



INTERNATIONAL SCHOOL SUVA

Academic Integrity Policy



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Guiding Statements

Mission

International School Suva is a beacon of education, diversity, and innovation committed to shared responsibility and growth.

Vision

Navigate. Nurture. Aspire.

Philosophy Statement

International School Suva (ISS) provides holistic international education for children ages 4-18, authorised by the International Baccalaureate (IB) and accredited by Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). ISS is committed to the principle of equal opportunity in education and employment. The school is non-discriminatory and open to all backgrounds without regard to race, gender, religion, sexual orientation, nationality or ethnic origin in the administration of its educational, admissions, or employment policies. It is an expectation of the school that all community members embrace the principles of the IB mission statement, ASC WASC guiding principles, and mission and vision of ISS.

Policy Review

A formal policy review involving various stakeholders in a committee takes place every 4 years as part of the reaccreditation and curriculum review process.

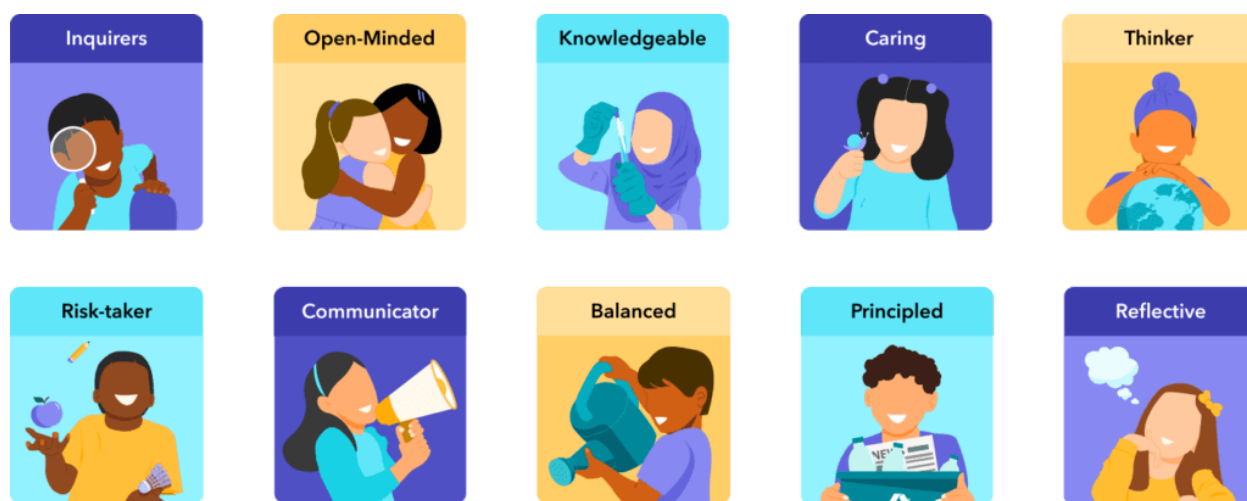
Purpose

The purpose of this Academic Integrity Policy is to guide the International School Suva (ISS) school community about expectations, roles, rights, and responsibilities of key stakeholders in how academic integrity is approached, as highlighted by the International Baccalaureate (IB) and Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC).



Academic Integrity in Primary and Secondary

The Academic Integrity Policy at ISS is a whole school approach through the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and High School Diploma (HSD). Academic integrity at ISS is based on the Student Outcomes which are underpinned by the IB Learner Profiles (IBLP), stating that students are principled, “acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” (International Baccalaureate, 2023, *MYP: From Principles into Practice*, p. 38). We believe principled and sound academic practice is when students take full responsibility for their own learning and use available resources authentically and transparently.



“IB Learner Profiles” (2025). *Structural Learning*. Available through: <https://www.structural-learning.com/post/ib-learner-profile> [Accessed 1 Aug 2025].

At International School Suva, it is acknowledged that:

- We are **principled** individuals when we consistently uphold integrity and honesty, attributing sources of information and taking ownership of our actions.
- Individuals who delve into concepts, ideas, and issues, and subsequently share their comprehension with others, embody the trait of being **knowledgeable**. Others may approach them to gain further insights.
- Each person possesses their own set of beliefs and values, and through respectful **communication**, we express and articulate these convictions with the entire community.



- Those who are adept at exploring and evaluating a variety of perspectives demonstrate **open-mindedness** towards the opinions and ideas of others.
- Individuals who acquire the necessary skills for conducting inquiry and research showcase an inquisitive nature as diligent **inquirers**.

By adhering to these attributes, students are choosing not to take part in academic misconduct.

Rights & Responsibilities

This section outlines the rights and responsibilities of key stakeholders in promoting and maintaining academic integrity, while reflecting the core values of **honesty**, **trust**, **fairness**, **respect**, and **responsibility**. All key stakeholders are expected to abide by the regulations highlighted in this policy.

Students

- Have the right to learn about appropriate research skills from teachers and librarians.
- Demonstrate **honesty** by submitting work that is genuinely their own.
- Show **responsibility** by acknowledging help from others (e.g., parents, siblings, peers).
- **Respect** the intellectual property of others by citing all sources using a referencing system.
- Encourage **fairness** and **trust** by promoting a culture where all students complete their own work.
- Uphold **fairness** by avoiding the submission of the same work for different assessment items.
- Act **responsibly** by refraining from behaviours that may give an unfair advantage or negatively impact others (e.g., cheating, falsifying records).

Teachers

- Have the right to appropriate training to support academic integrity skills for students.
- **Model honesty and responsibility** by demonstrating academic integrity in their own professional practice
- **Build trust** by setting clear expectations about academic honesty in all learning environments.
- **Ensure fairness** by remaining informed about current best practices and applying consistent expectations for all students.



- Provide explicit instruction and guided practice in paraphrasing, summarising, and effective note-taking.
- Teach correct citation and referencing techniques.
- Discuss what constitutes malpractice using age-appropriate examples.
- Provide opportunities for students to revise and redraft work, following IB regulations.
- Report and record all instances of malpractice according to school procedures.

Librarians

- Have the right to appropriate training to support academic integrity skills for teachers and students.
- **Promote respect and honesty** by teaching the ethical use of information and referencing skills to students and teachers.
- **Support fairness and responsibility** by helping students and teachers apply correct research conventions across all subjects.
- Deliver sessions on research skills and academic integrity fundamentals.
- Offer targeted support to students following any breach of academic integrity.

School leaders

- Have the right to appropriate training to support academic integrity training for the school community.
- **Promote responsibility** by providing opportunities for students to learn what constitutes academic malpractice.
- **Ensure fairness** by applying consistent responses to academic misconduct.
- **Demonstrate respect and trust** by sharing the Academic Integrity Policy transparently with the community and offering professional development for staff and awareness sessions for parents.
- Train examination invigilators and run assessments according to program guidelines.
- Distribute documentation outlining examination expectations to students.
- Publish consequences for malpractice and ensure these are consistently applied.

Parents and legal guardians

- Have the right to be informed about the IB and school expectations of academic integrity.
- **Encourage honesty and responsibility** by supporting their children to act with integrity outside of school.
- **Foster respect** by understanding and reinforcing the school's academic integrity expectations.



- **Build trust** by actively participating in information sessions and guiding their children to become principled learners.
- Reinforce academic integrity expectations at home.
- Discuss the school's policy and expectations with their child(ren).
- Attend school workshops on academic integrity strategies.

Teaching and Supporting Research Skills

At ISS, academic integrity is also essential for the development of social, research, communication, thinking, and self-management skills, which are collectively referred to as Approaches to Learning (ATL) skills. Teaching research skills through the IB curriculum is a core strategy in preventing academic misconduct and fostering principled, informed learners. Students are expected to act with integrity when gathering, using, and sharing information, demonstrating principled behavior and ethical use of media. They learn to acknowledge sources, understand intellectual property, and use information ethically across learning experiences.

The following procedure outlines how ISS teachers and support staff implement research skills across PYP, MYP, DP, and HSD through explicit instruction embedded in the taught curriculum.

Research Skills in Primary

Through a 4-phase scope and sequence of “I can” statements, primary teachers guide students through information literacy, media literacy, and ethical use, as exemplified below.



Formulating & Planning	Gathering & Recording	Synthesizing & Interpreting	Evaluating & Communicating	Consuming & Processing	Considering Online Perspectives	Creating	Ethical Use	Reliability of Sources
I can ask questions to explore and understand my surroundings. I can express curiosity and identify topics I want to learn more about with support.	I can use my senses to notice and record relevant details. I can share what I have learned through simple methods like talking or drawing.	I can sort and categorize information into simple groups. I can use pictures or simple words to show how information fits together.	I can identify simple connections between information and share what I've learned. I can explain how I found out what I learned in basic terms.	I can vote on whether a source is helpful and discuss its usefulness. I can talk about what I like or dislike about the information we find.	I can share and discuss information from different sources with my teacher. I can express simple opinions on whether I agree or disagree with online content. I am learning that different viewpoints can exist on the same topic.	I can choose a basic way to share my learning, such as using a picture or telling a story. I can decide on a simple method to present my ideas in a way that makes sense to me.	I understand the need to be safe and honest when using media in class. I can talk about where I found my information in simple terms. I am learning the importance of using information responsibly.	I can ask simple questions to decide if something might be true. I can discuss with my teacher and classmates whether the information we have is truthful. I am learning that some information is more reliable than others.

At the culmination of PYP in Year 5, students showcase their research skills in the PYP Exhibition.

Research Skills in MYP, DP, and HSD

In secondary at ISS, academic integrity is nurtured through consistent teaching of research skills, focusing on information literacy, media literacy, and ethical use. Some examples of teacher approaches are as follows:

Information Literacy

Sub-Skill	Teaching Expectations and Classroom Implementation
Formulating and Planning	• Guide students to ask or design research questions. • Support students to outline a research plan with clear goals. • Teach how to evaluate and choose age-appropriate information sources and digital tools.



Data Gathering and Recording	• Provide opportunities to gather information from primary and secondary sources (e.g., books, interviews, online databases). • Encourage multisensory observation and structured recording (e.g., notes, charts, drawings).
Synthesizing and Interpreting	• Teach students to sort, categorize, and transform information into different formats (e.g., tables, timelines, procedural texts). • Develop critical literacy through analysing the reliability, bias, and relevance of information.
Evaluating and Communicating	• Teach how to draw conclusions based on patterns and relationships found in data. • Support students in presenting findings through a range of platforms and modalities. • Explicitly teach academic integrity practices including citing sources, using bibliographies, and recognizing intellectual property.

Media Literacy

Sub-Skill	Teaching Expectations and Classroom Implementation
Information Analysis and Synthesis	• Guide students to locate, evaluate, and organize information from trusted sources, including online networks and social media. • Provide opportunities to compare and connect information from multiple media sources (text, video, audio, etc.).
Perspective-Taking and Interpretation	• Teach students to seek multiple perspectives when researching topics. • Analyze how media representations can shape understanding of events, people, and ideas.
Communication Through Media	• Scaffold opportunities to communicate ideas clearly using a range of tools (e.g., slide decks, posters, videos, infographics). • Match media format to audience and purpose.

Ethical Use of Media and Information

Ethical Practice	Teaching Expectations and Classroom Implementation
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Use media ethically to communicate, share and connect with others	• Model and require student consent when sharing others' work (including peer content, group work, or media). • Establish class agreements or charters about respectful and responsible use of shared materials.
Differentiate reliable from unreliable resources	• Explicitly teach reliability criteria (e.g., authorship, date, domain, bias). • Use librarian-led sessions and checklists to help evaluate sources.
Understand the impact of media representations and modes of presentation	• Engage students in comparing media coverage, exploring tone, imagery, and perspective. • Encourage reflective discussions on how media influences beliefs, attitudes, and understanding.

Guidance on the use of translators

ISS recognises that tools such as translators can provide value in the classroom for our multilingual learners, if used appropriately. The school is committed to teaching students about the appropriate use and value of these tools in a way that does not provide an unfair advantage. Students are required to follow teacher guidance on the use of these tools for specific tasks.

- The IB allows students to use bilingual dictionaries, spell checkers, and basic translation tools to support spelling and grammar when language is not being assessed such as in language and literature and language acquisition courses.
- Students are not permitted to write essays in one language and then translate them to be submitted in another language.

Guidance on Artificial Intelligence (AI)

At ISS, we recognise that artificial intelligence (AI) tools are becoming increasingly accessible and influential in education. As part of our commitment to academic integrity, students are required to use AI responsibly, ensuring that all work submitted reflects their own understanding and effort. AI tools may be used to support learning, as opposed to replacing learning.



The IB summarises this through a document entitled, *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework* (2025), which specifies the key difference in appropriate versus inappropriate use of AI:

- Did the student use AI to help them learn? If so, then it is acceptable.
- Did the student use AI to pretend they did something they did not? Then this is not acceptable. (IB, *Evaluating 13 Scenarios...*, p. 1).

While the IB encourages the use of AI, it requires students to be transparent and appropriately acknowledge AI usage through referencing. Submitting AI-generated content as one's own without proper attribution is considered a breach of academic integrity. Students are expected to cite the use of AI tools clearly, including the tool used, the prompt entered, and the date accessed.

Definitions of Academic Misconduct

The IB (2025) defines academic misconduct 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” (IB, *Academic Integrity Policy*, p. 22). The table below includes, but are not limited to, various categories, definitions, and examples of academic misconduct:

Category	Definition	Examples
1. Plagiarism / Inauthentic Authorship	Representing the ideas or work of another person and/or Artificial Intelligence (AI) as one's own.	• Copying the work of others • Failing to acknowledge sources, including AI • Using sources without proper citation • Not using agreed bibliographic formats for references
2. Collusion	Supporting malpractice by another student.	• Allowing work to be copied or submitted by another student • Doing assessment work for another student • Sitting an exam on behalf of another • Collaborating on tasks meant to be completed individually • Failing to distinguish between group and individual work



3. Duplication of Work	Submitting the same work or content for more than one assessment or subject.	• Writing research papers on overlapping topics for different subjects • Reusing presentation material for multiple classes • Completing projects on similar themes across subjects • Taking exams with similar questions across different assessments • Reusing essay content in multiple subjects
4. Unfair Advantage	Any behavior that gives a candidate an advantage over others or affects the results of another candidate.	• Disregarding the Code of Conduct for exams • Sharing or receiving exam content before others take the test • Stealing or tampering with exam materials
5. Academic Honesty	A set of values and behaviors promoting integrity and ethical practices in learning and assessment.	• Falsifying CAS or learning journals • Not taking responsibility for one's own work • Not acknowledging group members' contributions
6. Intellectual Property	Creations of the mind (e.g., ideas, texts, artworks) that must be properly attributed when used in academic contexts.	• Using someone else's work (text, image, idea) without permission or credit • Misusing IT or library resources • Copying designs, inventions, or works without citing
7. Misconduct in Assessments/Exams	Any act that violates the rules or integrity of an assessment or exam.	• Bringing unauthorized material (including digital devices) into the exam room • Communicating with others during or after assessments • Accessing or distributing exam questions beforehand • Discussing exams with peers who have not yet taken them



Detecting Academic Misconduct

At ISS, teachers use a variety of strategies to identify academic misconduct, such as awareness of inconsistencies in students' written work, monitoring group or individual work, and active invigilation during assessments.

With electronically produced work, secondary teachers use detection tools such as Turnitin software, which compares student work against a global bank of student work or known online sources, generating both a "similarity index" and AI use percentage. Through workshops, the school librarian plays an active role in teaching teachers and students how Turnitin can be used as a tool to avoid plagiarism.

Consequences of Academic Misconduct

Type	First offense	Second offense	Further offenses
Unintentional misconduct	In PYP: - The student is offered the opportunity to redo the work. - The student is required to reflect on the importance of academic integrity. - The teacher leads a reflection session with the student. In MYP/DP/HSD - The student is offered the opportunity to redo the work. - The IB coordinator is informed. - The student is required to attend a skills awareness building session with the school librarian.	In PYP, - The student is referred to the librarian for a skills awareness building session if needed. - The incident is regarded as intentional misconduct (see below). In MYP/DP/HSD: - The incident is regarded as intentional misconduct (see below).	



Intentional misconduct on assessments (internal, external, etc.)	In PYP: - The student has the opportunity to redo the work. - The teacher leads a reflection session with the student. - Parents are informed. In MYP/DP/HSD: - The student has the opportunity to redo the work (if possible). - The IB coordinator is informed. - Parents are informed. - The offense is recorded in transition documents and academic reports. - The student is required to attend a skills awareness building session with the school librarian. *For Official DP Exams: any academic misconduct is reported to the IB.	In PYP: - The student has the opportunity to redo the work. - The IB coordinator is informed. - Parents are informed. In MYP/DP/HSD: - Students are awarded a zero for the assessment and not uploaded to the IB (if applicable). - The student and parents are invited to meet the Head of Secondary and IB Coordinator. - The offense is recorded in transition documents and academic reports. - The student's candidacy is reviewed. *For Official DP Exams: any academic misconduct is reported to the IB.	In PYP: - The IB coordinator is informed. - The offense is recorded in transition documents and academic reports. - The student and parents are invited to meet the Head of Primary. In MYP/DP/HSD: - The offense is recorded in transition documents and academic reports. - The student and parents are invited to meet the Head of Secondary. - The student's candidacy will be revoked. *For Official DP Exams: any academic misconduct is reported to the IB.
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