International School of Schaffhausen

Academic Integrity Policy

Be Unique + Achieve Potential + Take Responsibility

The International School of Schaffhausen provides quality education in a nurturing and inclusive environment. We are an internationally minded community which fosters intercultural understanding and respect.

We develop responsible global citizens

- by inspiring learners to discover, unlock and develop their potential

- by providing a challenging curriculum that stimulates critical and creative thinking

- by promoting active, life-long learning

- by applying a holistic and balanced approach to all areas of school life

- by encouraging responsibility for self, others and the environment

We know that every student is unique and
"Each mind has its own method"
(Ralph Waldo Emerson)

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ISSH Academic Integrity Philosophy

Academic integrity is a guiding principle and is the foundation for ethical decision-making in education and a choice to act responsibly whereby others can have trust in us as individuals. The ISSH school's philosophy on academic integrity is based on the five fundamentals of honesty, trust, fairness, respect and responsibility. We believe that maintaining academic integrity is a shared responsibility between all ISSH stakeholders (staff, students, and community) and they all shall adhere to the school's values of achieving potential, taking responsibility and being unique.

Purpose

The purpose of this policy is:

- to promote life-long academically honest behaviour
- to ensure a common understanding of the school's academic integrity principle
- to outline the responsibilities and expectations of different stakeholders
- outline how incidents of student academic misconduct and school maladministration cases are managed
- to ensure students understand and act responsibly, exemplify what it is to be academically honest
- to maintain fairness, ensuring assessments provide an accurate reflection of a student's achievement
- to maintain trust and credibility
- to develop respect for others.

Scope

At ISSH academic excellence and behaviour is the production of legitimate, authentic and honest scholarly work and is outlined as follows:
- **Academic integrity** - foundation for ethical decision-making in education and a choice to act responsibly, whereby others can have trust in us as individuals.
- **Academic malpractice/misconduct** includes plagiarism, collusion, duplication of work, and any other behaviour that gains an unfair advantage for a candidate or affects the results of another candidate.
- **School maladministration** includes but is not limited to: inconsistent messages, instructions, and training received from teachers as to what constitutes academic misconduct integrity/malpractice; staff enabling or cheating; any action or inaction which assists students in examinations in breaking IB or school testing procedure.
- **AI tools** can be computer models designed to imitate human thought processes (ChatGPT, Bing, Siri, etc.) or other digital tools (Grammarly, translating tools, etc.); referencing tools (EasyBib, Google Docs, Noodle Tools, etc.)

Compliance

Students' Responsibilities

- produce own work and not copy from others or use unauthorised sources or aids
- give proper credit to the original sources when using someone else's words, ideas or information
    - Consistently and correctly use an appropriate referencing system (MLA, APA, Harvard)
- follow the instructions and guidelines of our teachers and examiners
- report any suspected cases of academic misconduct to our teachers or school authorities
- Secondary School students are asked to complete and sign the ISSH Academic Integrity contract (appendix B).

Teachers' Responsibilities

At ISSH, teachers discuss the concept of academic integrity with students from the earliest grades. To ensure that students understand why there is a need for academic integrity and to develop those skills which support students in using academically honest behaviours, teachers should:

- educate students on the importance and benefits of academic integrity
- be a role-model by showing academic integrity in their own work.
- Share a child-friendly and age-appropriate definition of academic integrity with students.
- Provide clear expectations and guidance for students on how to complete tasks, assignments and assessments with academic integrity
- remind students and parents to acknowledge help from home.
- Ensure students understand the consequences if they are not academically honest.
- Apply consistent and fair consequences for academic misconduct according to the school's policy
- use appropriate methods and tools to detect and prevent academic misconduct (Turnitin.)

Parents' Responsibilities

Viewed as partners in their child's learning, parents at ISSH should:
- be aware of the ISSH expectations and guidelines for academic integrity
- support their child in behaving with integrity and in a principled manner in both their school and personal lives
- model the practice of academic integrity with their words and actions
- help their child to access resources for personal inquiries.

Non-Compliance

Primary

In the Primary School, consequences for academic dishonesty follow the same guidelines as other behaviour infringements. Any initial instances of dishonesty should be treated as teachable moments.

Secondary

If a student is caught being academically dishonest within assessment tasks, then the following consequences will occur:

First offence	- Verbal warning - In-school tests to be discarded and student removed from testing room - Assessment to be retaken/resubmitted within a week - Feedback given - Zero mark awarded - Parents informed via Managebac
Second offence	All points from First offence and: - Relevant principal informed - Principal calls parents for an in-person meeting - Detention or any other appropriate consequence enforced
Third offence	All points from First & second offence and: - Principal to organise a meeting with parents - Consequences may include, but are not limited to: - Suspension - Disciplinary points - Expulsion

Externally moderated assessment (IBO)

Any academic dishonesty in this the Diploma Programme is dealt with According to the IBO's procedures and the ISSH Diploma Handbook.

Policy revised during the 2022-2023 school year

Next policy review, June 2024

Appendix A

Primary

Grade 1-3
Suggestions for essential agreements
- I will say when I received help from parents, older students, and friends.
- I will communicate new knowledge in my own words.
- I will use quotations if I copy whole sentences from a book or print material.
- I will not pass off another student's work as my own when working in groups.
- I will not cheat by copying from others, whether whole sentences from books, print material, or classmates' work.

Grade 4-5
Suggestions for essential agreements
- I will acknowledge help from parents, older students and friends, and group members.
- I will read from several sources, including print sources, in order to gather information.
- I will take notes in my own words, using keywords and paraphrasing skills.
- I will begin to use first person sources and interviews in information gathering.
- I will summarise understandings from audio visual material in my own words.
- I will write reports and summaries of information in my own words, with a developing style of academic language.
- I will acknowledge sources in a bibliography.
- I am able to assimilate knowledge from several sources into independent ideas and understandings.
- I understand plagiarism as cheating.
- I understand that downloading or copying from electronic sources without permission is cheating.
- I will work collaboratively in groups and contribute by sharing information and presenting understandings.
- I will not present other persons' work as my own (the seriousness of plagiarism is explained).
- I will not copy phrases or sentences from any source into my own work.
- I will not copy classwork from another student without permission (as in during group or pair work).
- I will not pass off another student's work as my own when working in groups.
- I will not copy another student's homework or allow another student to copy my homework without permission.
- I will not copy from notes or others on tests.
- I will not present material that is not true, or fictitious, as fact.

What academic honesty looks like at ISSH

3 - 5 years old				
Culminating project	**Group work**	**Presentation**	**Creative work**	**Independent work**
• Not copying.	• Fair sharing of resources. • Not damaging other's work. • Acknowledging team members' contributions. • Sharing ownership of work.	• Giving original answers. • Avoiding repetition.	• Not copying people's ideas. • Orally acknowledging inspiration.	• N/A

5 - 7 years old				
Culminating project	**Group work**	**Presentation**	**Creative work**	**Independent work**
• Acknowledging sources of inspiration, orally and in writing (as applicable) when creating own works.	• Defining roles in a group task. • Recognising and acknowledging each participant's voice in a group task	• Orally summarising information in own words. • Explaining where their sources of information have come from	• Citing artists who have inspired work.	• Crediting sources of information orally and in writing (as applicable)

7 - 9 years old				
Culminating project	**Group work**	**Presentation**	**Creative work**	**Independent work**
• Students are honest when self-reflecting, giving credit for ideas that were not their own. • Acknowledging sources of inspiration, orally and in writing (as applicable) when creating own works.	• Acknowledging a peer's ideas and sharing ideas without copying. Instead, they should aim to extend someone else's work.	• Using the Internet with integrity. Students should strive to rephrase or interpret the information in their own words. If they choose to cite information verbatim, credit must be given to the original author.	• Students are encouraged to create their own work from scratch or based on a model that they have seen. Credit should be given for direct use of ideas / inspiration.	• Crediting sources of information drawn on when completing tasks set.

9 - 11 years old				
Culminating project	**Group work**	**Presentation**	**Creative work**	**Independent work**
• Acknowledging, in a consistent and methodical manner, sources of information drawn on. • Giving credit for images used that were not produced by the student. • Considering multiple perspectives when researching with the aim of obtaining a balanced view of an issue.	• Extrapolating key information in a text and putting this into their own words. • Students are encouraged to undertake their fair share of work, and not to take credit for someone else's ideas. .	• Synthesising and subsequently summarising information in their own words. • Indicating, with references, where the students have found information.	• Responding to the artwork of others, adding their own ideas. • Modelling their work on an example text, using the acquired skills as a model for their own work. • Credit should be given for direct use of ideas / inspiration.	• Consistently citing references for where they find information. • Giving credit for the use of quotations from books and the internet which support or reinforce their own ideas, arguments and points of view. • Creating bibliographies / reference sections with which to record sources used.

Referencing Guidelines at ISSH -(Based on MLA referencing guidelines)

	Early Years & Transition	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Books	Students verbally acknowledge sources of information from books	Students verbally cite sources of information, e.g. My mother told me, television programme, book etc.	• Name of author. • Title of book (italicised). Example: Neil Ardley. The Science Book of Magnets.	• Author's full name (last name first) separated by a comma. • Title of book (italicised). Example: Ardley, Neil. The Science Book of Magnets.	• Author's full name (last name first) separated by a comma. • Title of book, italicised. • Date published. Example: Ardley, Neil. The Science Book of Magnets. 1999.	• Author's full name (last name first) separated by a comma. • Title of book (italicised) • City of publication. • Publisher. • Date of publication. Example: Ardley, Neil. The Science Book of Magnets. London: Bantam Press, 1999.
Web	Students should verbally acknowledge sources of information from the Internet.	Name of website (verbal)	• Name of website (written)	• Title of article • Name of the website (Enc. Britannica)	• Title of article • Name of the website • Date of visit	• Author (if known) • Title of article • Name of the website • Date of visit
Images / Film	Students should verbally acknowledge sources of information from the web	Cite source of image (verbal) e.g. Google images.	Cite source of image (written) e.g. Google images.	Cite source of image and record URL.	Cite source of image and record URL.	If already cited on a website, use the website from where the picture is taken - citation is written as a website.

Secondary

When deciding how to cite your source, start by consulting the list of core elements. These are the general pieces of information that MLA suggests including in each Work Cited entry.

In your citation, the elements should be listed in the following order:

Author: Surname, Other names as per work; see specific examples for multiple authors

Title of source: as per work; see specific examples for capitalisation, formatting and punctuation

Title of container: e.g. collection of essays, journal, newspaper, television series, website

Other contributors: e.g. editor, director, performer, illustrator, translator

Version: e.g. edition, director's cut, metric version, unabridged

Number: e.g. volume, issue, episode

Publisher: primarily responsible for publication or distribution of work; not needed for periodicals

Publication date: the one used

Location: location in container, e.g. page number/s in anthology, disc # in set, URL/DOI, artefact in archive

These core elements are then put together in the following format:
Author. Title of source. Title of container, Other contributors, Version, Number, Publisher, Publication date, Location.

When referencing the use of AI tools:
Generated by [tech] [version] at [date], [url], prompt used [prompt].

Appendix B

ISSH Student Academic Integrity Contract

I have read and understood the rules and regulations outlined in this policy   Yes ☐   No ☐

have read and understood the ISSH Academic Integrity Policy   Yes ☐   No ☐

I understand what it means to plagiarize.   Yes ☐   No ☐

I understand what is meant by collusion.   Yes ☐   No ☐

I understand that I must not share any copy of my work or let another student use my work.   Yes ☐   No ☐

I understand how to obtain information for referencing and understand when to reference sources.   Yes ☐   No ☐

I understand that I cannot communicate with anyone during examinations.   Yes ☐   No ☐

I understand what is meant by unauthorized notes or systems.   Yes ☐   No ☐

I understand that I cannot forge a signature.   Yes ☐   No ☐

I understand that I cannot fake or invent data in order to use it in an assessment.   Yes ☐   No ☐

I ………………………………………………………………………………………… agree to conduct myself in an academically honest manner during the IB Diploma Programme and understand the consequences of any wrongful actions regarding academic integrity.

Signature (student)_____ Date:_____

Signature (parent) _____ Date: _____