



## Academic Integrity Policy

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At Acorns International School, we uphold the highest standards of honesty, integrity, and ethical behaviour in all academic pursuits. Guided by the IB Learner Profile attribute of being Principled, our Academic Integrity Policy ensures that all members of the school community act responsibly, demonstrate fairness, and respect the dignity of others. This policy establishes a foundation for authentic learning and the production of legitimate scholarly work, preserving the trust and credibility of academic achievements. Through this commitment, we aim to prepare students to act ethically in their educational journey and future endeavours.

**Inspiring & Empowering**

Plot 238 Kisota Road (Along) Northern Bypass Kisaasi Roundabout  
+256 393 202 665 | +256 756 202 665 | [info@ais.ac.ug](mailto:info@ais.ac.ug) | [acornsschools.com](http://acornsschools.com)



## Acorns Vision

To inspire and empower each other to achieve our personal best.

## Acorns Mission

To build an accessible, inclusive learning community of global citizens that pursues academic excellence in a holistic, inquiry-based environment that develops lifelong learners with the attributes to shape a better and more peaceful world.

## Acorns Core Values



## IB Learner Profile



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing 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:

|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INQUIRERS</b><br>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.              | <b>OPEN-MINDED</b><br>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.                                   |
| <b>KNOWLEDGEABLE</b><br>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.                                      | <b>CARING</b><br>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.                                                                                    |
| <b>THINKERS</b><br>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.                                             | <b>RISK-TAKERS</b><br>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.                          |
| <b>COMMUNICATORS</b><br>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.              | <b>BALANCED</b><br>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. |
| <b>PRINCIPLED</b><br>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. | <b>REFLECTIVE</b><br>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 IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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“IB learner profile”

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# Academic Integrity Policy

## 1 Purpose

The purpose of the Academic Integrity Policy at Acorns International School is to define and promote a shared understanding of ethical academic practices among all members of the school community. It outlines the expectations and responsibilities related to academic conduct and provides guidance on preventing, identifying, and addressing academic misconduct. The policy addresses responsibilities for maintaining academic integrity, defines acceptable practices, and outlines procedures for handling violations, ensuring consistency and transparency across all levels of the institution.

The policy aims to ensure fairness, foster trust, and uphold the value of learning while equipping students with the skills necessary for ethical decision-making in their academic and professional lives.

## 2 Scope

This policy applies to all members of the Acorns International School community, including students, teaching and non-teaching staff, the administration, parents, and legal guardians. It encompasses all academic activities, assessments, and examinations conducted across the IB Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Cambridge A Levels.

We emphasise the shared responsibility of students, staff, and parents to uphold academic integrity as a cornerstone of the teaching and learning process. Our commitment to ethical academic practices aligns with IB principles, ensuring fairness, trust, and authenticity in all scholarly endeavours. To support this, we utilise Turnitin within our virtual learning environment, Toddle, to review similarity index reports and provide constructive feedback. Additionally, we employ GPTZero to detect and address AI misuse, reinforcing adherence to ethical standards in academic work.

## 3 Definitions

Based on the IB Academic Integrity Policy (International Baccalaureate Organization [IBO], 2019):  
Academic integrity

- 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.

School maladministration

- Is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

- Is the 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 happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

## 4 Creating a School Culture of Academic Honesty

In the Early Years, while academic integrity is not formally expected of the students, teachers play a key role in setting the stage for future learning by creating a culture of honesty, respect and responsibility. Through activities like structured inquiries, storytelling and reflective discussions, students begin to understand concepts like authorship, ownership and honesty in their work. Teachers reinforce these values through classroom agreements, documenting learning and labelling students' work. They also encourage integrity into everyday practices by embedding relevant attributes of the Learner Profile, reinforcing fairness, respect for ideas and working together ethically. Students are encouraged to think independently and collaborate fairly through activities like group projects, role-play and problem-solving. The curriculum coordinator supports teachers by modelling these practices, guiding lesson planning and offering feedback, ensuring integrity is woven into the learning environment.

In Primary, learners are encouraged to take responsibility for their work. The products of assessments are expected to represent the learner's own effort. Cases of cheating are addressed at the classroom level, with the teacher involved determining the most appropriate course of action.

Learners in upper PYP will be required to cite the sources of the work for summative assessment projects. A list of websites and print resources used should be included with every submission. Citation is not graded at this stage; however, PYP6 students taking part in the exhibition will be required to cite all their sources of information. There is no demand on students to use a particular format; acknowledging resources used, in any form, is accepted.

All MYP and DP Students are expected to master the Academic Integrity policy and the specific kinds of citations there specified. Acorns will ensure this in the following ways:

- All MYP students will participate in Academic Integrity workshops each year, in line with the Criterion level and ATL expectations. This will ensure a thorough understanding of the policy itself, as well as serving as a practice towards mastery of citing sources for the younger students. In these younger years, the emphasis is on determining quality sources and referencing them in the works cited page. These Academic Integrity-specific workshops will be done in collaboration with work being done in subject-specific classrooms. As the students advance in classes, their mastery of APA citations should also advance with them, and these workshops are scaffolded accordingly.
- In all assessments where ideas from other sources are used, citations and references must be used correctly, whether this is one of the assessed criteria/strands or not.
- At the discretion of the Coordinator, students' work will be submitted and checked by Turnitin. This will assist teachers in discerning whether work is the student's own or not.
- All Acorns MYP, A Level, and DP students are given an Academic Integrity Policy that they and their parents are expected to read at the beginning of the year. They must sign and return a form to say they have done so
- All Acorns MYP, A Level and DP teachers will be uniform in their expectations and standards related to Academic Integrity within their subject areas.

## 5 Responsibilities of the School Community

Academic integrity is an integral part of our teaching and learning process at Acorns and is a collective responsibility of the entire school community. Establishing an environment where academic integrity is valued and consistently upheld is crucial for the attainment of our school vision. Creating and sustaining a culture of academic integrity requires a comprehensive, school-wide strategy.

Below are the key expectations and responsibilities for the Acorns school community as adapted from the IB Academic Integrity Policy (2019, updated March 2023).

### **Senior Leadership Team Responsibilities**

Acorns is committed to complying with all regulations and expectations as set within IB publications that govern the administration of the relevant IB programmes offered. These include, but are not limited to, the following.

- Programme standards and practices
- Rules for IB World Schools
- Middle Years Programme Assessment procedures and Diploma Programme Assessment procedures.
- MYP, DP, and CP subject guides\*
- Secure storage of confidential IB examination materials.
- The conduct of IB Middle Years Programme on-screen examinations.
- Conduct of examinations booklet.

\*Note that subject guides are not available for PYP due to the nature of the programme.

### **Programme Coordinator Responsibilities**

In addition to all the School and Leadership Team responsibilities, programme coordinators must;

- ensure that all school and IB policies are applied fairly and consistently
- ensure compliance with the secure storage of confidential IB material policy and the conduct of IB examinations
- ensure that teachers, students, parents and legal guardians have a copy of, read and understand the school's academic integrity policy and the programme-relevant IB regulations.
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- Supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

### **Teacher Responsibilities**

- Ensure that students have a full understanding of the expectations and guidelines of all subjects
- Ensure that students 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's expectations
- Give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to the instructions described in the relevant subject guides
- Ensure that all student work is appropriately labelled and saved to avoid any error when submitting the assessment to the IB



- Participate in planning events like the Academic Integrity Day Boot-Up to instil shared values of honesty and responsibility.
- Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- Respond to student academic misconduct and support the school's and IB's investigation
- Respond to school maladministration and support the school's and IB's investigations

Teachers develop academic integrity skills in students through the following steps:

- Step 1 - Teachers identify the crucial academic integrity skills for the subject group across all yearbands.
- Step 2 - Clarify and communicate to students the meaning of academic integrity within the subject group skills required.
- Step 3 - Explicitly identify and teach the relevant ATL Skills required to achieve academic integrity within subject groups.
- Step 4 - Develop formative steps to achieve these skills.
- Step 5 - Give formative feedback on skills development through the learning process
- Step 6 - Set a summative task.
- Step 7 - Include feedback on academic integrity alongside all assessment objectives towards summative task submission.
- Step 8 - Receive student summative tasks.

### **Librarian Responsibilities**

- Provide resources and training on identifying credible and reliable sources for research.
- Offer guidance on effective citation practices and referencing formats, such as APA.
- Conduct sessions on research best practices and ethical use of information.
- Maintain access to digital and physical resources aligned with IB standards.
- Collaborate with the Extended Essay Coordinator and teaching staff to support student research.
- Teach students to critically evaluate sources for credibility, reliability, and proper acknowledgement.

### **Extended Essay Coordinator Responsibilities**

- Guide students through the Extended Essay process, emphasising the importance of academic integrity.
- Offer structured sessions on acknowledging sources and avoiding plagiarism.
- Monitor student progress to ensure adherence to ethical research and writing practices.
- Collaborate with the Librarian to provide tailored support during the EE process.
- Facilitate workshops on effective research methodologies during the EE and Academic Integrity Day Boot-Up.
- Ensure students are aware of IB guidelines and policies on academic integrity.
- Teach students to critically evaluate sources for credibility, reliability, and proper acknowledgement.

### **Theory of Knowledge(TOK) Coordinator Responsibilities**

- Embed academic integrity into TOK lessons, emphasising ethical reasoning in knowledge production and evaluation.
- Guide students in using correct citation practices for TOK essays and exhibitions, following IB standards.
- Ensure TOK essays and exhibitions are original, authentic, and free from plagiarism.

- Provide professional development for TOK teachers on integrating academic integrity into teaching and assessments.
- Offer individualised support to students facing challenges in adhering to ethical research practices.
- Collaborate with coordinators, teaching staff, and the Librarian to foster a school-wide culture of academic integrity.
- Incorporate discussions on the ethical implications of knowledge claims and counterclaims in teaching.
- Use real-world examples to demonstrate the importance of honesty and ethical practices in academia.
- Encourage reflection on the role of ethics in knowledge through TOK assessments and debates.
- Highlight the significance of respecting intellectual property and the consequences of academic misconduct.

### **Student Responsibilities**

- Should have a full understanding of their school's and the IB's policies
- Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- Respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- Give credit to used sources in all work submitted to the school and IB for assessment in written and oral materials and/or artistic products
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks, or file-sharing websites.
- Abstain from giving undue assistance to peers in the completion of their work
- Recognise that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms, including but not limited to:
  - not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
  - not using inappropriate language or sentiments that may be aired at a future job or university interview
  - not expressing views, behaviour or language that brings the IB into disrepute.

### **Parent/Legal Guardian Responsibilities**

- Should understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- Support their children's understanding of IB policies, procedures and subject guidelines
- Understand school internal policies and procedures that safeguard the authenticity of their children's work
- Support their children in planning a manageable workload so they can allocate time effectively
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences

- Report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- Submit only genuine and/or authentic evidence to support a request for inclusive access
- Arrangements or adverse circumstances considerations for their children
- Abstain from giving or obtaining assistance in the completion of work to their children.

## 6 Types of Academic Dishonesty

Academic dishonesty, such as claiming another's work as one's own, undermines meaningful learning and personal growth. It contradicts our goal of cultivating a principled community of learners and erodes trust between students and teachers while fostering suspicion and damaging relationships.

Aligned with the IB mission to develop "inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world," dishonesty of any kind compromises this vision and the values we uphold.

Students are encouraged to take responsibility for their academic work by seeking clarification from teachers when needed. Cheating and plagiarism, both avoidable forms of dishonesty, cannot be justified by deadlines, grade pressures, or parental expectations. Maintaining clarity, honesty, and transparency requires students to engage in open communication with their teachers, ensuring their work reflects integrity and authenticity.

### Examples of Academic Dishonesty

| Plagiarism          |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Violation           | IB Definition                                                                                                                                                                                                                                                                    | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Plagiarism          | Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. | Presenting as your own work (with or without the author's permission) information collected, organised, or written by someone else.<br>In the arts, Plagiarism can include taking someone's ideas or concepts and portraying them as your own. Plagiarism can be both intentional and unintentional, but both are treated in the same way. Copying an article from the website not giving credit – not understanding that you had to give credit is also Plagiarism. Reading an article or other text and taking ideas from it, and claiming them as your own ideas. |
| To Avoid Plagiarism |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information. Using outside sources makes a better argument and gives your work credibility.

| <b>Duplication</b>                                                                                                                                                                         |                                                                                                                                        |                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Violation</b>                                                                                                                                                                           | <b>IB definition</b>                                                                                                                   | <b>Examples</b>                                                                                                                  |
| Duplication                                                                                                                                                                                | Duplication is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements. | You completed a design Evaluation in MYP 4 and you copied parts of it to complete your Personal Project Design related in MYP 5. |
| <b>To Avoid Duplication</b>                                                                                                                                                                |                                                                                                                                        |                                                                                                                                  |
| Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow ideas from a piece of work. |                                                                                                                                        |                                                                                                                                  |

| <b>Cheating</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Violation</b>                                                                                                                                                                                         | <b>IB definition</b>                                                                                                                                                                                                                                     | <b>Examples</b>                                                                                                                                                                                                                                                                                                                                                                            |
| Cheating                                                                                                                                                                                                 | Behaviour that gives an unfair advantage, e.g saying you have turned in an assignment when you did not, using electronic cheat notes, electronic devices, fabricating information, trying to earn more time or credit on an assignment, project or exam. | Misrepresenting yourself on a summative task, such as saying you have turned in an assignment when you haven't.<br>Using restricted material during an assessment task/eAssessment, such as cheat sheets or electronic devices.<br>Leaving the examination room and using restricted material prior to returning.<br>Fabricating information to earn more credit or time on an assignment. |
| <b>To Avoid Cheating</b>                                                                                                                                                                                 |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                            |
| Leave all electronics in your locker when taking an assessment or eAssessment. Avoid talking or looking at classmates when taking an assessment or eAssessment. Be principled and always tell the truth. |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                            |

| <b>Collusion</b> |                      |                 |
|------------------|----------------------|-----------------|
| <b>Violation</b> | <b>IB definition</b> | <b>Examples</b> |

|           |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collusion | Collusion is defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another. | <p>Let another student copy from your homework.</p> <p>A teacher assigns laboratory reports to be completed individually. However, instead of working independently, you collaborate with other students to complete the lab. Despite the collaboration, each of you submits the same or very similar work under your own name only, without acknowledging the group effort.</p> <p>This is considered collusion because it involves unauthorised collaboration on an individual assignment, which violates academic integrity policies.</p> <p>In an exam, test or quiz, you share answers with other students taking the same exam.</p> <p>You are allowed to take an exam earlier than others and share the test material.</p> |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### To Avoid Collusion

To avoid collusion, always complete your work independently and make sure it reflects your own ideas and effort. If you are ever unsure about the instructions or expectations, ask your teacher directly instead of discussing it with classmates, as even well-meaning collaboration can cross the line into academic dishonesty.

During exams or assessments, avoid talking to or looking at other students, as this can be perceived as an attempt to collaborate, which constitutes collusion. Even if no answers are shared, any form of interaction during individual assessments can create the impression of working together, which violates academic integrity. To avoid this, direct all questions or concerns to the teacher by raising your hand, ensuring your work remains completely independent.

## 7 Works Cited Page

Accompanying any written assignment where another's work is referenced implicitly or explicitly, learners must include a works cited page giving credit to the sources consulted. The Works Cited Page must be included with all assignments, tasks, projects, or assessments.

Whenever a source is referenced explicitly or implicitly in an assignment, it must be cited in the proper way. *At Acorns, we use the APA citation format for all citations.*

Students are permitted to use citation generators such as:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## 8 Misconduct in PYP Assessments

Academic integrity is a fundamental principle within the PYP, encouraging a culture of respect, responsibility, and ethical scholarship. It is encouraged through the development of research skills, critical thinking, and an understanding of intellectual property, ensuring that students take ownership of their learning and contribute ethically to a global community of learners. Students are explicitly taught the importance of academic honesty by engaging in citation practices across different summative assessments, such as research projects, presentations, and written tasks. Teachers model proper citation and integrate ethical research habits into everyday learning experiences, reinforcing these skills through guided practice, peer feedback, and checklists. Inquiry-based learning provides authentic opportunities for students to paraphrase, summarise, and acknowledge sources using age-appropriate citation methods. Embedding these practices within the Approaches to Learning (ATL) skills, particularly in communication and research, ensures that academic integrity becomes a natural and integral part of a student's learning journey in the PYP.

## 9 Misconduct in the MYP eAssessments

Acorns follows the procedures regarding academic misconduct as outlined in the following IB publications:

- IBO (2019) Academic Integrity Policy (Upd. 2025)  
<https://resources.ibo.org/permalink/11162-58121?lang=en>
- IBO (2018) The responsibilities of IB World Schools for uploaded and submitted student work <https://resources.ibo.org/permalink/11162-47168?lang=en>
- IBO (2024) Middle Years Assessment Procedures 2025  
[https://resources.ibo.org/myp/works/myp\\_11162-430808?lang=en](https://resources.ibo.org/myp/works/myp_11162-430808?lang=en)
- IBO (2022) The conduct of IB Middle Years Programme on-screen examinations  
<https://resources.ibo.org/myp/topic/Exam-preparation-and-administration/resource/11162-38509?lang=en>

## 10 Misconduct in DP Internal Assessments, Courseworks and External Examinations

Throughout the course of Study and conduct of exams, the school will follow guidelines as provided for in the school and IB Policies as well as all related listed below:

- IBO (2019). *Academic integrity policy*.  
[https://resources.ibo.org/data/academic-integrity-policy\\_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en\\_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf](https://resources.ibo.org/data/academic-integrity-policy_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf)
- IBO (2020). *Effective citing and referencing*.  
[https://resources.ibo.org/data/effective-citing-and-referencing\\_37834da8-43f2-477d-8946-9e225ca65613/effective-citing-and-referencing-en\\_4c61b5c2-da4c-4e1d-bf5a-0790be5a7304.pdf](https://resources.ibo.org/data/effective-citing-and-referencing_37834da8-43f2-477d-8946-9e225ca65613/effective-citing-and-referencing-en_4c61b5c2-da4c-4e1d-bf5a-0790be5a7304.pdf)
- IBO (2020). *Programme standards and practices*.  
[https://resources.ibo.org/data/2020-programme-standards-and-practices\\_5490368c-3f6e-4531-851b-3412c18a2f09/2020-programme-standards-and-practices-en\\_1f451eaa-1274-4fa5-a7ff-692323462485.pdf](https://resources.ibo.org/data/2020-programme-standards-and-practices_5490368c-3f6e-4531-851b-3412c18a2f09/2020-programme-standards-and-practices-en_1f451eaa-1274-4fa5-a7ff-692323462485.pdf)
- IBO (2024). Diploma Programme assessment procedures 2025. (updated annually)



[https://resources.ibo.org/data/dp-assessment-procedures-2025\\_a2e77e1e-09b9-487d-a708-6a35fb6d0574/dp-assessment-procedures-2025-en\\_d9e2a034-3794-4bfb-98a0-1efd404355a3.pdf](https://resources.ibo.org/data/dp-assessment-procedures-2025_a2e77e1e-09b9-487d-a708-6a35fb6d0574/dp-assessment-procedures-2025-en_d9e2a034-3794-4bfb-98a0-1efd404355a3.pdf)

- IBO. (n.d.). *Diploma Programme Subject Guides Programme Resource Center*.  
<https://resources.ibo.org/dp/?lang=en>
- IBO. (2024). *Secure storage of confidential IB examinations material*.  
[https://resources.ibo.org/data/secure-storage-of-confidential-ib-examinations-material-book\\_efbb3380-a1d5-493f-9ae9-e0e78d3d4ee3/secure-storage-of-confidential-ib-examinations-material-book-en\\_dc3c30d1-ea64-42fe-9679-9edad7282413.pdf](https://resources.ibo.org/data/secure-storage-of-confidential-ib-examinations-material-book_efbb3380-a1d5-493f-9ae9-e0e78d3d4ee3/secure-storage-of-confidential-ib-examinations-material-book-en_dc3c30d1-ea64-42fe-9679-9edad7282413.pdf)
- IBO. (2024). *Conduct of examinations booklet 2025*.  
[https://resources.ibo.org/data/conduct-of-examinations-booklet-2025\\_3323fa5f-f6dd-4a75-b823-34eed7826bd3/conduct-of-examinations-booklet-2025-en\\_afa5d545-a7a2-4a70-9e0f-9d036296481a.pdf](https://resources.ibo.org/data/conduct-of-examinations-booklet-2025_3323fa5f-f6dd-4a75-b823-34eed7826bd3/conduct-of-examinations-booklet-2025-en_afa5d545-a7a2-4a70-9e0f-9d036296481a.pdf)

## 11 Misconduct in Cambridge A Levels Internal Assessments, Courseworks and External Examinations

Throughout the course of Study, Student briefing, Professional development of Staff and Senior Leadership for the Conduct of exams, the school will follow guidelines as provided for in the Cambridge Handbook.

Cambridge Assessment International Education. (2025). *Cambridge Handbook 2025: Sections 4 and 5 (abridged)*.

<https://www.cambridgeinternational.org/Images/723188-cambridge-handbook-2025-section-4-and-5-abridged-.pdf>

### **Candidate Malpractice**

This involves any breach of examination regulations by students, such as:

- Possessing unauthorised materials (e.g. phones, smart devices, notes, rough paper, incorrect calculators or accessories).
- Misconduct during the exam (e.g. talking, disruptive behaviour, attempting to exchange information).
- Removing secure exam materials or copying exam content into calculators or notes.
- Impersonation of another candidate.
- Failing to report known academic misconduct.
- Leaving the exam room without permission or breaching Full Centre Supervision rules.
- Ignoring the invigilator's instructions or assisting others in misconduct (collusion).
- Interfering with investigations (e.g. giving false info or threatening behaviour).
- Forgery of results or documents.
- Using red/green ink, correction fluid/tape, or highlighters in answer booklets (except in question sections).

### **Centre Staff Malpractice**

Staff (e.g. invigilators, teachers, exams officers) commit malpractice by:

- Not reporting known or suspected malpractice immediately.
- Interfering with investigations (e.g. providing false information or intimidating others).
- Forging or altering results.

- Allowing impersonation of candidates.
- Mishandling exam materials (e.g. opening wrong packets, photocopying papers, reading scripts without permission).
- Failing to report late arrivals.
- Allowing conflicts of interest (e.g. relatives as sole invigilators).
- Performing unrelated tasks or using communication devices during exams.
- Failing to conduct adequate checks (e.g. shelves, watches, candidate supervision).

### **Centre Malpractice**

This refers to institutional failures affecting exam integrity:

- Breaching Cambridge regulations or procedures.
- Not having required materials (e.g. abridged handbook, clocks, posters).
- Inadequate exam room setup (e.g. seating arrangements, spacing, visibility).
- Insufficient or improperly trained invigilators; improper staffing for practicals or language exams.
- Poor record-keeping (e.g. training logs, supervision times).
- Failure to verify candidate identity or ensure the correct distribution of materials.
- Unauthorised exam participation or copying papers due to a lack of preparation.
- Inadequate storage and handling of exam papers and answer scripts.
- Late or incorrect script dispatch, poor packaging, missing forms or tracking.
- Reusing old barcoded labels or mishandling unused exam materials.

## **12 Artificial Intelligence(AI) Use**

Acorns International School recognises the evolving role of Artificial Intelligence (AI) in education and supports its responsible, ethical use as a tool to enhance learning. In line with IB guidance, AI can offer valuable support but must never replace a student's authentic voice or thinking in final submissions. This policy aims to ensure students use AI ethically to support, not substitute, authentic learning.

### **Permissible Use of AI Tools**

AI can be used ethically as a partner during the planning phase for tasks like:

- Generating ideas or exploring perspectives.
- Gathering general information or assisting with research.
- Practising skills, such as problem-solving or language learning.
- Checking grammar and spelling on drafts.

### **Best Practices for Using AI Tools**

- **Authenticity:** Ensure submitted work fundamentally reflects your own thinking, structure, and expression. Authentic student voice is valued.
- **Transparency:** Inform your teacher when you have used AI tools in the preparation of your work.
- **Acknowledgement & Citation:** If AI has assisted in the learning process, clearly acknowledge it in the final work, stating the tool used, the prompt given, and how it helped. Properly cite any copied or paraphrased material from any source, including AI, using the recommended format (e.g., APA).
- **Critical Thinking:** Evaluate AI-generated content critically; do not accept it as factual without verification.

- Guidance: Consult with teachers for clarity on acceptable AI use for specific tasks or assignments.

### **Prohibited Use of AI Tools**

Students must not:

- Use AI to generate entire assignments, essays, or other academic work.
- Submit AI-generated content as their own without proper acknowledgement.
- Use AI tools during assessments unless explicitly permitted by the school.
- Use AI for extensive rewriting or "polishing" that masks the student's authentic voice.

### **AI Use Scenarios**

Adapted from IBO (2023). *Evaluating 13 scenarios of artificial intelligence (AI) in student coursework*.

[https://resources.ibo.org/data/g\\_0\\_malpr\\_css\\_2410\\_2long\\_e.pdf](https://resources.ibo.org/data/g_0_malpr_css_2410_2long_e.pdf)

| Scenario                                                                                                                                                                                  | Outcome                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>#1</b> A student uses AI for a summary of key points for their essay and suggests references to cite.                                                                                  | Acceptable                                                                |
| <b>#2</b> A student uses AI for a summary of counter-positions or alternative viewpoints on a question or issue and explores these further.                                               | Acceptable                                                                |
| <b>#3</b> A student uses AI to find quotes on the essay topic and simply copies them without investigating further.                                                                       | Not acceptable                                                            |
| <b>#4</b> A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.                                 | Not acceptable                                                            |
| <b>#5</b> A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (translating it into their own words). | Context – but generally not acceptable                                    |
| <b>#6</b> A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument, and then uses this as a model for their own content.        | Context – but generally acceptable                                        |
| <b>#7</b> A student writes an essay, then copies it into AI and asks the tool to rewrite it for them                                                                                      | Generally not acceptable – but nuanced                                    |
| <b>#8</b> A student writes the essay in one language and then uses AI to translate it into another language for submission.                                                               | Not acceptable for IB assessment<br>Probably acceptable in other contexts |
| <b>#9</b> A student uses AI to suggest improvements for grammar and sentence construction but not a completely rewrite.                                                                   | Context – but generally acceptable                                        |
| <b>#10</b> A student uses AI to “mark” their work and provide feedback                                                                                                                    | Not acceptable for IB                                                     |

|                                                                                                                        |                                                     |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| for improvement.                                                                                                       | assessment<br>Probably acceptable in other contexts |
| <b>#11</b> A student asks AI to “reflect” on a topic, process or question and uses this unchanged in their assessment. | Not acceptable                                      |
| <b>#12</b> A student tries to hide their use of AI.                                                                    | Not acceptable, even if their use of AI was correct |
| <b>#13</b> A student uses AI to generate a template for the structure of their essay.                                  | Context – but generally acceptable                  |

### 13 Consequences of Academic Dishonesty in Submitted Work

Students at Acorns must realise that they and they alone are responsible for the integrity of their work. The consequences of any breach in the standards of the academic integrity policy will also be theirs alone.

Acorns International School is an institution of learning and holds one of its highest ideals, which is integrity in academic affairs. With this in mind, it is incumbent upon both faculty and students to protect and maintain a high degree of academic integrity in our school.

Upon each instance of a suspected violation of the school's standards of Academic integrity, the following procedure will be followed:

1. The teacher who assigned the work will carry out an investigation. In the process, the teacher will:
  - Consult the Curriculum Coordinator to determine a plan.
  - Consult with the student involved.
  - Consult with any other individuals who may be involved.
2. Ensure the rights of the student and those involved are not violated.
3. If the teacher determines the student is responsible for the misconduct, he/she will file an Incident Report to the Curriculum Coordinator.
4. To ensure the violation is not repeated, the student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting to the Curriculum Coordinator who will attach it to the original incident report.
5. The student will meet with the Curriculum Coordinator to reply to the findings of the investigation. A summary of this meeting will be attached to the original incident report.

#### **Offence Consequences**

First offence:

- Primary and MYP1-4
  - Zero on the assignment and redo
  - Parent email
- MYP5, DP, and A Levels

- Zero on the assignment and redo
- Parent conference
- After-school academic detention

Second offence:

- Zero on the assignment and redo
- Parent conference
- One to three-day suspension

Third offence:

- Zero on the assignment and redo
- Parent conference
- Three to five-day suspension
- Enrolment status review by Senior Leadership

## 14 External Exams Supervision Requirements

At Acorns International School, we are committed to maintaining the highest standards of academic integrity and fairness in all assessments. As part of this commitment, we have implemented supervision requirements in alignment with the International Baccalaureate (IB) and Cambridge Assessment International Education regulations to uphold the security and credibility of our examination processes.

### **IB Examination Supervision**

In accordance with the IB's latest guidance, all IB students will undergo **full centre supervision** for a minimum of two hours from the start of each examination in a designated space within the school. During this period, students will not have access to social media, the internet, or any electronic devices. This measure aims to:

- Prevent post-examination cheating by limiting opportunities for students to share answers online.
- Create a strong deterrent against academic misconduct.
- Foster a culture of academic integrity and fairness.
- Enhance trust in the IB examination system among universities and regulatory bodies.

Students under supervision may resume normal school activities, such as revision and sports events, provided they do not access social media, chat groups, or any other online platforms. This supervision requirement applies to all IB examinations except for those held in the afternoon session that end past the close of school, where students can only be supervised for the minimum two-hour requirement within school hours.

*Parents play a crucial role in maintaining academic integrity. After the school day ends, parents are responsible for ensuring that their child adheres to the academic integrity requirements while travelling home.*

### **Cambridge Examinations – Key Time and Full Centre Supervision**

For our Cambridge Assessment International Education students, Key Time and Full Centre supervision will be strictly enforced. All candidates will remain under *full centre supervision* until the Key Time has passed, ensuring that examination security is upheld and that students do not have any opportunity to communicate exam content before others have taken the same assessment. During this period, students must not access unauthorised materials, communicate with anyone outside the supervised environment, or use electronic devices.

## **Implementation and Monitoring**

To ensure adherence to these supervision policies:

- All invigilators and staff members will be trained on the supervision requirements.
- Students will be informed in advance of the expectations and the importance of academic integrity.
- The school shall comply to Regular monitoring, including unannounced inspection visits by examination bodies.

## **15 Relevant International Baccalaureate (IB) Standards and Practices**

- Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)
  - MYP 1 (if applicable): The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0221)
  - MYP 2 (if applicable): The school complies with the IB regulations and procedures related to the conduct of MYP eAssessment. (0201-01-0222)
  - DP 1: The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0231)
  - DP 2: The school complies with the IB regulations and procedures related to the conduct of all forms of DP assessment. (0201-01-0232)
- Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)
  - MYP 1: (if applicable) The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0521)
  - DP 1: The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)
- Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
- Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
- Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)
- Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)



- Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)
- Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)
- Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)
- Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
  - MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)
  - DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)
- Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
- Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)
  - MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB. (0404-03-0321)
  - DP 1: The school communicates predicted grades to institutes of higher education, and IB predicted grades to the IB as part of IB-validated assessment, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)
- Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

## 16 Relevant Council of International Schools (CIS) Standards and Criteria

- H1. Effective communications foster a productive home-school partnership and a positive learning community.
- D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.
- B6. There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.
- F5. Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently.

## 17 Citations

- “IB learner profile” [Sso.ibo.org, resources.ibo.org/data/g\\_0\\_iboxx\\_amo\\_1702\\_2\\_e.pdf](https://sso.ibo.org/resources/ibo.org/data/g_0_iboxx_amo_1702_2_e.pdf).
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#### **Review Committee:**

Caroline Nganda, EYP Curriculum Coordinator

Jamal Makki, PYP Curriculum Coordinator

Kenneth Kanyesigye, DP/A Levels Curriculum Coordinator

Sam Weavers, MYP Curriculum Coordinator

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