



Kunyang
Primary School



IB Academic Integrity Policy

PURPOSE

The purpose of this policy is to ensure that all students and members of the school community understand:

- (a) the IB academic integrity principle
- (b) the expectations and responsibilities of the school community
- (c) definitions of terms
- (d) academic misconduct
- (e) good practice for creating and maintaining a culture of academic integrity

SCOPE

The IB upholds principles of academic integrity, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. This policy applies to all stakeholders responsible in upholding the IB's principle of academic integrity including the school improvement team, PYP coordinator, teaching and non-teaching staff, students, parents and legal guardians.

POLICY

Kunyang Primary School is an International Baccalaureate World School, specialising in the Primary Years Programme (PYP).

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be “**principled**”, one of ten attributes from the learner profile:

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. (IBO, Learner Profile).

The whole school community is responsible for fostering the IB principle of academic integrity:

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. (IBO, Academic Integrity publication, 2023, pg 3).

Creating and maintaining a culture of academic integrity involves good academic practice, policies and understanding. The principle of academic integrity should be viewed positively by the entire school community. At Kunyung Primary School, we believe that students should be provided with detailed guidance in developing the skills necessary to uphold the principle of academic integrity.

Kunyung Primary School is committed to providing a learning environment that upholds the values and principles of academic integrity. We are committed to the five fundamental values of honesty, trust, fairness, respect and responsibility and fostering personal integrity and good practice in teaching, learning and assessment at all times.

It is the IB’s expectation that all students, at an age appropriate level, are supported in their understanding of their responsibility with regards to academic integrity including producing authentic work, how to attribute sources, using information technology responsibly, and ethical and honest practice during assessments.

Promoting academic integrity in the PYP programme will support students in their development of attributes from the IB Learner Profile, create learning opportunities through skill development of the approaches to learning, show respect for their own and other people's work and ideas and develop good work habits that will become a natural part of their academic study in their future learning.

RESPONSIBILITIES FOR ACADEMIC INTEGRITY

All community members of IB World Schools have a shared responsibility in upholding academic integrity and must openly discuss this topic and share “good practice”.

1. School Improvement Team

- Establish an Academic Integrity policy, with scheduled review dates.
- Ensure teachers and students adhere to the Academic Integrity policy.
- Ensure all teachers have the same level of understanding of academic integrity.
- Provide teaching staff with professional development opportunities.
- Ensure teaching staff, support staff, students and parents and guardians understand the IB’s expectations with regards to academic integrity, definition of key terms and the potential consequences of misconduct, ensuring appropriate accountability is taken.

2. The IB Coordinator

- Ensure all school and IB Policies are aligned with IB expectations and applied fairly and consistently.
- Ensure teachers, students and parents & legal guardians have access to and understand Kunyung Primary School’s Academic Integrity Policy and any relevant IB PYP regulations.
- Role model responsible, honest, and ethical behaviour.
- Oversee all activities related to the teaching and learning process at Kunyung Primary School.
- Ensure teaching staff receive training as specified by IB.
- Embed academic integrity in the curriculum.
- Inform any incidences of academic misconduct and school maladministration to the school administration team and IB as necessary.
- Oversee any investigation of academic misconduct and school maladministration cases according to the school and/or IB policy.

3. Teaching and non-teaching staff

- Model good practice in academic integrity.
- Provide students with clear expectations and guidelines for tasks.
- Provide time and support to develop the practice of the skills needed to correctly:
 - reference others’ work,
 - how to conduct research in a responsible and ethical manner,
 - how to produce genuine and authentic work.

- Teach the approaches to learning skills needed for students to best develop academic integrity.
- Support students to develop attributes from the IB learner profile to assist in promoting and understanding academic integrity, with emphasis on the following attributes: principled, knowledgeable, inquirers, thinkers, reflective and caring.
- Provide meaningful tasks that can be completed independently or with the appropriate amount of scaffolding.
- Model a positive attitude towards the principle of academic integrity.
- Provide adequate and fair support to all students.
- Provide learning opportunities and guidance to students in the creation and presentation of their work where their knowledge, understanding and thinking are transparent.
- Introduce the concepts of citing the work and ideas of others' through references, citations, quotations and paraphrasing. For more information please refer to the IB publication [*Effective Citing and Referencing*](#).
- Provide clear guidelines for collaborative work.
- Provide feedback in relation to academic integrity.
- Create a supportive environment for learning and assessment.
- Introduce the key concepts of plagiarism, at an age-appropriate level.
- Provide a variety of opportunities to discuss and develop good academic practices such as projects, presentations, written work, and assessments.
- Respond appropriately to student academic misconduct and support the IB.

4. Students

- Have an age appropriate understanding of the principle of academic integrity.
- Produce authentic and genuine work to the best of their ability.
- Strive to develop and apply the qualities of a learner as depicted in the IB Learner Profile.
- Strive to develop the approaches to learning skills necessary for academic integrity.
- Know that we can gain knowledge and understanding from the work and ideas of others, as long as these ideas are responsibly acknowledged.
- Practise, at an age appropriate level, how to reference, cite, quote and paraphrase.
- Respect the work and ideas of others'.
- Give credit to sources used.
- Responsibly use information technology.
- Know that their teachers value their learning and ideas.
- Seek support when needed.
- Use the inquiry cycle to properly conduct research.

5. Parents and guardians

- Have access to and understand IB policies.
- Have an understanding of academic integrity and the definitions within this policy.
- Encourage their children to practice academic integrity.
- Support their children's understanding of the value and importance of producing authentic and genuine work.
- Support their children's understanding of the IB expectations.
- Model a positive attitude towards the principle of academic integrity.
- Support their children to develop a responsible attitude to their learning.

KEY TERMINOLOGY

Academic Integrity is defined by IB as *“a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work”* (IBO, *Academic Integrity* publication, 2023, pg 3).

Academic Misconduct is defined by IB 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”* (IBO, *Academic Integrity* publication, 2023, pg 3).

Collusion is defined by IB as *“supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another”* (IBO, *General regulations:Middle Years Programme*, 2014, pg 10).

Plagiarism is defined by IB as *“the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment”* (IBO, *Academic Integrity* publication, 2023, pg 45).

RESPONDING TO MATTERS REGARDING ACADEMIC INTEGRITY

The attributes of the IB learner profile are used as a foundation in all grades at Kunyung Primary School for developing respect and good practice for researching and communicating ideas with regards to academic integrity.

Teachers will respond to any students engaged in academic misconduct on an individual basis, at an age appropriate level. Students will be supported to understand that academic integrity is

a learning process. Teachers will continue to create a supportive environment for students to learn and develop the required skills and understanding of good academic practice. Teachers will work together with the student to build awareness and understanding of appropriate practices that support academic integrity such as references, citations, quotations and paraphrasing.

The PYP Coordinator will support both teachers and students as necessary in response to any concerns in relation to academic misconduct, ensuring that a consistent and fair approach is maintained.

CITING AND REFERENCING

Kunyung Primary School encourages students to inquire, to think critically and to think creatively. Students' learning and ideas are valued by all members of the school community. As students shape their thinking, ideas and creativity, presenting their work in the forms of discussions, presentations, projects and writing, they need to make their knowledge, understanding and thinking transparent and visible. Citing and referencing ensures that the work and ideas of another person is fully acknowledged. Students are being principled learners when they show respect for the work of others by acting in a responsible and ethical manner. Referencing the work of others also establishes the credibility and authority of the students' own knowledge and ideas. The approaches to learning (self-management skills, social skills, communications skills, thinking skills and research skills), are used to develop good academic practices.

The following definitions have been taken from the IB publication, [Effective Citing and Referencing](#), pages 12-13:

Citation: 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 introductory phrase, or
- 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 that enables the reader to locate the exact source used.

Reference: A reference gives full details of the source cited in the work; the parts or elements of the reference should be noted in a consistent order. Use of a recognized style guide will help ensure consistency, and will also ensure that all required elements are included.

Every reference should be given a citation in the text. If we have looked at a source but not mentioned or cited it in the text, then we do not include it as a reference.

Bibliography/references/works cited: Most style guides require a list of references at the end of the work. This is usually a list, in alphabetical order, of the authors (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another.

Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested reader to track down exactly where you found the material you have used and cited.

Paraphrase: In writing an essay, we often use our own words to put over someone else's thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas.

When we paraphrase, we need to make it very clear where the original author's ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.

Quotation: When we use someone else's exact words, we quote that original author, and we show this is a quotation by using quotation marks. Longer quotations may be indicated by the use of an indented paragraph (without quotation marks). As well as indicating the words quoted, we must also acknowledge the author by using an in-text citation, the citation in turn linking to a full reference.

Quotations should normally be used sparingly and carefully; essays on literary subjects or from historical documents might include more quotations than other essays.

APPENDICES

Appendix 1: IB Standards and Practices for Academic Integrity

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Appendix 2: IB Learner Profile

IB LEARNER PROFILE

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Appendix 3: Attributes from the IB Learner Profile that align with Academic Integrity

ACADEMIC INTEGRITY IN RELATION TO THE IB LEARNER PROFILE

Principled We ensure our work is our own and use good academic practice by referencing the work of others' by quoting, citing or paraphrasing appropriately. We build trust by maintaining fairness and being responsible for our learning.

Knowledgeable We gather knowledge and understanding from the ideas of other people and understand we need to acknowledge this.

Inquirer During the inquiry cycle, we conduct and use research in an ethical and honest way. We understand that it is acceptable to use the ideas, words or work of others if we follow good academic practice where the information of others is appropriately acknowledged. We know that citing sources increases the credibility and value of our own work.

Thinker We value academic integrity because we can establish credibility and authority of our own knowledge and ideas. We act responsibly and ethically and make good decisions when using the ideas, words or work of others. We take pride in creating and sharing our own ideas and work with others.

Reflective We consider if we have acted in a responsible and ethical manner in our work. We consider the value of our own ideas. We reflect on how the approaches to learning can support our personal development.

Caring We show respect by acknowledging the work and ideas of others. We respect copyright and intellectual property and have a positive attitude towards academic integrity.

REFERENCE LIST

IB publication, *Academic Honesty in the IB educational context*, 2014

IB publication, *Academic Integrity*, 2023

IB publication, *Effective Citing and Referencing*, 2014

IB publication, *Programme Standards and Practices*, 2018

IB publication, *Rules for IB World Schools: Primary Years Programme*, 2018

FURTHER INFORMATION AND RESOURCES

[IB Academic Integrity PDF](#)

[IB Effective Citing and Referencing](#)

RELATED SCHOOL POLICIES

- IB Admissions Policy
- IB Assessment Policy
- IB Language Policy
- IB Inclusion Policy

REVIEW CYCLE

This policy was last updated on **10/09/2025** and is scheduled for review on **10/09/2028**

Approved by School Council: