



**IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi
im. Stanisława Staszica w Sosnowcu
IB World School No. 061902**

Academic Integrity Policy

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The 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.

The IV LO Mission Statement

The mission of our school is to initiate situations in which the students want to gain knowledge and develop their talents and interests. It is a dynamic, modern school with a rich educational offer, innovative educational solutions and continuing over 120 years of tradition of caring for the quality of teaching and upbringing. We refer to the concept of education in solidarity with universal and traditional values: respecting the applicable laws and the standards, customs and attitudes accepted in our School. As written in the School Statutes, our students are to think independently and critically as well as present and defend their opinion, respecting the opinion and the views of others; they can efficiently use the acquired information, evaluate, prioritise and process it with the use of modern technologies. We foster the traits outlined in the IB Student Profile.

The IB Student Profile

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

As IB learners we strive to be:

- **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 our lives.

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

The Aim of Academic Integrity Policy

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and acquired skills.

In practice it means:

- undertaking research honestly and producing authentic pieces of work;
- respecting intellectual property by acknowledging all ideas and work of others by citing in the text where an external source has been used;
- showing correct conduct during examinations.

Our School places great value on personal integrity and academic honesty. We strongly believe that integrity must be a significant component in the academic success of our students. The IB DP Coordinator, teachers and administrative staff have the responsibility of promoting a culture of academic honesty both to students and parents.

Ways of monitoring compliance with the principles of the Academic Integrity Policy

- The school Principal appoints the School Committee for the Academic Integrity Policy, which includes the Programme Coordinator, EE Coordinator, TOK teacher and teachers representing each of the subject groups.
- The task of the committee is to monitor compliance with the principles of Academic Integrity using professional tools such as the *Turnitin* anti-plagiarism software.
- The Committee develops an Academic Integrity Guide which is an integral part of the Extended Essay Handbook and contains guidelines and examples of conduct.
- The Committee investigates each case reported to the coordinator as a suspected violation of the academic honesty policy.
- In the event of finding an abuse, the committee follows the Procedures and sanctions set out later in this document.

Procedures and predicted sanctions to be followed in case of violation of the rules of academic honesty in students' works assessed within the school

- Violation of the rules of academic honesty policy is verified by the given subject teacher using *Turnitin* software.

- If a student raises doubts or an objection, they are referred to the School Committee for the Academic Integrity Policy for their final decision on the matter.
- Student work that has not been performed in accordance with the principles of academic integrity will be assessed as failing.
- A student who has committed abuse for the first time is referred for a disciplinary interview with the Program Coordinator. In the case of a minor student, the Program Coordinator informs his legal guardians about the situation.
- A student who has committed abuse for the second time is referred to a disciplinary interview with the School Principal. The student may not receive a behavior grade higher than unsuitable during a given period of study. In the case of a minor student, the Program Coordinator informs his legal guardians about the situation.
- A student who has committed abuses more than twice receives a reprimand from the School Principal and a reprehensible behavior grade for the period in which the violations occurred. In the case of a minor student, the Program Coordinator informs his legal guardians about the situation.
- A student who repeatedly breaks the rules of academic integrity may be removed from the Diploma Programme.

Procedures and predicted sanctions to be followed in the event of a violation of the principles of academic integrity in students' works assessed by the IBO

- Any suspected abuse is reported by the teacher to the Academic Integrity Policy Committee.
- The Committee considers each case in accordance with the Academic Integrity Policy developed by the IBO.
- The coordinator must notify the IB program authorities of the detected breach.
- Further proceeding with the student is at the discretion of the IB DP authority.

Sanctions predicted by the IB organization in the Academic Integrity document

INFRINGEMENTS:	LEVEL 1 Warning letter to the student	LEVEL 2 Zero marks for component	LEVEL 3a No grade for subject concerned	LEVEL 3b No grade for “parallel” subjects
Plagiarism Copying external sources	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given – see note 3.	Not applicable.
Peer plagiarism Copying work from another student	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable.
Peer plagiarism Student lending or facilitating their work	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion Coursework only and when working collaboratively	Work of students show close similarity.	Work of students has similarities – less than 30% – and/or identical sections.	Work of students has similarities – less than 30% – and/or identical sections. Work of students has extensive similarities – more than 31% – and/or identical sections.	Not applicable.
Submitting work commissioned, edited by, or obtained from a third party	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support.	Student submits work that was entirely produced or edited by a third party.	For a student in the same or another IB World School providing the service.
Duplication of work	Not applicable.	Presentation of the same work for different assessment components or subjects.	Presentation of the same work for different assessment component.	Not applicable.
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.
Possessing unauthorized material in the examination room	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable.

Exhibiting misconduct or disruptive behaviour during an examination	Not applicable.	Non-compliance with the invigilator's instructions during one component.	Repeated noncompliance with the invigilator's instructions during one examination or non-compliance during two or more examinations.	Not applicable.
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time – or attempting to	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others.	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable.
Impersonating an IB candidate – both impersonator and person allowing impersonation	Not applicable.	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.
Gaining access to IB examination papers before examination's scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not limited to, email, text messages and the internet, even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Assisting another student(s) in committing an act of academic misconduct – see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.

Not cooperating with an investigation, whether involved or not Providing misleading or demonstratively false information Providing misleading or demonstratively false information Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable.	Not applicable.	When a student shows any of these behaviours and/or refuses to submit a statement.	When a student shows any of these behaviours and/or refuses to submit a statement.
Forgery or falsification of IB grades or certificates	Not applicable.	Not applicable.	Students may receive additional sanctions depending on the number of subjects affected.	-

The role of the teacher in spreading attitudes of academic honesty among students

The teacher's role is to support students in adhering to the principles contained in this policy by:

- familiarizing students with the assumptions of the policy of academic honesty;
- indication of the correct form of using information sources;
- conducting exercises in the correct use of footnotes in lessons during the school year;
- monitoring the process of creating students' works;
- giving positive feedback for performing work in accordance with the principles of academic integrity.

Forms of Academic Misconduct

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic malpractice.

Among others, academic dishonesty includes:

- plagiarism: the representation of the ideas, words or work of another person without proper, clear and explicit acknowledgement, presenting the product of an AI (artificial intelligence) tool as the result of your own work;
- collusion: helping another student to be academically dishonest;
- duplication of work: the presentation of the same work for different parts of the diploma;
- falsifying data: creating or altering data which have not been collected in an appropriate way;
- exam cheating: taking unauthorised material into an examination room, disruptive behaviour during examination, cheating, including offensive material in a script, disclosure of information about the content of an examination paper within 24 hours after a written examination, impersonating another candidate, stealing examination materials;
- lack of referencing.

Responsibilities

Students should:

- read and sign the School Academic Integrity Policy Declaration;
- understand and obey the rules written in the School Academic Integrity Policy;
- ensure that all work submitted, whether for class work or for assessment, is their own authentic work;
- ensure that they fully and accurately acknowledge all sources used;
- make proper use of citations;
- respect internal deadlines;
- report malpractice and help cultivate a culture of academic honesty at School;
- understand the consequences of academic dishonesty and malpractice;
- if malpractice is suspected, be able to provide evidence that the work is authentic and independent.

Teachers should:

- be role models of academic honesty and integrity;

- raise awareness of misconduct;
- promote the culture of academic integrity; librarians: enhance the idea of academic integrity during annual student workshops;
- provide opportunities for students to learn and practise appropriate referencing and acknowledgement when using other people's work in support of their own;
- set clear guidelines for assignments and provide guidance to students on academic honesty;
- instruct students in the use of plagiarism software like *Turnitin* and refer to the originality reports to detect plagiarism;
- be acquainted with AI tools that can be used in the school setting, e.g. ChatGPT;
- educate students on how to use AI technology to support their work and in accordance with the rules of Academic Integrity;
- report abuses of academic integrity to the School Committee for Academic Integrity Policy.

IB DP Coordinator should:

- ensure that all IB students, teachers and parents understand what constitutes academic honesty and their responsibilities;
- provide all students and their parents with a printed copy of Academic Integrity Policy;
- ensure that all IB students are offered clear guidance and training on the skills of academic writing, citations and referencing;
- coordinate cooperation with the Municipal Public Library in Sosnowiec (or other institutions) to provide students and teachers with professional support from its librarians;
- ensure that all IB students are fully aware of the penalties for committing academic malpractice;
- provide teachers with IB training sessions and materials;
- organise meetings of the School Academic Integrity Policy Committee;
- plan and monitor all IB Exam testing sessions;
- document and report academic malpractice to IBO when necessary.

Parents should:

- read and sign the School Academic Integrity Policy Declaration;

- encourage their children to practise academic honesty;
- cooperate with the School if their child is suspected of malpractice.

Policy Review and Distribution

The School Academic Integrity Policy and Academic Integrity Guide are available to the entire school community in the school library and the IB DP Coordinator's office. The IB DP Coordinator, in cooperation with the school librarians, makes an Academic Integrity presentation at the beginning of DP year 1 to students, in August to new DP staff, to prospective parents in the pre-IB year.

References:

1. Diploma Programme: From principles into practice (2015)
2. General Regulations: Diploma Programme IBO (2016)
3. Academic Integrity IBO (2019)
4. The School Statutes (available from www.staszic.edu.pl)

ACADEMIC INTEGRITY POLICY DECLARATION FOR IB DP STUDENT

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and acquired skills.

In practice it means:

- undertaking research honestly and producing authentic pieces of work;
- respecting intellectual property by acknowledging all ideas and work of others by citing in the text where an external source has been used;
- showing correct conduct during examinations.

Our School places great value on personal integrity and academic honesty. We strongly believe that integrity must be a significant component in the academic success of our students. The IB DP Coordinator, teachers and administrative staff have the responsibility of promoting a culture of academic honesty both to students and parents.

Forms of Academic Misconduct

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic malpractice.

Among others, academic dishonesty includes:

- plagiarism: the representation of the ideas, words or work of another person without proper, clear and explicit acknowledgement, presenting the product of an AI (artificial intelligence) tool as the result of your own work;
- collusion: helping another student to be academically dishonest;
- duplication of work: the presentation of the same work for different parts of the diploma;
- falsifying data: creating or altering data which have not been collected in an appropriate way;
- exam cheating: taking unauthorised material into an examination room, disruptive behaviour during examination, cheating, including offensive material in a script, disclosure of information about the content of an examination paper within 24 hours after a written examination, impersonating another candidate, stealing examination materials;
- lack of referencing.

As an IB DP student, I undertake to:

- read and sign the School Academic Integrity Policy Declaration;
- understand and obey the rules written in the School Academic Integrity Policy;
- ensure that all work submitted, whether for class work or for assessment, is my own authentic work;
- ensure that I fully and accurately acknowledge all sources used;
- make proper use of citations;
- respect internal deadlines;
- report malpractice and help cultivate a culture of academic honesty at School;
- understand the consequences of academic dishonesty and malpractice;
- if malpractice is suspected, be able to provide evidence that the work is authentic and independent.

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ACADEMIC INTEGRITY POLICY DECLARATION FOR IB DP STUDENT'S PARENTS

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and acquired skills.

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- showing correct conduct during examinations.

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Among others, academic dishonesty includes:

- plagiarism: the representation of the ideas, words or work of another person without proper, clear and explicit acknowledgement, presenting the product of an AI (artificial intelligence) tool as the result of your own work;
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- lack of referencing.

As a parent of an IB DP student, I undertake to:

- read and sign the School Academic Integrity Policy Declaration;
- encourage my child to practise academic honesty;
- cooperate with the School if my child is suspected of malpractice.

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ACADEMIC INTEGRITY POLICY DECLARATION FOR IB DP TEACHER

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and acquired skills.

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- showing correct conduct during examinations.

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Forms of Academic Misconduct

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Among others, academic dishonesty includes:

- plagiarism: the representation of the ideas, words or work of another person without proper, clear and explicit acknowledgement, presenting the product of an AI (artificial intelligence) tool as the result of your own work;
- collusion: helping another student to be academically dishonest;
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- exam cheating: taking unauthorised material into an examination room, disruptive behaviour during examination, cheating, including offensive material in a script, disclosure of information about the content of an examination paper within 24 hours after a written examination, impersonating another candidate, stealing examination materials;
- lack of referencing.

As an IB DP teacher, I undertake to:

- read and sign the School Academic Integrity Policy Declaration; be a role model of academic honesty and integrity;
- raise awareness of misconduct;
- promote the culture of academic integrity; librarians: enhance the idea of academic integrity during annual student workshops;
- provide opportunities for students to learn and practise appropriate referencing and acknowledgement when using other people's work in support of their own;
- set clear guidelines for assignments and provide guidance to students on academic honesty;
- instruct students in the use of plagiarism software like *Turnitin* and refer to the originality reports to detect plagiarism;
- report any cases of academic malpractice.

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ACADEMIC INTEGRITY POLICY DECLARATION FOR IB DP COORDINATOR

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and acquired skills.

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- lack of referencing.

As an IB DP Coordinator, I undertake to:

- ensure that all IB students, teachers and parents understand what constitutes academic honesty and their responsibilities;
- provide all students and their parents with a printed copy of Academic Integrity Policy;
- ensure that all IB students are offered clear guidance and training on the skills of academic writing, citations and referencing;
- coordinate cooperation with the Municipal Public Library in Sosnowiec (or other institutions) to provide students and teachers with professional support from its librarians;
- ensure that all IB students are fully aware of the penalties for committing academic malpractice;
- make use of plagiarism software such as *Turnitin* when necessary;
- provide teachers with IB training sessions and materials;
- organise meetings of the School Academic Integrity Policy Committee;
- plan and monitor all IB Exam testing sessions;
- document and report academic malpractice to IBO when necessary.

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