Academic Integrity Policy

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Purpose

The purpose of the policy is to provide guidance and awareness of the academic integrity principles and expectations at Beacon Private School (BPS); provide details of the different forms and categories of academic misconduct as well as provide guidelines, learning opportunities, and best practices to create learning communities where integrity and honesty are the cornerstone and become principled individuals.

The policy also outlines the roles and responsibilities of learners, teachers, parents, department coordinators, subject leads and the learning leadership team to ensure an environment of integrity, trust, fairness, and respect as well as establishing procedures to track and report cases of academic misconduct and defining subsequent consequences.

Scope

The Academic Integrity Policy applies to all learners, teachers, members of the Learning Leadership Team and school community and applies to all subjects and grade levels which is aligned with the values of the school as well as the mission and expectations of the IB (International Baccalaureate).

The understanding of integrity is developed throughout Elementary towards Secondary school scaffolding the access to research, understanding the responsibilities of learners, developing the necessary skills and self-management to present work in an ethical manner.

Review Process

The Academic Integrity Policy undergoes an annual review to evaluate its effectiveness as a dynamic and responsive document that supports high-quality instruction and student achievement. During professional development sessions in the second semester, committees consisting of staff members, each led by a chairperson, collaborate to update the policy. They consider students' needs, IB updates, current research findings, and the specific needs of the school community. This collective expertise ensures that the policy remains relevant, appropriate for grade levels and subjects, and aligned with the school's vision, mission, and evolving educational practices.

The updated policy suggestions from each committee are presented to the rest of the school to gather feedback. Ultimately, the final review and confirmation of the revised policy are conducted by the SLT members.

Availability and communication

The most current version of this policy is accessible to all stakeholders on the school website. In addition, it is also provided in the Parent Handbook and the Staff Handbook. Teachers can also access the policy in the Team Teachers' Group for easy reference. During the induction week, new teachers will receive comprehensive training to ensure their understanding and effective implementation of the policy.

General Statement

At BPS, academic integrity is expected and supported in all areas of study. Academic integrity is an increasingly key area of learning, given the wide availability of information online, AI and the technology commonly used by learners. Therefore, BPS strives to help learners to develop the necessary attitudes and skills needed to research and present work in an ethical manner.

Rights of the School Community

Learners, parents, teachers, and members of the Leadership Team have the right to appeal any decision concerning academic integrity.

IB Learner Profile

''At the centre of international education in the IB are students with their own learning styles, strengths, and challenges. Students come to school with combinations of unique and shared patterns of values, knowledge, and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students' social, emotional, and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile."

(2015 Diploma Programme: From Principles into Practice Guide, page 8)

Along with other learner profile attributes, our learners strive to be principled communicators that are reflective. These attributes imply a commitment to help all members of the school community learn to respect themselves, the world around them, and respect the property of others. This means that, when creating an authentic piece of work, we become principled communicators and are expected to:

- undertake research on what is already known
- analyze the research in the context of the work to be produced2
- compare and/or contrast existing knowledge against our own findings/thoughts/opinions
- synthesize and present the document in an appropriate way for the expected audience
- acknowledge all contributing sources appropriately.

(Effective citing and referencing, 2014)

Principles and Expectations

At BPS, the following academic integrity principles are supported and expected:

- Learners never claim the ideas, data, or research of others as their own.
- All work submitted by learners, for whatever purpose and in whatever context, must be the result of their own original and authentic efforts.

- All information used from other sources to support submitted work must be clearly cited and referenced using the agreed upon format.
- Showing proper conduct during examinations.
- Learners display responsible behaviour and acknowledge others' work or ideas used in their own work.
- Teachers promote academic integrity and address the issue by following the policy.
- Learners act with honesty and integrity, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

Responsibilities and Compliance

SLT, coordinators, leads, teachers, parents and learners, are expected to promote and uphold the principles of the Academic Integrity Policy and adhere to the guidelines and procedures stated within it. Changing anything in this policy must be approved by the Head of School and Principal. Failure to adhere to the principles and guidelines in the policy may result in (and not limited to): marks/ grades not being awarded, written warnings, recommendations for the removal from leadership positions or positions of responsibility, suspension from school; disqualification to sit the IB examination; course disqualification; universities informed; non- attendance of the graduation and not being awarded the IB diploma. The need to acknowledge the source of data, works of art, computer programs, photographs, diagrams, illustrations, maps, and so on, must also be made clear to students by their subject teachers.

Academic integrity is one of the most significant tasks a school leadership must ensure. Any new member of staff and all students should start with a shared understanding and have an informed dialogue about the benefits of honest learning for the entire school.

Senior Leadership Team (SLT):

- **Policy Development:** The SLT is responsible for the development and implementation of the Academic Integrity Policy. They oversee the formation of guidelines and protocols to uphold academic integrity standards within the school.

- **Leadership and Support:** The SLT provides leadership, support, and insight to ensure that the policy is effectively communicated, understood, and followed by all stakeholders.

- **Enforcement:** The SLT oversees the enforcement of the policy and ensures that the guidelines are being implemented by necessary stakeholders.

- **Reviewing IB Documents:** Be familiar with all related IB documents including Assessment procedures DP (2024), Academic integrity , Conduct of examinations booklet 2024

- **Compliance:** Commit to comply with all regulations and expectations as set within IB publications that govern the administration of the relevant IB programmes, including but not limited to the following:

- o [Programme standards and practices](#)
- o [Rules for IB World Schools](#)
- o [Middle Years Programme Assessment procedures, Diploma Programme Assessment procedures](#) (updated annually)
- o MYP and DP subject guides*
- o [Secure storage of confidential IB examinations material booklet](#) (updated annually)
- o [The conduct of IB Middle Years Programme on-screen examinations](#)
- o Conduct of examinations booklet (updated annually)
- o *Note that subject guides are not available for PYP due to the nature of the programme.

PYP/MYP/DP Coordinators:

- **Implementation of Policy:** Ensure that the school's Academic Integrity Policy is applied fairly and consistently.

- **Compliance:** Ensure compliance with secure storage of confidential IB material policy and the conduct of IB examinations.

- **Access to Policy:** Ensure that teachers, learners, and parents can access and understand the school's Academic Integrity Policy.

- **Reporting:** Informing any suspected instances of learner academic misconduct to the school administration and/or the IB.

- **Monitoring Activities:** Supervise all activities related to the investigation of learner academic misconduct cases according to the school and/or IB policy.

- **Reviewing IB Documents:** Be familiar with all related IB documents including [Assessment procedures DP (2024),](#) [Academic integrity](#) , [Conduct of examinations booklet 2024](#)

Teachers:

- **Instruction and Guidance:** Teachers play an integral role in instilling students with the values of academic integrity, which includes proper citation and referencing of all materials in their academics. Teachers educate the learners about plagiarism and work ethics. Teachers also guide learners when using AI tools.

- **Policy Implementation:** Teachers implement the Academic Integrity Policy within their classrooms, ensuring that students are well-aware of the expectations and consequences of academic dishonesty (please see behavioral policy).

- **Assessment and Evaluation:** Teachers assess learner work for authenticity and adherence to academic integrity standards. They also report any suspected cases of plagiarism or cheating to the appropriate authorities.

- **Support and Intervention:** Teachers provide support and guidance to learners who may be struggling with academic integrity issues, offering appropriate interventions. Teachers plan a manageable workload so learners can allocate time effectively to produce work according to academic integrity expectations.

- **Labelling:** Ensure that all learner work is appropriately labelled and saved to avoid any error when submitting assessment to the IB.

- **Developing Cross-Reference Plans:** Develop a plan to cross-reference work across multiple groups of learners when they are preparing to submit final pieces of work for assessment to prevent collusion.

- **Reviewing IB Documents:** Be familiar with all related IB documents including Assessment procedures DP (2024), Academic integrity , Conduct of examinations booklet 2024

Parents:

- **Understanding the policy:** Understand the school's academic integrity guidelines in the completion of coursework or examination papers by their children, what constitutes academic misconduct, and the consequences.

- **Providing Support:** Assisting their children's positive academic integrity practices by helping with time management and guidance.

- **Promoting Integrity:** Refrain helping learners with work related to assessments/examinations.

Learners:

- **Comprehension**: Ensure that learners have a full understanding of their school's academic integrity guidelines.

- **Compliance:** Learners are expected to adhere to the Academic Integrity Policy. This includes refraining from plagiarism, cheating, and other forms of academic dishonesty. Learners should clarify with teachers if they are uncertain about the task requirements.

- **Honesty and Ethical Conduct**: Learners are responsible for doing their own work by referencing and citing accurately.

- **Reporting:** Learners should report any suspected instances of academic dishonesty they observe, either among their peers or themselves, to teachers or school authorities.

- **Accountability:** Learners are accountable for their actions and must accept the consequences of academic dishonesty as outlined in the policy.

Plagiarism and Use of Artificial Intelligence

Practices to avoid plagiarism:

- Paraphrase, summarize, or use direct quotes with proper format, punctuation, and citation mechanism in submitted works whether in draft of final forms.
- Acknowledge sources using in-text citations and Work Cited page by following the most recent version of the American Psychological Association (APA) format across all subjects. For examples, please visit Purdue's OWL (Online Writing Lab)
- Copy-paste text directly from the internet or other sources into your assignments or drafts is discouraged. Learners must use quotation marks or proper format for direct quotes.
- Teachers are expected to guide their students when using AI tools by informing them that the use of the text (or any other product) produced by an AI tool must clearly referenced in the body of work and the AI tool is added to the bibliography. "The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images."
- Keep notes, journals, and rough drafts available to show authenticity of your work.

Practices to avoid collusion:

- Inform the teacher if you plan to work closely with another learner for an individual task.
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other learners, private tutors, essay writing or copy-editing services, pre-written essay banks, AI or file sharing websites. Abstain from giving undue assistance to peers in the completion of their work.
- Show a responsible use of the internet and associated social media platforms.
- Avoid copying from another learner's original work.
- Avoid sharing electronic copies of your original work.
- Do not discuss assessment questions or answers with other learners who take the same assessment at a later session within 24 hours.

Practices to avoid duplication of work:

- Do not submit the same work to more than one course. You may use one work as a starting point for another assignment or project as an extension and deepening of your learning. Consult your teacher before you undertake this task. In this case, reference yourself in the new work.

Practices to avoid other improper behavior leading to a breach of academic integrity:

- Ensure your work is prepared and completed by yourself—not by tutors, parents, other learners, or any translation devices.
- Refrain from bringing or using unapproved devices or technologies into a testing location.
- Refrain from bringing any written materials, notes or devices into a testing location unless prior approval is obtained.

- Unequal group contribution- It is also considered academic misconduct when a group is assigned an assignment/ task as a group and the individuals do not do an equal share of the work. E.g. one member does the assignment, and the other members copy from him/her instead of contributing their share or not contributing at all and taking the credit for the work completed.

Practices to avoid incorrect use of AI technology

- Be aware that any work produced by using AI technology is not considered a learner's own work even if the original prompt was created by the learner.
- AI technology can be used similar to any other quote or material from another source. It must be clearly referenced as AI-generated text, image, or graph. This would include an in-text citation in the body of the text as well as an appropriate reference in the bibliography which includes the prompt and output of the AI tool.
- For further details refer to Appendix 6: Guidance on the use of artificial intelligence tools in the IB Academic Integrity Policy.

Investigation of Student Academic Misconduct Cases by IB

Once the International Baccalaureate (IB) identifies evidence suggesting a student's involvement in academic misconduct, the school is mandated to investigate, gathering statements and relevant documentation for the IB's review. Failure to cooperate forfeits the student's grade in the implicated subject(s). If notified of suspected misconduct, schools may request the removal of the contested work from assessment, rendering the student ineligible for a grade but allowing for future subject completion without including the disputed work. Students must provide a written statement addressing the allegations; refusal doesn't halt the investigation. Cases are reviewed by an internal panel and, if necessary, the Academic Honesty Subcommittee, comprising both IB and external members, ensure policy adherence and fairness. Penalties, contingent on the misconduct's severity, are applied upon confirmation, with potential grade withdrawal. The IB reserves the right to investigate post-results, with established misconduct possibly leading to grade withdrawal and certificate return.

Categories of Academic Misconduct

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another person, for example allowing one's work to be copied or submitted for assessment by another.

Misconduct during an examination includes taking unauthorized material and devices into an examination room, disruptive behavior and communicating with others during the examination.

Misuse of intellectual property is the incorrect use /citation of intellectual property such as patents, copyright, trademarks, logos, etc.

Duplication of work is defined as the presentation of the same work for different assessment components and/or course requirements.

Reference: IB Diploma Academic Integrity (2023)

Supporting BPS Learners

At BPS, subject teachers, Extended Essay supervisors, coordinator and the Learning Media Center (LMC) Coordinator all collaborate on supporting and educating the learners on the best practices of academic integrity. This is done by:

- Making the learners aware of all kinds of plagiarism, note taking, citation, bibliography format and how to properly conduct a research paper or prepare an oral presentation.
- Setting clear expectations and providing guidance to learners during the writing process.
- Modelling academic integrity and integrity by citing and attributing sources when using a text for a lesson

Procedures and Consequences

In Elementary School, the expectations are set by the teacher with advice from the coordinator and the support of the Learning Media Center (LMC). MYP and DP learners are expected to use the APA format. Specific class time will be dedicated to instructing learners on how to use APA format. Learners may use MLA for language and humanities courses. Learners are also encouraged to use automatic referencing programs as appropriate. It is expected that the school uses Turnitin, and learners and staff are instructed on its purpose and use.

Prior to sitting for the IBDP examinations, the *Notice to Candidates and Items Not Permitted instructions* are explained and provided to learners. These instructions must be observed for all IB examinations. Failure to comply may result in no grade being awarded for the subject being examined. Learners may contact the IBDP Coordinator if they have any questions regarding these guidelines.

Learners engaging in academic misconduct for the first time, are provided an opportunity of learning. While breaching academic integrity at any level is a grave concern, BPS recognizes the opportunity for the learners to correct their behavior through a series of steps prescribed below. If a learner submits or presents work copied or directly taken from others, deliberately or otherwise, steps prescribed as below will take place. Every case of academic misconduct is dealt with case-by-case and in a way that ensures equity, consistency, procedural fairness, timely resolution, and further learning.

Administrators, counsellors, and teachers use ManageBac to record individual concerns around academic misconduct.

Procedure to Handle a Case of Academic Misconduct

The matrix of penalties in the section below is adapted from the IB Academic Integrity Policy and outlines what constitutes a level 1, 2, or 3 academic misconduct.

Level 1 misconduct will be addressed within the classroom. If level 2 or 3 misconduct is found then the academic integrity form (appendix 1) will used to document the case and the following are the consequences for first, second, and third offense within a learner's academic career. The time periods include MYP 1-2 together, MYP3-5 together, MYP 5, and DP.

First Official Offense – Teacher at a classroom level

- Dishonest work will not be assessed.
- Work will be rewritten and re-submitted within ten days with a deduction of 20% off the final grade. If an assessment, the teacher will supply an equivalent assessment to be retaken with a deduction of 20% off the final grade.
- Parents are notified within three days of the academic misconduct identified.
- Academic misconduct form will be completed and signed by the teacher, learner, and coordinator. Kept on record to track the number of official offenses.
- Additional IB specific consequences such as the following may be considered:
  - Work will not be submitted to the IB for marking.

Second Official Offense – Department Coordinator

- Dishonest work will not be assessed. A grade zero will be awarded regardless of the subject or nature of the assignment or type of assessment.
- Work will be rewritten and re-submitted within ten days, with the final grade being the average of the zero and the grade the learner earns on the resubmitted/retaken assignment or assessment.
- IBDP Coordinator will be informed when applicable.
- Parents will be informed in person within three days of the academic misconduct identified.
- Academic misconduct form will be completed and signed by the teacher, learner, and coordinator and a note placed on the learner file.
- A series of counselling sessions will be required.
- Recommendation for removal from leadership positions or positions of responsibility.
- Additional IB specific consequences such as the following may be considered:
  - No grade will be awarded in that IB Course both from the IB and BPS if both offenses are in the same course, which may result in disqualification.

Third Official Offense – Principal

- Parents will be informed in person within three days of the academic misconduct identified.
- Recommend in-school suspension where learner will rewrite the work under supervision with no access to technology and only written notes available for guidance.
- Recommendation for removal from leadership positions or positions of responsibility.
- No grade will be awarded.
- IBDP Coordinator will be informed when applicable.
- A series of counselling sessions will be required.
- Additional IB specific consequences such as the following may be considered:
  - Learners suspended from BPS will not be able to sit their IB examinations at BPS.
  - Work will not be submitted to the IB for marking.
  - No grade will be awarded in that IB Course both from the IB and BPS which may result in disqualification.

o Universities will be informed by both the learner and school.
o If work has already been sent to IB, the IB course will receive no grade.

(Reference: adapted from the International School Bangkok Academic Integrity Policy)

Matrix of Penalties

The matrix of penalties in the section below is adapted and modified from the IB Academic Integrity Policy. For reference, please see appendix 2: student academic misconduct within the Academic Integrity Policy published by IB for details regarding external assessment and submitted coursework to IB.

Infringements	Level 1 penalty **Warning letter to the student**	Level 2 penalty **Official report and follow above procedures**	Level 3 penalty **Official report and follow above procedures started from 2nd offense**
Plagiarism *Copying from external sources or peers*	Citation is present but incorrectly applied	More than 40 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source AI generated shows above 30%	N/A
Facilitating plagiarism *Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills*	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that "selling" does not need to involve monetary reward.
Collusion *All students must submit individual and unique work*	Work of students shows close similarity.	More than 40 consecutive copied words (exact or	Entire work is submitted by both

for different assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own		substituted) without full in-text citation of the source.	
Submitting work commissioned, edited by, or obtained from a third party	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. *A penalty will be applied for any student in the same or different school providing the service or facilitating work.*	Student submits work that was entirely produced or edited by a third party. *A penalty will be applied for any student in the same or different school providing the service or facilitating work.*
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. *Partial reuse of materials; penalties will be applied to both subjects with reused materials.*	Presentation of the same work for different assessment components or subjects. *Complete reuse of materials; penalties will be applied to both subjects with reused materials.*
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.

(Reference: adapted from the IB Academic Integrity Policy)

Academic misconduct during Examinations

Internal Examination

The matrix below is adapted from the IB Academic Integrity Policy with some changes.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Warning letter, no grade for assessment, and counselling sessions	Level 3a penalty Letter, parent meeting, zero for the assessment, and counselling sessions
Possessing unauthorized material in the examination room	In candidate's possession but surrendered or removed during the first 10 minutes of the examination.)	In candidate's possession but no evidence of it being used during the examination.	In candidate's possession and evidence of it being used during the examination.
Exhibiting misconduct or disruptive behaviour during an examination	Not applicable	Non-compliance with the invigilator's instructions during one component.	Repeated non-compliance with the invigilator's instructions during one examination or non-compliance during two or more examinations. *Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.*
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/or examination content with others. *Penalties will be applied to all candidates participating in the incident.*
Sharing of exam information or Removal of secure	Not applicable	Candidate attempting to remove secure materials but identified by invigilators	Candidate successfully removing secure materials from the examination room.

materials examination room		before leaving examination room.	
			Candidate successfully obtained internal exam information before examination date.
Answering the questions for another candidate during an examination	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.

(Reference: adapted from the IB Academic Integrity Policy)

External Examination

All external examination organizations have strict policies on academic integrity. All IB examination takers are directed to the IB policies and receive the required information upon registration for examinations. Infringements of these policies will result in the cancellation of the grade or score in the relevant course and/or loss of the IB Diploma if registered as such depending on the misconduct.

References

- International Baccalaureate Organization (2020). *Guide to programme evaluation. Cardiff.*
- International Baccalaureate Organization (2019). *Academic Integrity Policy. Cardiff. Updated 2023*
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- International School Bangkok (no date). *Academic Integrity Policy*. Bangkok.
- The Purdue OWL. 2024. https://owl.purdue.edu/

Appendices

Appendix 1	[Academic integrity form](#)
Appendix 2	[From the IB Academic Policy Guide](#)
Appendix 6	[From the IB Academic Policy Guide](#)