



Anton Bruckner International School

Academic Integrity Policy



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1. ABIS Academic Integrity Policy

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

The IB recognises that academic honesty is influenced and shaped by a variety of factors, including peer pressure, culture, parental expectations, role modelling and taught skills.

We at ABIS believe that academic integrity is the responsibility of all members of the school community, including teachers, parents and students. The purpose of this document is to help in understanding the core components of academic honesty. At ABIS, writing is considered an essential part of all IB courses, students must understand the nature of intellectual honesty. Honesty, trust, fairness, respect, and responsibility are core principles we strive for.

1.1 Definition of academic integrity and malpractice

Student academic misconduct The IB 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 happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Academic honesty is reflected through four key attributes of the learner profile:

Principled – We demonstrate integrity and honesty, guided by a strong sense of fairness, justice, and respect for the dignity and rights of all people. We accept responsibility for our actions and their outcomes.

Thinkers – We engage in critical and creative thinking to examine complex issues and make thoughtful, ethical choices. We take initiative in evaluating situations and acting responsibly.

Risk-takers – We face uncertainty with courage and determination, working both independently and collaboratively to explore new ideas and innovative approaches. We adapt and persevere through challenges and change.

Reflective – We thoughtfully consider our learning and experiences. By recognizing our strengths and areas for growth, we actively support our academic and personal development.

When students choose not to engage in academic misconduct, they are upholding the values of the learner profile. They are acting as principled, thoughtful, courageous, and reflective individuals in their academic endeavors. In doing so, they demonstrate a genuine commitment to learning and integrity.

1.2 How teachers detect academic dishonesty

Teachers have experience in recognising academic integrity issues. For example, variance in writing style could indicate academic dishonesty. A student who suddenly produces the "perfect" paper will be suspect. The rushed handing in of work late can also be an indicator. Information that is inaccurate, but cited to a source, is also a red flag.

Additionally, teachers have the option to use a plagiarism checker to check work. However, we accept the limitations of this software; it is only part of the evaluation that teachers use.

Generally, any work that does not match the teacher's formative assessment of the student may be an indicator of a violation of academic integrity. Summative assessments with sudden differences in voice or writing quality, scientific data that was not part of a first draft, or mathematical equations that a student cannot explain can all be indicators of an academic integrity violation.

Malpractice is defined as behaviour that results, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

1.2.1 Malpractice includes:

- **Plagiarism:** This is defined as knowingly submitting the ideas or work of another person or entity as the student's own.
- **Collusion:** This is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** This is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- **"Cheating"** is any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorised material into an examination room, or misconduct during an examination).

1.2.2 Conventions for citing and acknowledging original authorship

All ABIS students are required to know the correct methods of properly attributing sources whenever necessary. This means students will be taught to acknowledge their sources in an age-appropriate manner. The MYP has adopted the Modern Language Association (MLA) referencing guide in all subject areas. These guidelines are clearly outlined and published for students in the student handbook.

2. Roles and Responsibilities:

2.1 Teachers and faculty

- Teachers are to develop the research skills that are identified in the PYP and the MYP Approaches to Learning.
- In addition, the teachers ensure the Secondary students follow the Modern Language Association (MLA) style manual.
- Teachers should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also model good practice and be vigilant in addressing all instances of malpractice in a timely manner.
- The classroom teacher is also responsible for teaching, monitoring and assessing the research skills in order to equip students with the tools necessary to maintain academic honesty. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative.

2.1.1 Coordinator/Administration

- Coordinators and Senior Leadership Team should ensure that academic honesty and dishonesty are explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible.
- They should investigate any suspected breaches of the standard openly and fairly.

2.2 Student

- Students are required to uphold the virtues of honesty and truth within an international school environment.
- Academic honesty requires students to understand the difference between academic dishonesty, intellectual property, plagiarism and authentic authorship.
- Students are obliged to follow the spirit of this policy regarding the importance of honesty and integrity, rather than just sticking rigidly to the rules and definitions contained within the policy.

2.3 Family

- Parents should speak to their children about the need to be honest and why it is important to be so in terms of academic progress. They need to model good practice themselves when it comes to integrity.

3. Academic Integrity in the PYP

3.1 Examples of Good Practice

Incident	Examples of good practice
Plagiarism	● Always give credit to the ideas of others in your sources by citing them within the text and in the works cited. ● Always use quotation marks around any direct quotations and cite your source. ● You can also paraphrase, but you still need to cite your source. ● If a task requires creativity, cite your source of inspiration. Check with your teacher or the Librarian when you're unsure if you need to cite a source.
Collusion	● Your work should always be your own, whether it is classwork, homework, a test or anything else. ● In the case of collaborative work, each member of the team should have a specific role and all final submissions should include the names of all who contributed.
Cheating	● Be honest about what you have and have not done. ● Follow the teacher's instructions whenever doing a test.

3.2 Consequences in PYP

3.2.1 For first-time offences

- The teacher checks the student's understanding of academic integrity.
- Conversation between the teacher and student.
- Possibly asked to resubmit the work if necessary.

3.2.2 For repeat offences

- Students are asked to reflect on their choices in writing
- Students receive lower grades for assessments (in PYP 5).
- Parents are called in for a meeting to discuss the breaches of the policy.

3.3 Citation guidelines in the PYP

ELC	Learners are exposed to the concept that books are created by people. Teachers model saying the author when reading aloud.
PYP 1	Books: Title and author (if applicable). Verbally or in writing.
PYP 2	Books: Title and author Internet and videos: Website name

PYP 3	Books: Title and author Internet: Website name and link Videos: provider, title and link
PYP 4	Books: Full MLA Internet: Website name, article title and link Videos: Creator, title and link.
PYP 5	Full MLA citations

3.4 Use of Artificial Intelligence (AI) in the PYP

Please refer to the AI Policy

4. MYP Specific Guidelines

4.1 Details of different violations

Violation	Examples of violations	Examples of good practice
Plagiarism	• Presenting information collected, organised, or written by someone else as your own (with or without the author's permission). • In the arts, plagiarism can include taking someone's ideas or concepts and portraying them as your own. • Plagiarism can be both intentional and unintentional, but both are treated the same way. Some examples: • Copying an article from a website and not giving credit • Not understanding that you had to give credit is still plagiarism. Always ask a teacher if you should give the original author credit if you are unsure. • Copying and pasting information from a website into your work, and then failing to give the website credit. • Reading an article or other text, taking ideas from it, and then claiming them as your own ideas.	• Always give credit to the ideas of others in your sources by citing them within the text and in the works cited. • "When using information from a source, be sure to either place it in quotation marks and provide a citation, or paraphrase it in your own words—while still giving credit to the original source. It's important to acknowledge where ideas come from, even when you're not quoting directly. • If a task requires creativity, cite your source of inspiration. Utilise resources such as Turnitin, your teacher, or the Librarian when you're unsure if you need to cite a source.
How to avoid plagiarism		
If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the		

information.

Violation	Examples of violations	Examples of good practice
Collusion	• You let another student copy your homework. • The teacher gives a task to be completed individually and you work with other students but submit the work with only your name on it. If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion. • In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz. • You are allowed to take an exam, test or quiz earlier than your peers, and you share the material with them.	• Your work should not be shared with others, whether it is homework, test, quiz, etc. • Each student should submit their own work in order that they receive feedback to improve themselves. In the case of collaborative work, each member of the team should have a specific role and all final submissions should include the names of all who contributed. • If you submit work early and receive feedback before your classmates, you should not discuss or share with them until they have also submitted their work.
How to avoid collusion		
Always do your own work. If you're unsure, ask your teacher before you ask a classmate. During assessments, avoid talking to or looking at your classmates. If you have a question, raise your hand.		

Violation	Examples of violations	Examples of good practice
Duplication	• You wrote an essay in MYP2 and are using the same wording for a summative task in MYP3.	• The summative tasks are different, and as such, the process should start from the beginning with brainstorming ideas for your inquiry-based project.
How to avoid duplication		
Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask a teacher when you are unsure if you can borrow an idea from a previous piece of work.		

Violation	Examples of violations	Examples of good practice
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Cheating	● Misrepresenting yourself on a summative task, such as saying you have turned in an assignment when you did not. ● Using restricted material during an exam, such as cheat sheets, graphing calculators, or other electronic devices. ● Leaving the exam room or classroom and using restricted materials. ● Fabricating information to try to earn more time or credit on an assignment, project, or exam.	● Be honest about what you have and have not done. ● Utilise the extension procedure if you need more time. See your Coordinator, your teacher, and/or the Learning Support Specialist if you need support in planning out the task. ● Bring only the materials you need/that are permitted into an exam. ● Do not access unauthorised materials when you leave an exam room if you intend to go back in and continue your work.
How to avoid		
Leave all electronic devices in your locker when you have an exam (unless you are required to have a Graphic Display Calculator=GDC for an exam). Avoid talking to or looking at classmates during an assessment. Be a good human being and tell the truth.		

4.2 Cumulative violations

Discipline Consequences for Academic integrity violations of academic integrity are "counted" cumulatively throughout a student's middle school career at ABIS. Violations will be recorded on Toddle.

4.3 Sanctions

4.3.1 Level one

Level one consequence is for the first offence of academically dishonest is as follows:

- The teacher will give a firm verbal warning and will have a discussion with the student(s).
- The student will not receive an academic penalty but may be required to complete the assignment again or complete an alternate assignment if the validity of the task is in question. The opportunity is given for the student to retake or resubmit the task in question.
- In the case of collusion, students will receive records in their Toddle file indicating the context of the academic integrity violation.
- Parents will be notified.

4.3.2 Level two

Level two is for a second violation of academic integrity. The occurrence of a second or further reported incident of academic integrity violation (not

necessarily from the same teacher) results in more significant consequences.

- When a second incident happens with significant time having elapsed since the last one, consideration will be made on whether reflection or suspension is appropriate.
- Parents will be notified by the coordinator/principal of the school's procedure for disciplining academic dishonesty.
- Repeated incidents of academic integrity may suggest a conversation about a different educational environment.
- Unable to use devices for summatives.

4.3.3 Level three

Level three is for a repeated violation of academic integrity. The occurrence of a third reported incident of academic integrity violation (not necessarily from the same teacher) results in the most significant consequences.

- When a third incident happens with significant time having elapsed since the last one, consideration will be made on whether reflection or suspension is appropriate.
- For third and repeated instances of academic dishonesty, the student may be suspended from school.
- Parents will be notified by the coordinator/principal of the school's procedure for disciplining academic dishonesty.
- For third instances of academic dishonesty, the student may be expelled from school and not allowed to sit IB exams. They will forfeit any exam fees that have already been paid or are already booked and the school will bill the parent.
- Repeated incidents of academic integrity may suggest a conversation about a different educational environment.

The student has a right to appeal. This must be submitted in writing to the coordinator within 1 week of being informed of the incident.

In these cases there will be a committee meeting of the school leadership to decide the outcome

5. DP Specific Guidelines

All practices from the “MYP Specific Guidelines” (Section 4) apply to the DP.

Using their professional judgement, teachers will require all written electronic assignments to be submitted through TurnItIn. At the very least, all IAs, EEs, and TOK assessments will be submitted through TurnItIn. After the report is generated, the teacher will look at the percentages and determine next steps, if needed. The same policies outlined above, in Section 4.3, are applicable.

If any part of a student's manuscript is not his/her own, for whatever reason, the student will be required to meet with the teacher to resolve the issue. If the issue is not resolved, the DP Coordinator will then meet with the student. Work that is not authenticated by the teacher will **not** be submitted to the IB, which puts the student at risk of not completing the DP diploma.

6. Monitoring of Academic Honesty

If a student is suspected to have engaged in cheating, collusion or plagiarism and breached the school's standards of academic integrity the matter will be referred to the IB coordinators or the Principal. The student will be informed of the concerns of the teacher and the matter will be investigated.

6.1 Student appeals

The student has the right to reply to the allegation and discuss the matter with the teacher and programme coordinators. The student's interpretation of the incident will be listened to. Where appropriate, the school counsellor will act as an intermediary between the student and the teaching body. A group of senior teachers will determine if the policy has been breached and decide upon the appropriate penalty. If found guilty and the work is a formal requirement of the particular IB programme, the student's work will not be accepted as counting towards a final grade.

7. The Policy

7.1 Resources

MLA Handbook version 8, EasyBib, [turnitin.com](https://www.turnitin.com)

Examples of appropriate citations:

MLA citations used in the MLA reference sheet: Print Book:

Loeffler, Horst. *The Complete Guide to the Vegetarian Diet*. Pancake Press, 2015.

Journal Article:

Oofhauser, Scott. "Why Vegetarians are Healthier Than Omnivores." *The Journal of Vegetables*, vol. 15, no. 1, 2016, pp. 41-50.

Web Article (Author Included):

Quackenbush, Nancy. "Don't Carrot All for Veggies? Here's Why You Should Eat More of Them." carrotlovers.com/eat-more-vegetables.html.

Web Article (Author Not Included):

"Six Reasons You Should Be Vegetarian." The Vegetarian Society, vegetariansociety.org/you-should-be-vegetarian.html.

7.2 Bibliography

Academic Honesty in the IB Educational Context. IBO, August 2014.

<https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

“Academic Honesty Policy.” Dwight School Seoul.

<https://www.dwight.or.kr/community/policies/academic-honesty>

DP: Academic Honesty. IBO, July 2011. [https://www.aisv.lt/uploads/Academic%20Honesty%20\(1\).pdf](https://www.aisv.lt/uploads/Academic%20Honesty%20(1).pdf)

MLA Handbook. 8th ed., Modern Language Association of America, 2016.

Programme Standards and Practices. IBO, January 2011.

<https://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf>

The American International School, Vienna, Academic Integrity Policy

https://www.ais.at/uploaded/academics/HS/IB/AIS_IBDP_Academic_Integrity_Policy.pdf

7.3 Review Process

The Anton Bruckner International School Academic Honesty Policy was drafted jointly by the full teaching faculty. The Anton Bruckner International School Academic Honesty Policy was reviewed by the full teaching faculty and administration in Spring 2025

Reviewed: March 2025

To be reviewed by: March 2027