



Ecole Mondiale World School

Academic Integrity Policy

2025-2026

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Purpose

The purpose of Academic Honesty is to promote key values of **honesty, trust, fairness, respect** and **responsibility** for all members of our community. We believe that the IB learner profile describes the attributes that we nurture, value and respect in all members of our community. Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (*IB learner profile in review: Report and recommendation* (April 2013), page 21). As members of the ÉMWS community we are committed to behaving in an honest, principled manner at all times and in all situations, both within the school environment and in our behaviour in the world beyond school.

This means that as members of the ÉMWS community we will:

- ensure all stakeholders are aware of the purpose, key terms, their responsibilities and consequences.
- ensure that the work, data and information that we use and produce, and which may be sent to the IB, “authentic and genuine, and a true reflection of their personal level of achievement” (*Academic Integrity Policy October 2019 Updated March 2023, February 2025*).
- respect the intellectual property rights of others and contribute to the greater body of knowledge.
- behave in ways that promote integrity and principled conduct.

The IB learner profile and academic integrity

- *Principled* - Acknowledging the work others have done, and taking responsibility for one’s own work.
- *Thinkers* - Using critical thinking skills by making reasoned and ethical decisions while using the internet, AI tools, or any other sources.
- *Reflective* - Giving thoughtful consideration to others’ experiences.
- *Knowledgeable* - Reading and researching through the best practices (inclusive of correct citation).
- *Caring* - Displaying respect toward others by acknowledging their work.
- *Risk Takers* - Trying and doing work independently even if unsure of success.

Key Definitions

Plagiarism	Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own.
Collusion	This is defined as supporting malpractice of another candidate, as in allowing one's work to be copied or submitted for assessment by another.
Duplication of work	Duplication of work is defined as the presentation of the same work for different assessment components and /or diploma requirements.
Fabrication or Falsification	This includes any form of misconduct where a student invents or distorts the origin or content of information used as authority.
Cheating	This includes any form of ty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained.
Other academic misconduct	This includes behavior that gains an unfair advantage for the candidate or that affects the results of another candidate, and other academically dishonest, deceitful, or inappropriate acts which are intentionally committed.

Roles and responsibilities

Students:

- understand and follow the Academic Integrity Policy (at age-appropriate levels). Students must :
- use the internet/AI tools consciously and appropriately
- be aware of the consequences of malpractice
- know the ways to credit or reference a work correctly. ÉMWS has adopted MLA referencing for this purpose.
- appreciate academic honesty as a principle of education
- comply with international standards of academic work.

- work together with others to complete tasks/assignments that have been constructed for collaborative work, and work alone when appropriate for the task (no unauthorized collaboration)
- create learning products that are unique to the requirements of the task without resubmitting previous work products (no duplicate submissions)
- use only authorized materials when in assessment situations (no cheating)
- use data and information in an accurate form (no falsification of data)

Teachers:

Teachers are expected to promote academic honesty by:

- modelling academic honesty at all times
- providing opportunities for students to practice and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures.
- being attentive to malpractice in any form
- checking that any work submitted to them is the student's own work.
- behaving in ways that allow all learners to have access to the same opportunities and resources as we do ourselves

The school:

The school is responsible for:

- establishing a culture of academic honesty
- ensuring that there is a complete and current policy that is communicated to all members of the school community, and that it is regularly reviewed
- ensuring that other policies are in line with the academic honesty policy
- ensuring that all students understand both the importance of academic honesty and the consequences of academic misconduct.

Parents:

Parents play an important role in promoting academic honesty. Parents should:

- read the academic honesty policy and discuss it with their children

- serve as role models for their children in displaying academic honesty
- support the school in its actions to ensure academic honesty.
- use tutors, if at all, to help learn, not to help complete assignments.

Primary Years Programme:

In the PYP students exhibit academic honesty by developing the IB learner profile as a fundamental element of the programme. The responsibility of adhering to practices which foster creativity, originality of work and giving appropriate credit to others' ideas and work not only lies with the students but also with teachers and parents.

Expectations of PYP age specific formats for giving credits:

- Nursery to Grade 1 - Graphic representation of the type of source used (books, multimedia and people)
- Grade 2 to 4 - Simplified citations (Author, Title, and Type: Print/Web)
- Grade 5 - In-text MLA Citations and MLA style Works Cited Page.

Consequences of being academically dishonest:

- The person whose ideas have been borrowed will not get any recognition.
- Student work will not be accepted till due credits are given. Students may have to rewrite the assignment.
- You may not be eligible for academic awards and/or learner profile certificates.

Middle Years Programme and Diploma Programme

Academic Honesty in the MYP is focused on the specific teaching of skills relevant to referencing, researching and collaborating which are scaffolded and age appropriate. In the DP students are expected to accurately and comprehensively comply with all academic honesty expectations. The explicit teaching of ATL skills supports Academic Honesty but also **personal responsibility, fairness, trust and respect**. The students are taught to be Independent learners who are expected to take responsibility for their own work.

The focus is on the process in the MYP and in the DP, the focus is on the refinement and accuracy of those skills. Process journals, reflective tools and drafts of student

work, across various subject groups are important in promoting academic honesty. Students, with the help of teachers, the librarian and peers, will learn to acknowledge the works cited and used.

The students exemplify their understanding of academic honesty during the Personal Project, ePortfolios, DP Internal Assessments, Theory of Knowledge (TOK) and Extended Essay (EE). The teachers also ensure the students are aware of the requirements of the external assessment process based on the annual publication *Diploma Programme Assessment Procedure and MYP assessment procedures*.

Consequences of academic misconduct:

The aim of promoting Academic Integrity within the MYP is to ensure critical knowledge and skills are embedded and avoid any cases of academic dis-honesty within the DP. However, our choice of behaviour has consequences. These consequences will vary according to the severity, frequency, history and context of the event. In order to support learning the following steps are taken regarding a case for academic misconduct and in line with the Secondary School's Discipline Structure (see appendix A). In brief, the following steps are taken:

Step 1: A case for academic misconduct is identified. The relevant teacher will in the first instance meet with the student to follow up and query the content of the work.

Step 2: Once a concern of academic misconduct is confirmed by the teacher, a further meeting may be held with the Head of Department and/or IB Coordinator as appropriate.

Step 3: An official communication will be sent home to parents. This will also go into the student's school file. The student will be awarded zero.

Step 4: Academic misconduct in internal and other assessments, including but not exclusive to ePortfolios, Personal Projects, IAs, written tasks, Extended Essay, TOK essay, may result in the student being required to rewrite the assignment under school supervision. Repeated instances may lead to the withdrawal of the student from the IB eAssessment and/or IB Diploma.

References:

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PYP: From Principles into Practice, Program Resource Centre, IBO 2018.

MYP from principles into practice, Online Curriculum Centre, IBO 2014. Web access 16 February 2014

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Contributors:

The PYP section of this policy was first developed in 2021 after a meeting on academic honesty attended by all PYP teachers. The policy was given its final shape after consolidation of the draft presentation with teacher input. The major contributors at that time were Ms Dholakia and a team of teachers. The MYP and DP sections of this policy were adapted from a draft created by Ms Kuntal and a team of teachers.

This policy is reviewed on an ongoing, rotating basis by coordinators, HoDs, and representatives from the teaching faculty