolwork?	Only if your teacher has explicitly said that AI is permitted for that task. Unless your teacher says otherwise, all work is Level 0: No AI Use.
What if I only used AI to help me get ideas?	This is only allowed if the task has been set at Level 1 or above. If AI use is not permitted, using AI for ideas is still a breach of academic integrity.
Can I use AI to proofread my work?	Only if the task permits AI-assisted proofreading. Basic spelling, punctuation, and grammar checking may be allowed, but tools that change vocabulary, sentence structure, tone, phrasing, or meaning are not allowed unless explicitly authorised.
Can I use Google Translate or another translation tool?	You must produce work in the language of the subject. You may not write work in one language and then translate it into the language of submission, except where translating primary research and citing this transparently.
What do I need to submit if AI use is allowed?	You must follow the teacher's instructions. This may include explaining how AI was used, citing AI using MLA formatting, and submitting links or screenshots of the AI interaction.
What happens if I use AI but do not say so?	Any undeclared AI use may be treated as academic misconduct.