



Kabojja International School

Academic Integrity Policy

IB Mission statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

KABOJJA MISSION STATEMENT

To provide affordable, quality education, which will make a difference to all our stakeholders with high regard to Discipline, Integrity, and Professionalism in a conducive environment.

The IB Learner Profile

The IB Learner Profile is a set of ten attributes that the International Baccalaureate (IB) organisation aims to develop in students to help them become internationally minded individuals. These attributes are designed to foster the holistic development of students, focusing not only on academic achievement but also on the development of character, values, and skills. The IB Learner Profile is intended to guide the educational philosophy and practices within IB programs, including the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). It serves as a framework to develop students who are not only academically capable but also principled and ethically responsible and globally aware.

THE IB LEARNER PROFILE ¹

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.
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.
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.
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.
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.
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.
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.
RISK-TAKERS	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.
BALANCED	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.
REFLECTIVE	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.

1.0 PURPOSE

A fundamental aspect of Kabojja International School's education is the disposition of all members of staff to consider their decisions and actions through an ethical framework. It is expected that members of KIS community (students, teachers, administrators, and parents) will always act with integrity and honesty. Individuals are encouraged to model skills and values which reflect the mission and vision of the school, the attributes of the Kabojja International School's Learner Profile and the International Baccalaureate (IB) Approaches to Learning (ATL) skills.

This policy builds a common understanding of good practice in academic integrity in all aspects of staff and student work within Kabojja International Schools. All members of the community are expected to develop an atmosphere of trust and mutual respect where individuals value academic integrity and take personal responsibility for their learning, decisions, and actions. It should be noted that most cases of academic dishonesty are not deliberate and occur because students misunderstand or do not know how to comply with the expected standards. Consequently, KIS' policy is crafted to ensure that, whilst

students are expected to adhere to the highest standards of academic integrity, they are also given adequate training and support to achieve this.

2.0 UNDERPINNING PRINCIPLES

With respect to academic integrity, the Kabojja International Schools adhere to the following principles:

Academic integrity is one exemplification of KIS' commitment to an ethical disposition and should be explicitly modelled by all members of KIS community.

1. Academic integrity is underpinned by an understanding of the values and concepts which contribute to an ethical construction and dissemination of knowledge;
2. Academic integrity is central to high-quality learning outcomes;
3. Students need to be taught the technical skills required for Academic Integrity and be given opportunities to practice these skills.

These skills include:

- making knowledge, understanding and thinking transparent ;
- Producing authentic pieces of work ;
- fully acknowledging other people's ideas and work, and their own prior work through the use of correct citations;
- observing intellectual property rights; and being aware of different forms of malpractice and the related sanctions for infringements.

3.0 POLICY STATEMENT

Responsibilities

1. Students

It is the student's responsibility to ensure that s/he always behaves in an academically honest manner. All students are required to:

- Produce their own authentic work
- Acknowledge and reference the work of others, including words, ideas, and other work products; •Acknowledge and reference help given by others, including that gained from parents, friends, teachers or tutors;
- Acknowledge their own ideas included in other pieces of academic work;
- Comply with assessment deadlines;
- Seek help and guidance before problems arise and/or rules are infringed;
- Be able to show that all work is their own from rough notes and drafts, especially in case academic dishonesty is suspected in external assessments; and

Commented [1]: Parents also have a responsibility in ensuring ethical standards are upheld by their wards. Consider including this in the policy.

- Ensure that they understand the requirements of external assessment boards, the definitions of malpractice, and the related sanctions if they do not adhere to the required standards.

Kabojja International School acknowledges that, at times, students may feel pressured and may not adhere to the best time-management practices. Regardless, all students are expected to take responsibility for their own actions and be aware that in cases of academic dishonesty their intentions are irrelevant. Students are responsible for following best practices and should ask for help if they are unsure at any time.

2. Teachers

While the students have a personal responsibility to be academically honest, it is also imperative that all teachers model academic integrity in their own work, and explicitly teach the required understandings and skills to students.

This requires teachers to:

- Cite sources and acknowledge the ideas of others in any teaching materials produced or used;
- Give clear and comprehensive instructions so that students are aware of best practice with regard to academic integrity, including the difference between collaboration and collusion;
- Explicitly teach and give feedback on skills related to Academic Integrity within their lessons, linking this to the age-appropriate expectations and the IB ATL;
- Minimise opportunities for plagiarism when setting tasks;
- Give students opportunities to practice the required skills in their day-to-day work;
- use plagiarism detection software as a formative tool to help PYP, MYP and DP students develop good practice in academic integrity;
- Help students with difficulties, to prevent infractions before they occur;
- Rigorously apply assessment deadlines for work that contributes to final IB scores;
- Upon discovery, report all cases of academic dishonesty or malpractice to the appropriate member of the school's pedagogical leadership team.

3. Parents

Parents being part of the key stakeholders in the school community will be expected to support the school in the implementation of this policy. They are expected to help in communicating with the students the importance of compliance of the policy and the consequences of not following the policy.

4. Leadership Team

The Leadership Team has a responsibility to guide work connected to Academic Integrity, ensuring that all members of the community are aware of and have the knowledge and understanding to carry out their responsibilities. The Leadership Team is required to:

- Develop a consistent culture of Academic Integrity, by setting common expectations across programmes and subject areas;
- Develop an ATL continuum, ensuring that academic integrity skills are explicitly included within the curriculum and that they are developed in a consistent way across programmes and subject areas;
- Provide professional development for teachers to support the development of their own and students' academic integrity skills;
- Identify one consistent referencing style to be explicitly taught to students and used throughout the School, at age-appropriate levels;
- Provide clear guidelines on the consequences and sanctions for malpractice or academic dishonesty for all members of the KIS in line with the network-wide guidelines;
- Ensure that sanctions for academic integrity issues are applied fairly, transparently and consistently;
- Provide practical support mechanisms for students who are under time-pressure and need to ask for help;
- Ensure that new students, who may not have been taught the necessary skills in their previous schools, are given upskilling and support;
- Maintain a central record of Academic Integrity issues within each programme, track individual students who are struggling in this area, and use the information to improve the teaching of ATL across the curriculum;
- Ensure that all internal or external assessments are conducted in accordance with the regulations set out by the IB or other external assessment providers;
- In consultation with the Head of Academy, report infringements of Academic Integrity to the IB, or other external assessment providers, in accordance with their regulations; and
- Ensure compliance with legal requirements relating to intellectual property rights in the local context.

5. KIS Pedagogical Management Team.

As the body that oversees the KIS network, the Pedagogical Management Team (KPMT) has the responsibility to ensure that standards are maintained consistently across the network. The KPMT is required to:

Model Academic Integrity by ensuring that network-wide documents and communications acknowledge the work of contributors; and ensure that the school has an up to date, agreed policy which complies with the network-wide policy and

guidelines.

4.0 RIGHTS

opportunity to have a private meeting to discuss the suspicions with the teacher and present their own response to the claims made. (The teacher or student may ask a third party to sit in on this meeting);

- To appeal to the relevant IB Co-ordinator, and have them review the findings, if they feel that they have been treated unfairly. (The Co-ordinator or student may ask a third party to sit in on this meeting);
- To have consequences be fair and commensurate with similar incidents by other students and in line with the KIS' policy; and
- To have a meeting with the relevant IB Co-ordinator and a supporting adult (Parent, Dorm Parent) before any Academic Integrity issues are reported to an external body.

5.0 DEFINITIONS

Academic Misconduct

Kabojja International School defines Academic Misconduct as *behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.*

Members of Kabojja International School community need to be aware that the IB defines elements of academic misconduct or malpractice in the following ways:

Plagiarism - Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs.

All candidates for the IB diploma and MYP are expected to acknowledge use of the work or ideas of another person in any work (written, oral and/or artistic) they may submit for assessment by using a standard style of referencing. If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they must acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing or summarizing. The IB does not specify which style(s) of referencing or

in-text citation should be used by candidates. This is left to the discretion of the school. Failure of a candidate to acknowledge a source will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty imposed by the final award committee.

Further information can be found in the IB publication [Effective citing and referencing](#) (August 2014).

Collusion - Coordinators need to be aware that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a number of candidates as their own individual work.

Other forms of academic misconduct

There are a number of other forms of academic misconduct. Other forms of academic misconduct include:

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment taking unauthorized material into an examination room (this poster gives details)
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- theft of examination papers
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

6.0 POLICY IN PRACTICE

Primary School

Learners across all years in the Primary School are taught to act responsibly and

ethically through the learner profile to become principled learners. Learners are encouraged to 'use their own words' and acknowledge their sources appropriately. In Year 4, 5 and 6, there is more explicit teaching about 'citations' and note-taking skills including paraphrasing and summarizing. Senior School CAS students will also provide lessons on Academic honesty as an enrichment.

In Primary School we help our students develop an early understanding of the "what, why and how" of academic integrity.

What: remind learners that when they do research, they are learning from the work of other people. If they wish to borrow someone's idea, or use their words, images or audio directly, they must give credit to the person.

Why: Someone else created the information whose hard work they are using. It is ethical, and legally necessary, to acknowledge the source of the information and to reveal that it is not your own.

How: Referencing.

High School

High School teacher's roles and responsibilities

- It is the responsibility of each teacher to ensure that, to the best of his or her work knowledge.
- The teacher will maintain consistency of high expectations in terms of academic honesty.
- The teacher will act as a role model and promote good practice throughout the course.
- For each piece of work, the teacher will provide clear instructions of what is expected and required from the students.
- The teacher will provide students with advice on referencing whenever necessary.
- The teacher will treat the students fairly and consistently when investigating malpractice, following the school agreed practice

High School student's roles and responsibilities

- It is the responsibility of each student to ensure that all work handed in is authentic, with the work or ideas of others fully and correctly acknowledged.
- At the beginning of the year, the student will sign an agreement with the school concerning academic honesty.
- The student will take care to ensure that work is authentic throughout the course.
- In the event of referring to other sources such as the internet, books, media (newspapers, TV and Radio), the student will use a chosen standard referencing, such as APA and

will ensure that consistency is maintained throughout referencing.

- Before undertaking any task, the student will note the instructions of what is expected and required by the teacher. In the event of lack of clarity, he/she will seek more information.
- Students may collaborate with siblings, parents, and fellow students, but the final work must be produced independently.
- In case of uncertainty in terms of referencing, the student will seek advice from the teacher before handing in the work.
- The student will respond honestly to the teacher if questioned about the integrity of his or her work.
- The student will comply with the school agreed practice on investigating malpractice.
- For externally marked IB assignments, all students will comply with internal school deadlines as it may allow time for revising work that is of doubtful authorship before the submission of the final version.

Consequences of abuse of policy

The school expects every student to respect and honour the policy. However, in case of evidence of abuse is noticed, the following consequences will follow:

1. Verbal warning depending on the gravity of abuse.
2. Re-submission of work.
3. Disqualification of submitted work in line with IB regulations.

Policy effective from **October 2025.**

To be reviewed in October 2027.

People involved in writing the policy

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