

BLOOMINGDALE INTERNATIONAL SCHOOL

Academic **Integrity** Policy

● ● ● Reviewed: 2026



DRAFT DETAILS

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BIS VISION

Empower everyone to become a thriving lifelong learner and responsible global citizen.

BIS MISSION

To believe in and recognize the infinite power of intelligence, creativity and versatility that lies within every child and create an ingenious setting for Creators, Performers and Designers. Aim to develop inquiring, knowledgeable, thinking and caring individuals.

Promoting a nurturing environment and creating a community of learners through celebrating diversity and uniqueness of every child. So as to, shape every one as respectful, reflective, resourceful and proactive citizens in our international community.

PHILOSOPHY

At Bloomingdale International School we strive to create principled, caring, committed, and balanced people who would help to make this world a peaceful and better place to live in. Our vision is to encourage students' intelligence and knowledge to enable them to explore and learn about the world and, more importantly, about themselves. We wish to create students who have the skills, knowledge, and attitude to face the future world effortlessly.

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1 SECTION 01 Purpose and Scope

1.1 Purpose

Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. BIS shares the IB's belief that honesty must be taught, modelled and practiced — not simply policed. This policy therefore aims to:

- Define academic honesty and academic misconduct across all IB programmes at BIS (EYP, PYP, MYP and DP), including the use of Artificial Intelligence (AI).
- Set out what authentic learner works like and how sources must be acknowledged.
- Describe how the school prevents, detects, and investigates academic misconduct.
- Communicate the consequences of misconduct to all stakeholders (learners, teachers and parents).
- Define the responsibilities of leaders, programme coordinators, teachers, librarians, learners and parents.

1.2 Beliefs

Equality

BIS believes in providing a fair and equitable learning environment where every learner has an equal opportunity to demonstrate their own understanding, knowledge, skills, and abilities. Academic work submitted by learners should represent their own efforts. Academic dishonesty, including copying, outsourcing work, or misrepresenting another person's work as one's own, undermines fairness and equality in learning.

Diversity

BIS values diverse perspectives, ideas, approaches, and ways of learning. Academic integrity encourages learners to develop and express their own thinking while appropriately acknowledging the ideas and contributions of others. The responsible and ethical use of digital tools, including AI, should support learning rather than replace the learner's own intellectual engagement and contribution.

Respect

BIS believes that academic integrity is an expression of respect for oneself, others, learning, and the wider school community. Intellectual honesty, personal responsibility, and ethical conduct are expected from all stakeholders. Every member of the community shares the responsibility of upholding academic integrity and contributing to a culture that values genuine learning, personal growth, and honesty.

1.3 Alignment with the IB Learner Profile

The Learner Profile guides daily life at BIS. This policy asks learners to be:

- **Inquirers and Knowledgeable** research independently and build genuine understanding.
- **Communicators** express their own ideas clearly and creatively.
- **Principled** act with integrity, fairness and respect, and take responsibility for their actions.
- **Open-minded and Caring** value the ideas of others and credit them properly.
- **Thinkers and Reflective** make reasoned, ethical decisions and review their own learning.
- **Risk-takers and Balanced** explore new ideas honestly and manage their work without shortcuts.

Through these attributes, BIS encourages students to produce their own work and to acknowledge the work of others.

1.4 Scope

This policy applies to, and must be read by all stakeholders:

- School leadership and administrators, cocreates and implements the policy;
- All academic staff engaged in teaching, preparing, designing, delivering and in supporting roles;
- All learners;
- All parents and legal guardians of the learners.

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SECTION 02

Academic Misconduct: Definitions

The IB defines academic misconduct as deliberate or inadvertent behavior that could give the learner, or anyone else, an unfair advantage in one or more assessment components. Behavior that disadvantages another learner is also misconduct. It covers any act that threatens the integrity of IB examinations and assessments — before, during or after assessment; paper-based or digital; in school, out of school or online.

The list below is not exhaustive.

VIOLATION	DEFINITION	EXAMPLES
Plagiarism	Presenting the ideas, words or work of another person as one's own. Translating text without crediting the source is also plagiarism, as is copying works of art, music, film, dance or theatre. Intentional and unintentional plagiarism are treated the same way.	Copying directly from a website, book or classmate without citation. Mixing copied phrases into one's own writing without citation. Rephrasing a paragraph using the source's ideas and structure without credit.
Collusion	Supporting misconduct by another student — for example, allowing one's work to be copied or submitted by someone else, or using fellow learners as an unattributed source.	Letting a peer copy or hand in your work. Having a classmate do an assignment for you. Working together on an individual task without the teacher's permission. Group work where one person does the work and the rest copy it.
Duplication	Presenting the same work for more than one assessment component or programme requirement.	Submitting an article written for Language & Literature for an Individuals & Societies class. Submitting an MY3 Design project for MY5.
Fabrication of data	Inventing or forging data, observations, or sources to gain an unfair advantage.	Manufacturing results for a table or survey. Copy observations from another student. Citing experiments that were not carried out.
Misuse of AI tools	Submitting AI-generated content as one's own work without acknowledgement. AI may be used only where the teacher has explicitly permitted it and where its use is clearly acknowledged.	Passing off AI-generated text, code, images, data or translations as authentic student work.
Misconduct in assessment	A breach of protocol or conduct during an examination or assessment.	Taking unauthorized notes or devices into a test. Disruptive behavior. Communicating with another student. Falsifying a CAS or Service record. Stealing examination material or impersonation. Disclosing or receiving information about an examination paper within 24 hours of the examination.

2.1 Collaboration is Not Collusion

Collaboration is open, cooperative work towards a shared aim with shared information. It is encouraged at BIS through group projects, class discussion, breakout rooms, and peer evaluation. It becomes a collusion when a student's work is copied or submitted by another. Students collaborate on ideas but submit individual pieces of work.

2.2 Intellectual Property

Intellectual property covers creations of the mind — inventions, literary and artistic works, designs, symbols, names and images — protected by patents, trademarks, copyright and moral rights. Students and teachers must use such material lawfully and credit the original creator through correct referencing. Illegal downloads, peer-to-peer file sharing, and pirated material may lead to legal proceedings.

3 SECTION 03 Prevention and Detection

3.1 Referencing at BIS

From the 2026 review, BIS uses the Modern Language Association (MLA 8) convention across PYP, MYP and DP. Students compile a bibliography in MLA from MY1 to MY3 and add in-text citations from MY4 onwards. Guidance and examples are available through the citation generators and from the school librarian, who also teach research, reading and writing skills so that work does not rely heavily on downloaded material. Teachers acknowledge sources in the same style in every material they give to students.

3.2 Preventive Measures

- All students are taught what academic integrity means and what counts as misconduct.
- Best practices are introduced, modeled, and used throughout the school in an age-appropriate manner.
- Grade-wise expectations for honesty, referencing, and research skills are made clear to students and teachers.
- Research, note-taking, paraphrasing, and referencing are taught through the ATL programme.
- Time is set aside at the start of the year for formal training in research and referencing for MYP and DP students.
- Students, parents, and teachers pledge to uphold this policy by signing a declaration.
- Students are encouraged to keep all rough notes and drafts, which protect them against any allegation of misconduct.
- Newly recruited teachers are introduced to this policy during induction.

3.3 Detection and Authentication

The student is ultimately responsible for submitting authentic work. Teachers watch for writing that is suddenly more mature or more error-free than a student's usual standard and check the quality of work against the student's known performance level. A short oral quiz can confirm authorship.

BIS subscribes to Turnitin, which teachers use on draft work to give feedback so that final submissions are free of plagiarism. Turnitin is a support, not a substitute: teachers also use search engines and, above all, regular conversation with students during drafting. These conversations are collaborative rather than evaluative.

Where misconduct is suspected, the teacher informs the student at once and produces a report for the coordinator. All evidence is reviewed objectively and impartially, and a clear majority decision is reached on the action to be taken. Parents are informed where relevant, and a record is kept in the student file.

Early detection of unintentional plagiarism discourages deliberate misconduct, because students know their work is checked.

3.4 Acceptable and Unacceptable Support

ACCEPTABLE SUPPORT	UNACCEPTABLE SUPPORT
Teacher feedback on structure and approach	Rewriting a student's work
Peer discussion of ideas	Sharing written responses
Use of AI for brainstorming, with acknowledgement	Submitting AI-generated content as one's own
Editing for grammar	External authorship

4 SECTION 04 Consequences

Penalties maintain the integrity of the BIS system and deter repetition. They are applied in an age-appropriate, developmental way across the four programmes.

PROGRAMME	FOCUS	NATURE OF CONSEQUENCES
EYP	Awareness	Gentle correction
PYP	Understanding	Guided learning
MYP	Accountability	Structured consequences
DP	Academic rigour	Formal and high-stakes consequences

4.1 Levels of Misconduct

LEVEL	NATURE	SCHOOL RESPONSE
Level 1 — Minor	Citation errors, poor paraphrasing, unintentional mistakes	Feedback, re-teaching, resubmission
Level 2 — Moderate	Partial plagiarism, limited collusion	Mark penalty, written reflection, parents notified, incident recorded
Level 3 — Serious	Deliberate plagiarism, collusion or AI misuse	Zero marks, academic honesty report, leadership involvement

4.2 Programme-wise Practice

— EYP and PYP

Misconduct is treated as a learning error, not a violation. Teachers use guiding questions ("Is this your idea?", "Can you show me how you did this?"), re-teach the difference between "my idea" and "our idea", offer a chance to redo the work, and reinforce original effort positively. Parents are contacted if it recurs. The aim is to develop principled, reflective learners.

— MYP

Plagiarism, collusion, AI misuse and duplication in internal written assessments are detected through Turnitin and draft comparison, then categorised by level and acted upon:

1 First offence warning, academic integrity counselling, and the assignment redone without AI assistance; recorded internally on Toddle.

2 Second offence reported to the MYP Coordinator and the Head of School.

3 Third offence no grade awarded, and parents formally informed.

— DP

The subject or homeroom teacher investigates and speaks with the student first. Unintentional infringement is met with advice on avoiding future mistakes and a recorded note with specific feedback. Intentional or repeated misconduct requires the assignment to be redone, with evidence such as a Turnitin report kept on file and the coordinator informed. In cases of collusion, the teacher and coordinator interview the students concerned, who are given the chance to demonstrate their knowledge and may be asked to redo the work. The incident is recorded in the student file.

In severe or repeated cases the Programme Coordinator interviews the student and may recommend to the Head of School that the student be placed on academic probation. Where a student has been warned on several occasions and the case is extremely severe, expulsion may follow.

This policy covers all DP assessment types:

ASSESSMENT TYPE	EXAMPLES
Internal assessments (IAs)	Essays, lab reports, investigations
Core components	Extended Essay, TOK essay and exhibition, CAS reflections
External assessments	Examination scripts, coursework submitted to the IB
Other Assignments and Assessments	Practice essays, assignments, formative tasks

5 SECTION 05 Roles and Responsibilities

5.1 School Leaders

- Establish and maintain a policy that promotes good academic practice and a culture of honesty.
- Ensure compliance with this policy and with the regulations governing academic honesty.
- Ensure all stakeholders understand what academic integrity and misconduct mean, and the consequences of misconduct.
- Oversee the investigation of alleged misconduct.

5.2 Coordinators

- Explain academic integrity and misconduct to staff, students and parents at appropriate times, using examples of good and poor practice.
- Investigate suspected cases fairly and give clear, reasoned recommendations to the Head of School.
- Maintain records of cases and the action taken.

5.3 Pedagogical Leaders

- Guide the community on what constitutes malpractice and how to prevent it.
- Ensure students and teachers receive guidance in academic writing and acknowledging sources.
- Make the consequences of malpractice known to all stakeholders.

5.4 Teachers

- Focus on prevention rather than punishment.
- Teach students to acknowledge sources consistently and to cite in MLA format.
- Speak to students regularly during drafting; these conversations are collaborative, not evaluative.
- Identify plagiarism, collusion, AI misuse and duplication using all available tools, including Turnitin.
- Keep records of any misconduct and the action taken.
- Act as role models of academic honesty.

5.5 Librarian

- Work with classroom teachers to develop research skills and promote academic honesty.
- Help students with MLA citation format.
- Support students in finding relevant and reliable sources.



5.6 Students

- Acknowledge correctly every source used in submitted work.
- Understand the difference between honest authorship, intellectual property and plagiarism.
- Show drafts at various stages and ask teachers for advice when unsure about referencing.
- Accept that they are ultimately responsible for their own work, and may be asked for a written explanation if misconduct is suspected.

5.7 Parents

- Ensure their children understand why academic honesty matters, and support the school's policy.
- Read this document, understand its implications and ask the school for clarification where needed.
- Report any misconduct they observe to the school, after which the student is counselled.

5.8 Academic integrity through MYP ATL Skills

Self-management, social, communication, thinking and research skills are developed through the following activities:

ACTIVITY / ASSESSMENT	MEASURES
Personal Project	Supervisors explain the academic honesty form, mandatory meetings and the process journal.
Community Project (group work)	Supervisors explain the difference between collaboration and collusion, and teach paraphrasing, peer coaching and source documentation.
Language & Literature (oral)	Teachers explain copyright, infringement and piracy, and the responsible use of free and multimedia resources.
Design (creative work)	Teachers explain that inquiring and analysing involve research, and that creativity often builds on existing products and the work of others.
Sciences (individual work)	Teachers discuss accurate reporting of data, and how scientific thinking relies on the honesty of researchers.

6 SECTION 06 Links to Other School Policies

POLICY	FOCUS AREA	CONNECTION TO ACADEMIC INTEGRITY
Assessment Policy	Evaluation of learning	Ensures authenticity and validity of student work
Language Policy	Communication skills	Enables proper expression, paraphrasing and citation
Inclusion Policy	Equity and support	Prevents misconduct caused by learning barriers
Admission Policy	Entry and orientation	Establishes expectations and shared understanding

7 SECTION 07 Policy Creation, Communication and Review

7.1 How the Policy Was Created

A steering committee of management, school leaders, pedagogical leads and classroom teachers from every segment developed a work plan: define the school philosophy with the founders and practitioners; read all relevant IB literature and the school's other policies; consider the needs of the school community and national and local curriculum requirements; draft the policy collaboratively; update staff and gather input at regular intervals; and publish after two or three readings, verification by committee members and approval by school leaders.

7.2 How the Policy Is Communicated

The policy is shared through the curriculum handbook, the school website, and explained at programme orientations, induction programmes, staff meetings, parent-teacher meetings, grade-level meetings and the Head of School and Coordinator News and Notes. Librarians provide the related training for students.

7.3 How the Policy Is Reviewed

This policy is revised every two years by a committee that includes representatives from all school segments, the pedagogical leads and the School Leader, to confirm that it continues to meet programme standards. Implementation is reviewed by school leaders, pedagogical leads and the curriculum committee as part of the teacher observation process. If programme guidelines or research-based pedagogy change before the next scheduled review, a committee may be formed to make the necessary changes.

8 SECTION 08 Bibliography



To be added.



Thank You