

Academic Integrity Policy

MISSION, VISION AND RATIONALE

Founded in the charism of the Religious of the Sacred Heart of Mary, Marymount International School London is an independent, Catholic, all-girls, IB world school that empowers young women to be “firm in faith, vibrant in hope, rooted in love and one in service”. Marymount students question, challenge and contribute meaningfully as intellectual and compassionate global citizens.

Enshrined in the Mission and Objectives of Marymount International School London is the commitment:

- To develop in each student a sense of personal integrity, inner reflection and responsibility for her own actions.
- To stimulate students to think independently, critically and without prejudice
- To instil a lifelong love of learning and inculcate in students the qualities of scholarship, character, service and leadership

As an IB World School, Marymount International School London is equally committed to developing the skills and attributes of the IB Learner Profile, particularly that of helping students to become principled, by acting ‘...with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.’ (IBO 2013).

We believe that these principles of responsibility, integrity, honesty, scholarship and respecting others should be reflected and visible in the work produced by students and throughout all areas of the School, and as such they form the foundation of the School’s policy on Academic Integrity.

WHAT IS ACADEMIC INTEGRITY?

“Academic Integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work” (IBO 2023a, p3)

Marymount International School London aims to instil an “ethical culture” of Academic Integrity, to “be embraced and fostered by the entire community” (IBO 2023a, p3), as the foundation for all members of the community to produce “legitimate, authentic and honest scholarly work” (IBO 2023a, p3) and therefore expects all students, staff and parents to:

- Act with honesty and integrity in all aspects of their work at all times
- Avoid plagiarism by respecting conventions relating to intellectual property and always acknowledging the sources of ideas and/or work that are not their own.
- Understand the difference between collusion and collaboration
- Use appropriate and recognised research and referencing techniques
- Strive to produce authentic work at all times

With this in mind, teachers, students, administrators, and parents at Marymount International School London are expected to act in a way that acknowledges and shows respect for the work and ideas of others in order to:

- give the reader/viewer/listener the opportunity to follow up references.
- help a reader/viewer/listener to distinguish between the work of the creator and the work of others.
- give the reader/viewer/listener the opportunity to check the validity of creator’s interpretation.
- receive proper credit for the research process.
- establish credibility and authority of own knowledge and ideas. (Garza 2014)

WHY IS ACADEMIC INTEGRITY IMPORTANT?

“...Students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens.” (IBO 2023b, p5)

The key educational reasons for academic integrity are the following:

- To maintain fairness
- To maintain trust and credibility
- To develop respect for others (IBO 2023b, p5)

Marymount International School London expects all students, staff and parents to act with honesty and integrity in all aspects of their work at all times, respecting appropriate academic conventions (i.e. the correct way to do it).

The principles of academic integrity (note-taking, paraphrasing, citing, referencing etc.) are taught holistically within the curriculum as part of ATL skills.

Students, parents and teachers should refer to supporting documentation on citing, referencing and academic integrity, including the latest version of the Marymount ‘Super Quick Citing & Referencing’ Guide, and the IB Guides *Effective Citing and Referencing, April 2022* [Effective citing and referencing \(ibo.org\)](#), *Academic Integrity policy, updated February 2025* [Academic integrity policy \(ibo.org\)](#) for additional help and/or clarification.

ACADEMIC MISCONDUCT

The IB 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. Behaviour that may disadvantage another student is also regarded as academic misconduct.

It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.” (IBO 2023a, p3)

The following list of academic misconduct has been created in consultation with the IBO Academic Integrity Policy Appendix 2: Student academic misconduct. (IBO 2023c, p30-44)

Completion of Coursework:

- **Plagiarism** - ...the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.
- **Facilitating plagiarism** – facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills.
- **Collusion** – secret agreement or cooperation for an illegal or deceitful purpose. In an academic context, this would include supporting misconduct by another candidate, as in allowing your work to be copied or submitted for assessment by someone else.
- Submitting work commissioned, edited by, or obtained from a third party (including AI) – submitting work heavily edited by a third party, or entirely produced or edited by a third party.
- Inclusion of inappropriate, offensive, or obscene material.
- **Fabrication** – fabrication and/or misrepresentation of data, information, references and/or results etc.
- **Duplication of work** – reusing or recycling already submitted and/or assessed material and/or the presentation of the same work for different assessment components or subjects.

During an examination

- Possessing unauthorised material in the examination room – having unauthorised material in the examination room regardless of the intention.
- Exhibiting misconduct – not complying with the invigilator’s instructions.
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to – trying, successfully or not, to share answers and/or examination content with others.
- Removal of secure materials such as examination papers, questions and answer booklets, from the examination room
- Impersonating a candidate – both impersonator and person allowing impersonation.
- Failing to report an incident of academic misconduct – not reporting it to the school administrators when student is aware of the act of misconduct.

RESPONSIBILITIES

Student responsibilities – students are expected to:

- produce work that is appropriately referenced in accordance with the School’s Academic Integrity Policy
- familiarise themselves with the guidance outlined in the Academic Integrity Policy and to read all supporting documentation, including the Marymount ‘Super Quick Citing and Referencing’ Guide
- ask their teachers for guidance and clarification if they are at all unclear about their responsibilities regarding academic integrity, or about any of the conventions they are required to use (citing, referencing, bibliographies)
- adhere to all examination guidelines
- respond to the acts of student academic misconduct and/or school maladministration and report them to their teachers and/or programme coordinator. (IBOd 2023, p15)
- recognise that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms (IBOd 2023, p15) and avoid any behaviours that may jeopardise the integrity of the students, the school and/or the IB.

Teacher responsibilities – teachers are expected to:

- ensure they are familiar with the Marymount ‘Super Quick Citing and Referencing’ Guide and the Marymount Academic Integrity Policy, and have read the supporting IB Guides:
*Effective Citing and Referencing, April 2022 [Effective citing and referencing \(ibo.org\)](#),
 Academic Integrity policy, updated February 2025 [Academic integrity policy \(ibo.org\)](#)*
- seek help from the Director of Research, Department Chair, or member of Senior Leadership Team for clarification if they are at all unclear about their responsibilities regarding academic integrity, or about any of the conventions they are required to use (citing, referencing, bibliographies)
- ensure students are aware of what academic integrity looks like by modeling a good practice/habit and understand what constitutes academic misconduct and its possible consequences
- plan a manageable workload so students can allocate time effectively to produce work according to IB expectations.
- provide opportunities within and across subject areas for students to learn and practise how to use the work and ideas of others in support of their own
- provide appropriate feedback, guidance and/or examples (in accordance with the School’s ‘Assessment Policy’ and ‘Code of Conduct’) to ensure that students’ work is their own
- undertake regular quality assurance checks on student work to confirm it does not contain plagiarised content or evidence of student collusion
- recognise where genuine mistakes and misunderstanding arise and provide appropriate support
- provide a suitable test/assessment/examination environment where appropriate
- identify, respond, record and report any instances of academic misconduct and/or school maladministration in accordance with the Academic Integrity Policy.

Department Chair responsibilities – the Department Chair is responsible for:

- ensuring that all members of the department are apprised of and following the Academic Integrity Policy, procedures and have read the supporting documentation
- updating departmental documents to be aligned with the Academic Integrity Policy.

Programme Coordinator responsibilities – the Programme Coordinators are responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

School responsibilities – the School is responsible for:

- ensuring that the Academic Integrity Policy and supporting documentation are accessible to staff, students and parents

- communicating the principles and practices of academic integrity to parents and legal guardians.
- ensuring all documentation is up to date and reviewed on a regular basis
- ensuring teachers are familiar with, and implement, practices relating to academic integrity
- ensuring that examinations are carried out strictly to the standards set by the IB and other relevant examination boards
- ensuring that all teachers are appropriately trained to understand the importance of academic integrity and uphold the practices that support academic integrity consistently
- ensuring that there is a designated team or person responsible for supporting teachers in the reporting and investigation of student academic misconduct or maladministration cases.
- ensuring that appropriate records are kept.

Parent responsibilities – parents are responsible for:

- understanding the school’s academic integrity policy and supporting documentation
 - supporting their children’s understanding of this academic integrity policy
 - supporting their children in planning a manageable workload so they can allocate time effectively.
 - Reporting any potential cases of student misconduct or school maladministration to the school’s directorate
 - Submitting only genuine and /or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
 - abstaining from giving or obtaining undue and/or unauthorised assistance in the completion of their children’s work.
- (IBOe 2023, p17)

ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY

At Marymount International School London, we believe that Artificial Intelligence (AI) tools are a natural part of human-created technological developments and should be embraced in teaching and learning to equip our students for the uncertain and ever-changing future. This belief is in line with the IB’s approach to AI tools. (IBO 2023f)

Critical thinking is an important part of the IB curriculum, and utilising AI tools in education will enhance our students’ critical thinking, which they will need in order to work with AI tools now and in the future. To this end, the teachers are expected to be a role model in using AI tools in teaching and learning and to create opportunities for students to use their critical thinking skills in utilising AI tools in their learning. We expect all staff, teachers, and students to act with integrity when using AI tools.

Transparency is the key in academic integrity when utilising AI tools. We expect our staff and students to use appropriate citation in accordance with the school’s citation and reference guide. Appropriate in-text citations and references in the bibliography are required when we use the text and/or image (or any other product) produced/copied/paraphrased/modified by an AI tool. (IBOg 2023)

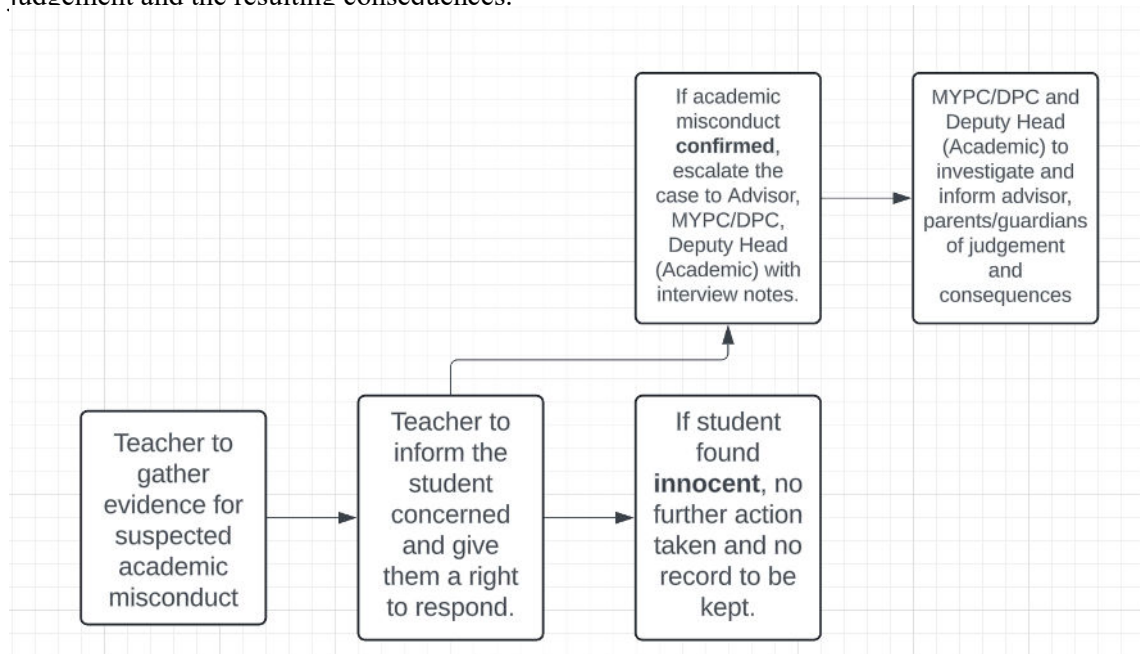
PROCEDURE FOR INVESTIGATING STUDENT ACADEMIC MISCONDUCT

If a teacher suspects that student may have contravened the School’s Academic Integrity Policy, he/she will follow the procedure outlined below. The student has the right to request that a parent, peer or teacher be present in any discussion of a problem or incident, particularly if the consequences are especially heavy.

When determining academic misconduct related to the use of AI, there are two main principles:

- Did the student use AI to help them learn and were they transparent about the use? If so, it is **OK**.
 - Did the student use AI to pretend they did something they did not, then this is **NOT OK**.
1. Gather evidence to support initial suspicions – this may involve checking websites, periodicals, books and other print media as well as the work of other students. Copies of the student’s work and supporting evidence of academic misconduct must be kept on file.
 2. Inform the student concerned and give them a right to respond to the accusation of academic misconduct. If the student is found to be innocent of academic misconduct then no further action will be taken and no record will be kept of the matter.

3. If academic misconduct is confirmed, inform and consult with the Advisor, MYPC/DPC, and Deputy Head (Academic) to establish the severity of the infringement (based on the evidence provided and the response of the student under investigation) and determine appropriate action. The focus of the investigation and resulting judgement will be to ascertain the level of intent i.e. whether the academic misconduct was deliberate or accidental.
4. The student concerned, along with their Parents/Guardians and Advisor will be informed of the judgement and the resulting consequences.



CONSEQUENCES OF ACADEMIC MISCONDUCT

The consequences of an incident of academic misconduct will vary, according to:

- the student's past history in terms of academic integrity
- the student's age and the expectations associated with her year level
- the student's level of awareness (for example, previous teaching, for example if new to the school and not taught academic integrity in previous school)
- the student's level of understanding (for example additional learning requirements or English as a second language which could limit the student's understanding of academic integrity requirements)
- the severity of the incident
- intention

All cases of academic misconduct will be treated on a case-by-case basis. However, if a student is judged to have contravened the School's Academic Integrity Policy, some or all of the following consequences may apply:

- A letter will be sent home to parents/guardians informing them of the incident and a record will be noted in the student's file.
- The student will immediately receive a failing grade (this would be either a criterion score of '0' or an overall score of '0') for that piece of work
- The student will receive an Academic Sanction (recorded on the student file) and may be placed into detention.

Please note that if a student is judged to have contravened the School's Academic Integrity Policy for a second time, the matter will be instantly referred to a disciplinary committee, which will consider the matter and take appropriate action. Appropriate action may include:

- requesting a meeting between the student's parents/guardians and the Deputy Head and/or Headmistress
- refusing to sign-off on a piece of coursework
- being temporarily suspended from School
- not being awarded course credit for the subject concerned

- being removed from the MYP/DP programmes
- reporting details of academic misconduct to the IB

To ensure consistency and fairness, the School will keep central records of each incident of academic misconduct and the resulting consequences. While each incident will be treated on a case-by-case basis, central records will help ensure consistency, and may also highlight general trends or problems with particular students.

POLICY FACTS

Approved:	November 2024
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