

Academic Integrity Policy

Updated January 2026

Table of Contents

1. Purpose of the policy
2. What is Academic Honesty?
3. What is Academic Dishonesty
4. What is working in collaboration?
5. What happens if you are academically dishonest?
 - For MYP students
 - For MYP e-Assessment
 - For DP and CP students
 - Malpractice during the completion of an IB examination component
6. Rights and Responsibilities
 - Students
 - Parents/guardians
 - Teachers
 - Leadership
7. Teaching and promoting academic integrity
 - Teaching practices and responsibilities
 - Alignment with the IB fundaments
8. Review of this policy
9. Works cited

1. Purpose of the Policy

This document has been created to help students, teachers and parents understand the expectations of the International School of Almere, and it is written in line with International Baccalaureate guidelines.

In your development at the International School Almere we will help you grow both in terms of your academic education and as a person. One way we aim to help you grow as a person is to create an understanding and appreciation of Academic Honesty. A basic principle of the International Baccalaureate programmes is to reinforce the necessity to respect the work of others and to develop your own unique voice. Therefore it is vital that you understand what it is to be academically honest, show academic integrity and what the consequences are if you fail to do so. It is therefore important that all ISAlmere students, parents and guardians read, and sign this document to confirm their understanding of the issues and consequences of infringement. Have the confidence and take the time to let everyone know what you are capable of.

2. What is Academic Honesty?

Academic honesty is clearly defined by the International Baccalaureate – An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged.

Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

(1.4 p2 IBO Academic Honesty)

Being academically honest means using your own ideas and thoughts, AND giving credit to the people whose ideas and thoughts you use. For example, when you write an essay it is important to separate your ideas from those of others. After you think of your idea, question, or topic you should then search for relevant material in places such as books, magazines, the Internet, visual art, films etc. that can help you support your answer. But remember, when you use any of the ideas or images from your research, you must make sure to clearly document where you found them in your works cited list and as in-text references when applicable. A clear separation of your ideas/work and those of others need to be documented with all papers you hand in.

3. What is Academic Dishonesty

(Malpractice) Academic dishonesty can take many different forms and if students are not careful they may unintentionally plagiarise. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

(2.3 p3 IBO Academic Honesty)

Plagiarism Intentional – Knowingly using other people's work and claiming it as your own and by not referencing where it came from. Students who leave their essays to the last minute often resort to plagiarism due to time pressure. Make sure you start your assignment as soon as possible so this does not happen to you.

Unintentional – This can happen if you reference incorrectly. Please make sure you understand referencing correctly. If you are not sure, ask your teacher or the librarian and they will be able to help. Collusion – Giving someone your work or letting them copy your work to hand in as their own.

Duplicity - Handing in the same work for two different projects Other Misconduct including but not limited to – Cheating e.g. Concealing notes or using unauthorized equipment during a test or exam, looking at other students' papers, asking for answers during a test..... Falsifying information e.g. changing data to suit your needs

4. What is working in collaboration?

Working in collaboration manifests itself in a group of students working on an assignment together and every team member is named in the list of authors. This is very different to when a group of students work on an assignment and only one author is named. This is malpractice.

5. What happens if you are academically dishonest?

Academic dishonesty is not tolerated at the International School of Almere we take this offence very seriously. We will not ban the use of artificial intelligence (AI) tools. The use of this kind of software is going to become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.

AI may provide help with research or a starting text, but the student will need to understand how and why to refine the text to improve its impact. However, students need to be aware that the school does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear

that any AI-generated text, image or graph included in a piece of work has been copied from such software.

The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct. Teachers are well placed to identify when it is not the student's own work.

Should a teacher doubt whether a piece of writing is produced by the student, a teacher can ask a student to explain their work sufficiently to give confidence that it has been created by them. If the teacher is not confident that the work is the student's own, it will not be submitted. The student in question will then be allowed to rewrite the assessment under supervision.

For MYP students MYP1-MYP2 and new students: During the first years of the programme students need more guidance and we use the ATL skills to prevent plagiarism.

1st time a student is caught plagiarizing:

- conversation with the teacher to understand the reason for the malpractice and explanation of it work needs to be repeated by the student incident will be filed through ManageBac

2nd time:

- conversation with teacher as well as MYP coordinator
- student research about plagiarism and its implication
- work needs to be redone using pen and paper only without access to research tool
- parents will be informed
- incident will be filed through ManageBac

3rd time:

- conversation with teacher as well as MYP coordinator
- parents will be invited • work will receive a 0
- incident will be filed on ManageBac Cheating during a test/exam in class in any of the MYP years
- the students' needs hand in the work and will receive a 0 for it
- parents will be informed
- incident will be filed on ManageBac

MYP3-5:

Students in MYP3-5 have been guided throughout the programme with the use of ATL and understanding Academic misconduct. For new students entering the MYP in these years, especially who have not been educated on the concept of Academic integrity , the same consequences applies as for MYP1-3 students.

1st time a student is caught plagiarizing:

- conversation with teacher to understand the reason for the malpractice and the student understands its implications
- work needs to be redone using pen and paper only, without access to research tool
- parents will be informed
- incident will be filed on ManageBac

2nd time:

- conversation with teacher as well as MYP coordinator - student research about plagiarism and its implication
- work will receive a 0
- parents will be informed
- incident will be filed on ManageBac

3rd time:

- conversation with teacher as well as MYP coordinator
- work will receive a 0
- parents will be invited
- incident will be filed on ManageBac
- there will be a discussion if the student is eligible for the IB programme Cheating during a test/exam in class in any of the MYP years: - the students' needs hand in the work and will receive a 0 for it - parents will be informed - incident will be filed on ManageBac

Cheating during a test/exam in class in any of the MYP years:

- the students' must hand in the work and will receive a 0 for it
- parents will be informed
- incident will be filed on Managebac

MYP5 e-assessment

e-Portfolio:

If a student is caught plagiarizing before the work is submitted, depending on the context the student will need to redo the assignment without the use of a research tool. In some cases with the discussion of the MYP coordinator there is a possibility that the student will receive an F for the work on IBIS. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organization for moderation, the school's MYP coordinator must inform IB Answers as soon as possible.

Onscreen exams:

If a student is caught of academic misconduct (cheating) during the exams, the student will be withdrawn from the session and the IB will be informed. The International Baccalaureate states –

If plagiarism is found by a moderator, the piece of work is not moderated. The school is contacted by the IB Organization and asked to deal with the issue. (20.2 p5 General regulations: MYP)

For DP and CP students

In Diploma Programme and the Career-related Programme (CP), each subject teacher has the responsibility to discuss with his/her students about all possible forms of academic dishonesty applicable for the particular subject. Clear examples of academic dishonesty and solution for fixing the problems in each case will be given to students. Subject teachers will make sure that there is evidence of taking these steps with the students. They inform students about the use of tools for checking students work authenticity (Turnitin, viva voce, individual talks, etc). The school community will pay special attention to the students new to the programme, who might have very little or no instruction about the Academic honesty principles.

All candidates are expected to correctly cite any borrowed information whether this be directly quoted, paraphrased, adapted or summarized AND all work used by the candidate must be listed in the bibliography.

The reader of the work must be able to clearly distinguish between the words of the candidate and the words of others. A reference in the bibliography is not sufficient. (IB, Academic misconduct investigation)

The mentor and the DP or CP Coordinator keep the overview of academic dishonesty incidents per student. Depending on their frequency, the school takes steps progressively, from reinforcing

the academic honesty guidelines, recommendation for another type of education which suits better the student learning profile or to deregistration from the examination session.

During DP1/CP1 and CP2/CP2, students produce:

- formative and summative works, assessed by the class teacher
- summative assessments (written tests, school exams, presentations, school essays, school oral exams, etc), graded by the subject teacher, which contribute to the final grade
- internal assessments (part of the IB examinations) assessed by the subject teacher and moderated by the IB
- works which are externally assessed by IB (languages written tasks, written assignments)

If a student is found by the subject teacher/Extended essay supervisor/Extended Essay Coordinator/Reflective Project supervisor/Reflective Project Coordinator/CAS supervisor/CAS Coordinator/Service Learning Coordinator/Service Learning supervisor/Language Development Coordinator/mentor/other as being academically dishonest, following steps are taken:

For any work produced as formative assessment:

- student presents a written explanation of the reasons of academic dishonesty
- a talk between the student, subject teacher and DP or CP Coordinator will take place
- the student will produce the work again during 45-90 minutes lesson (at the teacher's decision), with no access to research tools
- the new work will be graded as regular work
- the incident is noted in ManageBac on the student file
- the parents, and mentor are informed

For any work produced as summative assessment:

- evidence of student academic dishonesty will be submitted by the subject teacher -the student will present a written explanation of the circumstances and reason of academic dishonesty
- a talk between the student, the subject teacher and DP or CP Coordinator will take place
- a grade zero is awarded for that summative assessment
- the incident is reported on ManageBac and in the student file
- the parents and mentor are informed

If a student is not present at the submission/completion date of a summative assessment (written test, school exam, oral exam, presentation, etc):

The subject teachers, pay special attention to the summative assessments (written tests, presentations, etc) as part of the teaching and learning process. These tasks are carefully planned by teachers and designed with utmost care. We want our students to take the summative assessment as moments of celebrating their achievements.

In case a student is absent when a summative assessment is due, according to the school rules, the parent/guardian has the obligation to announce the school when the student is absent.

If the student is absent with a reason, the due date will be rescheduled.

In case there is no information received from the parent till before the start of the written test or submission due time, a zero will be awarded as grade for that test/task. The grade will count when the final grade is decided.

For any work which must be submitted to IB as part of the final IB examinations (Internal assessments, Written tasks, Written assignments, Extended essays, Reflective Project, Language Development Portfolios, Visual arts comparative study, Process portfolio and Exhibition):

When teacher introduces the mentioned exam component, the student is made aware of the tools needed in order to avoid the academic dishonesty. The students receive time in class to develop these works. During this time, it is crucial that teacher observes the level of work, the ideas developed by each student, the data collected, the experiments stages, etc.

Authentication of student works by the subject teacher.

When components are submitted to the IB for assessment, the subject teacher/supervisor must authenticate the student works. This can be done ONLY if the teacher sees development of the works during the two school years of Diploma Programme and Career-related Programme. Therefore, it is crucial that student shows stages of his/her works during the school years and does not show only the final product. Otherwise the teacher cannot authenticate the student work. As consequence, the work will be not submitted to IB and a grade will be not awarded for that component and therefore, the Diploma will be not awarded.

If the student submits a final draft proved as plagiarism or other form of malpractice by the subject teacher/EE supervisor/RP supervisor (proofs: Turnitin originality report, talks with the student about the content of the work, viva voce etc):

- The student will present a written explanation of the reasons of plagiarism
- A talk between the student, subject teacher, DP or CP Coordinator and parent will take place
- By the end of the day, the student must produce a final draft which meets the school and IB requirements in terms of academic honesty. A maximum 90 minutes time will be given at the end of the school day for the completion of this task.
- The incident is mentioned on ManageBac in the student file

If the student submits a final version proved as plagiarism or other form of malpractice by the subject teacher/EE supervisor/RP supervisor.

- The student will present a written explanation of the reasons of plagiarism
- A talk between the student, subject teacher, DP Coordinator and parent will take place
- The head of school is informed by the DP Coordinator
- By the end of the due day, the student must produce a final version which meets the school and IB requirements in terms of academic honesty. A maximum 90 minutes time will be given at the end of the school day for the completion of this task
- The incident is mentioned on ManageBac in the student file

If all steps are followed and the student still submits a final version which shows unsatisfactory percentage of originality, the teacher will not authenticate the student work on the IB forms to be submitted to IB. As consequence, the work cannot be submitted to IB. Further steps will be taken, for each individual case, in agreement with the head of school.

Malpractice during the completion of an IB examination component

If a student is proved to breach the IB regulations during the completion of IB examination components, then the IB regulations apply. Investigations will be made. The school will decide if the student receives an “F” for the component or/and the incident will be reported to IB. If malpractice has been found before a student has signed the cover sheet confirming that the final version is theirs, then the school will resolve internally. However if the coversheet has already been signed, then the school must hold an investigation and forward all information to the IB Organization. (para 30.1 p 8 General regulations : DP)

If infringement has been found and confirmed (unintentional plagiarism) by the IB, then no marks will be awarded for the part in question. (para 27/28 p7 General regulations : DP)
Malpractice can lead to the withdrawal of the IB diploma. The International Baccalaureate states

– The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.

(3.5 p IBO Academic Honesty)

Once the IB organization is involved then the following steps are taken

2. 30.2 Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence.

3. 30.3 Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.

4. 30.4 If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

5. 30.5 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.

6. 30.6 If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.

7. 30.7 If the candidate has already been found guilty of malpractice in a previous session this will normally lead to disqualification from participation in any future examination session.

8. 30.8 An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established. (p 8 General regulations : DP)

6. Rights and Responsibilities

This section outlines the rights and responsibilities of all members of the school community in relation to academic integrity. It aims to ensure fairness, transparency, shared accountability, and alignment with the IB principles of honesty, trust, fairness, respect, and responsibility.

Students

Students have the right to:

- Be informed clearly and in advance about academic integrity expectations, requirements, and consequences.
- Receive guidance and instruction on good academic practice, including correct referencing, collaboration, and ethical use of sources and tools.
- Have their work assessed fairly and based on professional judgment.
- Appeal decisions related to suspected academic misconduct by submitting a request to the relevant programme coordinator

- Be heard and, where appropriate, explain their work or decision-making process (including participation in a viva voce) if the authenticity of their work is questioned.

Students are responsible for:

- Acting honestly and ethically in all forms of assessment and learning.
- Ensuring that all submitted work is their own and appropriately acknowledges the ideas and work of others.
- Familiarizing themselves with and adhering to the Academic Integrity Policy and related school procedures.
- Asking for clarification when unsure about what constitutes acceptable academic practice.

Parents/guardians

Parents and guardians have the right to:

- Be informed about the school's academic integrity expectations, procedures, and consequences.
- Seek clarification from the school regarding academic integrity decisions affecting their child.
- Appeal decisions related to suspected academic misconduct to the relevant programme coordinator
- Expect that decisions regarding academic integrity are made transparently, consistently, and based on professional judgment.

Parents and guardians are responsible for:

- Being aware of and supporting the school's Academic Integrity Policy
- Encouraging their child to act honestly and independently in their academic work.
- Refraining from providing inappropriate assistance with assessed work.
- Supporting the school in upholding academic integrity standards and procedures.

Teachers

Teachers have the right to:

- Exercise professional judgment when assessing student work and determining whether it meets academic integrity expectations.
- Consult with the curriculum leader, programme coordinator, or school leadership when there is uncertainty or concern regarding academic integrity.
- Use authenticity and similarity detection tools as part of the evidence base to inform their judgment, with the understanding that such tools support, but do not replace professional expertise.
- Request and conduct a viva voce with a student when there is reasonable doubt about the authenticity of submitted work.
- Refer cases of suspected academic misconduct to the relevant programme coordinator, in line with school policy.
- Be supported by clear procedures and leadership when addressing academic integrity concerns.

Teachers are responsible for:

- Teaching and modeling good academic practice explicitly and consistently.
- Checking the progression and having the overview of an individual student's work over

time to help determine authenticity.

- Designing assessments that support authentic student work and reduce opportunities for malpractice.
- Informing students clearly about assessment requirements, collaboration rules, and permitted tools.
- Documenting concerns and decisions related to academic integrity in a fair and transparent manner.

Leadership

The Leadership Team has the right to:

- Establish and review academic integrity procedures in line with IB requirements and school context.
- Ensure that appropriate structures are in place and functioning effectively.

The Leadership Team is responsible for:

- Ensuring that the Academic Integrity Policy is implemented, communicated, and reviewed regularly.
- Keeping staff informed and professionally updated on new developments related to academic integrity, including emerging technologies such as artificial intelligence.
- Providing professional development opportunities related to academic integrity and ethical assessment practices.
- Support teachers' professional judgment in academic integrity matters.
- Support students in making sure that processes are fairly conducted
- Ensuring that documents related to academic dishonesty cases are clearly documented and accessible
- Fostering a whole-school culture of academic integrity

7. Teaching and promoting academic integrity

The school recognizes that academic integrity is not only a set of rules, but a set of learned practices that must be explicitly taught, modeled, reinforced, and reflected upon across the curriculum. Responsibility for teaching academic integrity is shared across the school community and is embedded in teaching and learning at all levels.

The school's approach to academic integrity is grounded in the five IB fundamentals: honesty, trust, fairness, respect, and responsibility.

Teaching practices and responsibilities

Academic integrity is taught and reinforced through the following practices:

- Students receive explicit instruction in good academic practice, including but not limited to:
 - Correct referencing and citation
 - Responsible use of sources, data, and digital tools
 - Appropriate and transparent use of emerging technologies such as artificial intelligence
- Teachers design learning experiences and assessments that support authentic student work and reduce opportunities for academic misconduct.
- Teachers model academic integrity through their own professional conduct, transparency in assessment criteria, and consistent application of expectations.
- Academic integrity expectations are communicated clearly at the start of courses and major assessment tasks and revisited regularly throughout the school year.
- Age-appropriate and programme-appropriate guidance is provided across the MYP, DP, and CP

Alignment with the IB Fundamentals

The school's academic integrity practices reflect the IB fundamentals as follows:

- Honesty is fostered by teaching students to produce original work, acknowledge sources accurately, and communicate transparently about their learning process.
- Trust is built through clear expectations, consistent procedures, and dialogue between students, teachers, and parents.
- Fairness is ensured by applying academic integrity expectations consistently, using professional judgment, and providing students with opportunities to explain and reflect on their work
- Respect is demonstrated by valuing intellectual property, diverse ideas, and the learning process of others, as well as by treating all academic integrity concerns with care and confidentiality.
- Responsibility is emphasized by encouraging students to take ownership of their learning and by holding all members of the school community accountable for upholding academic integrity standards.

8. Review of this policy

This policy was reviewed in January 2026. This policy will be reviewed every 2 or 3 years. In case an urgent clarification is needed then the policy will be reviewed at the end of the school year during the end of year meetings.

9. Works cited

IBO, General regulations: Middle Years Programme, 2007 IBO, 01 May 2011, <http://www.ibo.org/become/guidance/documents/mypgenregs.PDF> IBO, General Regulations: Diploma Programme, 2007 IBO, 16 June 2011, http://www.ibo.org/become/guidance/documents/DP_regs_en.pdf