British International School

Academic Integrity Policy

Contents

Academic Integrity Policy 1
1. Mission and Philosophy 2
2. Policy Scope and Applicability 2
3. IB Learner Profile Connection 4
4. Definitions of Academic Dishonesty 5
4.1 Plagiarism 5
4.2 Collusion 5
4.3 Duplication of Work 5
4.4 Fabrication and Falsification 6
4.5 Unauthorized Assistance 6
4.6 Cheating During Examinations 6
5. Prevention and Promotion of Academic Integrity 7
5.1 Curriculum Integration 7
5.2 Institutional Measures 7
5.3 Student Support Systems 7
5.4 Community Awareness 7
6. Roles and Responsibilities 8
6.1 Leadership (Head of School and Coordinators) 8
6.2 Teachers and Subject Specialists 8
6.3 Librarians and Information Specialists 8
6.4 Students 8
6.5 Parents and Legal Guardians 9
7. Artificial Intelligence and Academic Integrity 9
7.1 BISL Position on Artificial Intelligence 9
7.2 Acceptable and Unacceptable AI Use 9
7.3 AI Citation Format 10
7.4 Teaching AI Literacy 10
8. Citation and Referencing Standards 10
8.1 Citation Standards by Programme Level 10
8.2 Why We Cite 10
8.3 What Must Be Cited 11
9. Procedures for Addressing Misconduct 11
9.1 Detection and Reporting 11

9.2 Investigation Process 12
10. Consequences for Academic Dishonesty 12
10.1 Cambridge Primary (Years 1-6) Consequences 12
10.2 IB MYP (Years 7-11) Consequences 13
10.3 IB Diploma Programme (Years 12-13) Consequences 14
10.4 Special Circumstances 15
11. Induction and Professional Development 15
11.1 Student Inductions 15
11.2 Staff Professional Development 16
11.3 Parent Information Sessions 17
12. References 17
Appendix A: Academic Integrity Pledge 19
Appendix B: Citation Quick Reference Guide 20

1. Mission and Philosophy

British International School Lubumbashi (BISL) is committed to developing principled learners who understand and value academic integrity as a fundamental pillar of ethical education. This policy reflects our commitment to the International Baccalaureate Organization's mission and Cambridge International's standards of excellence.

Core Beliefs:

At BISL, we believe that academic integrity is not merely the absence of dishonesty but a positive commitment to ethical learning practices. We recognize that students must develop skills to navigate an information-rich world where:

- Intellectual property must be respected and acknowledged
- Original thinking is valued and celebrated
- Collaboration and individual accountability are balanced
- Critical thinking skills are developed authentically
- Students understand their role in knowledge construction

This policy establishes a supportive, transparent framework that promotes integrity through instruction, mentorship, and fair consequences rather than punishment alone. We aim to cultivate responsible global citizens who embody the attributes of the IB Learner Profile, particularly being **Principled**, **Balanced**, and **Reflective**.

Key Objectives:

- Define academic integrity within the context of Cambridge Primary, IB MYP, and IB DP curricula
- Establish clear expectations for authentic student work across all programmes
- Provide transparent procedures for addressing academic misconduct
- Create a supportive learning environment that teaches integrity skills
- Ensure compliance with IB and Cambridge International regulations

2. Policy Scope and Applicability

This policy applies to all members of the BISL community:

- Students in Cambridge Primary (Years 1-6)

- Students in IB MYP (Years 7-11)
- Students in IB DP (Years 12-13)
- Teaching and non-teaching staff
- Parents and legal guardians
- Administrative personnel

The policy encompasses all academic activities, including:

- Written assignments, essays, and research papers
- Oral presentations and performances
- Laboratory reports and practical assessments
- Artistic and creative works
- Examinations and tests
- Internal and external assessments
- Extended Essays and Theory of Knowledge components
- Cambridge International examinations
- Group projects and collaborative work
- Digital submissions and online assessments

3. IB Learner Profile Connection

BISL's Academic Integrity Policy is grounded in the IB Learner Profile attributes. Students are encouraged to develop these qualities in direct connection with academic honest practice:

Learner Attribute	Connection to Academic Integrity
Inquirers	Students develop research skills, distinguish between primary and secondary sources, and seek knowledge ethically and responsibly
Knowledgeable	Students understand academic integrity standards, citation conventions, and the importance of acknowledging sources
Thinkers	Students are encouraged to think critically and creatively while presenting ideas ethically through proper attribution
Communicators	Students communicate their views confidently while respecting intellectual property and acknowledging different perspectives
Principled	Students act with integrity by citing all resources, taking responsibility for their work, and understanding consequences of dishonesty
Open-Minded	Students appreciate diverse viewpoints, evaluate sources critically, and respect the work and ideas of others
Caring	Students show empathy and acknowledge the efforts of authors and creators through proper attribution
Risk-Takers	Students explore new ideas confidently while maintaining ethical standards and integrity in intellectual pursuits
Balanced	Students work with integrity to balance their own original thinking with appropriate use of external sources
Reflective	Students reflect on their learning process, assess their adherence to integrity standards, and improve ethical practices

4. Definitions of Academic Dishonesty

Academic dishonesty encompasses all forms of inappropriate conduct that compromise the authenticity and integrity of student work. The following definitions are aligned with IB regulations and Cambridge International standards:

4.1 Plagiarism

Definition: Plagiarism is the representation of another person's ideas, words, intellectual property, or creative work as one's own, without appropriate acknowledgment.

Forms of Plagiarism:

- **Unquoted Direct Copying:** Using exact words from a source without quotation marks or proper citation
- **Inadequate Paraphrasing:** Restating another's ideas too closely, maintaining the original structure, sequence, or key phrases without citation
- **Unauthorized Summarization:** Condensing someone else's work without acknowledging the source
- **Patchwriting:** Combining copied phrases with minimal alteration while maintaining original structure
- **Failure to Cite Sources:** Presenting information, statistics, or ideas that are not general knowledge without attribution
- **Image and Visual Plagiarism:** Using graphics, diagrams, photographs, or artwork without proper attribution
- **Self-Plagiarism:** Submitting previously submitted work for different assignments or assessment components without authorization

Examples:

- Copying text from websites without quotation marks or citations
- Using AI-generated content without attribution
- Submitting work previously graded in another class without teacher permission
- Using translated material without acknowledging the original source

4.2 Collusion

Definition: Collusion is unauthorized cooperation where one student allows another to copy, present, or submit their work, or where students work together on individual assignments beyond the scope of permitted collaboration.

Key Distinctions:

- **Collaboration vs. Collusion:** Collaboration (permitted) involves joint effort with individual accountability and original thinking. Collusion (prohibited) occurs when one student submits another's work or when independent assignments become indistinguishable copies.
- **Signs of Collusion:** Identical phrasing, identical errors, suspiciously similar structures, matching footnotes or citations

Examples:

- Two students submitting nearly identical written assignments
- One student copying another's Extended Essay or Internal Assessment
- Sharing completed assignments without authorization
- Working on individual assignments with identical conclusions despite different data

4.3 Duplication of Work

Definition: Duplication occurs when the same work or substantially similar work is submitted for assessment in multiple subjects, courses, or components without explicit authorization from the relevant teachers.

Examples:

- Submitting the same essay for both English Literature and History
- Using identical Extended Essay methodology for multiple subjects
- Resubmitting unchanged coursework for different terms or courses
- Using the same lab report for different science subjects

4.4 Fabrication and Falsification

Definition: Fabrication is the intentional creation of false information, data, or citations. Falsification is the deliberate alteration of data, research findings, or evidence to misrepresent facts.

Examples:

- Inventing sources or citations that do not exist
- Creating false experimental data or observations
- Altering research results to support a predetermined conclusion
- Claiming to have conducted research, interviews, or surveys that never occurred

4.5 Unauthorized Assistance

Definition: Receiving undue assistance from teachers, parents, peers, or external sources in producing work that should represent the student's independent effort[.

Examples:

- Parents writing or substantially rewriting student assignments
- Having external tutors complete homework assignments
- Allowing peers to do research work for an individual project
- Using unauthorized resources during examinations

4.6 Cheating During Examinations

Definition: Any conduct that provides unfair academic advantage during formal assessments, including Cambridge examinations and IB tests.

Examples:

- Using unauthorized notes, devices, or materials
- Communicating with other students during examinations
- Attempting to view another student's answers
- Submitting work that is not your own
- Leaving the examination room with question papers

5. Prevention and Promotion of Academic Integrity

BISL believes that promoting academic integrity is more effective than solely addressing violations. Our preventative approach includes:

5.1 Curriculum Integration

- **Explicit Instruction:** All students receive formal instruction in citation, research ethics, and academic honesty practices appropriate to their developmental level
- **Subject-Specific Guidance:** Teachers provide discipline-specific examples of academic integrity across all subjects
- **Research Skills Development:** Librarians and teachers collaborate to teach information literacy, source evaluation, and proper documentation
- **Citation Workshops:** Mandatory training on citing standards (MLA 8, Harvard, APA) appropriate to each programme level

5.2 Institutional Measures

- **Technology Support:** All major assignments are submitted through Turnitin, an industry-standard plagiarism detection tool that provides originality reports and educational feedback
- **Assessment Design:** Teachers design assignments that minimize opportunities for academic dishonesty and emphasize original thinking
- **Authentic Assessment:** Projects are designed to require individual research, analysis, and synthesis rather than factual recall
- **Staggered Deadlines:** Assignments include intermediate checkpoints (drafts, outlines) to monitor progress and ensure authentic work
- **Personal Files:** Teachers maintain records of student submissions to identify patterns of concern across assessment

5.3 Student Support Systems

- **Peer Tutoring:** Trained student tutors provide support without compromising academic integrity
- **Library Resources:** The library provides research support, citation guidance, and subject-specific databases
- **Teacher Consultations:** Scheduled office hours allow students to discuss assignments, clarify expectations, and receive guidance
- **Guidance Counseling:** Counselors support students facing academic or personal challenges affecting integrity
- **Extended Time and Accommodations:** Proper accommodations are provided for students with identified needs to reduce pressure for dishonesty

5.4 Community Awareness

- **Parent Information Sessions:** Annual workshops educate parents about academic integrity expectations and their supportive role
- **Student Inductions:** New students receive comprehensive orientation to the academic integrity policy
- **Academic Integrity Campaigns:** School-wide initiatives celebrate honesty, feature student ambassadors, and normalize integrity practices
- **Communication:** Regular newsletters and announcements reinforce expectations and provide resources

6. Roles and Responsibilities

6.1 Leadership (Head of School and Coordinators)

The Head of School, Cambridge Primary Coordinator, MYP Coordinator, and DP Coordinator are collectively responsible for:

- Establishing and maintaining the Academic Integrity Policy in alignment with IB standards and Cambridge International requirements
- Ensuring all staff, students, and parents understand the policy and expectations
- Providing regular professional development on academic integrity across the school
- Overseeing compliance with regulations and fair investigation of violations
- Supporting teachers in implementing prevention strategies
- Communicating with IB and Cambridge International regarding institutional compliance
- Reviewing and updating the policy biennially or as needed
- Ensuring consistent application of consequences across the school community

6.2 Teachers and Subject Specialists

Teachers are responsible for:

- Clearly communicating expectations for academic integrity in their classrooms and syllabi
- Modeling integrity in their own work and sharing materials with proper attribution
- Teaching research skills, citation methods, and ethical writing practices
- Designing assessments that emphasize authentic work and minimize opportunities for dishonesty
- Monitoring student work and using plagiarism detection tools appropriately
- Maintaining detailed records of student submissions and versions
- Investigating suspected violations and documenting evidence professionally
- Providing constructive feedback to support student learning and integrity
- Collaborating with coordinators on discipline procedures and consequences
- Participating in professional development on academic integrity

6.3 Librarians and Information Specialists

Librarians are responsible for:

- Conducting mandatory citation and research skills workshops for all students
- Providing individualized research support and guidance
- Teaching information literacy and critical evaluation of sources
- Maintaining information databases and research resources
- Supporting teachers with subject-specific research instruction
- Collaborating on assignment design to emphasize authentic investigation
- Providing faculty training on citation methods and plagiarism prevention

6.4 Students

Students are expected to:

- Understand and uphold the Academic Integrity Policy

- Submit authentic work representing their own effort and thinking
- Properly cite and reference all sources using school-approved formats
- Ask teachers for clarification on expectations before submitting work
- Report observations of academic dishonesty by others
- Understand consequences for violations and take responsibility for actions
- Develop critical thinking and research skills
- Seek appropriate support and tutoring rather than engaging in dishonesty
- Participate in academic integrity workshops and training

6.5 Parents and Legal Guardians

Parents are expected to:

- Understand and support the Academic Integrity Policy
- Communicate with teachers if their child needs academic support
- Provide appropriate assistance without completing assignments
- Model integrity through their own work and communication
- Discuss academic pressures and concerns with school counselors
- Ensure children have adequate time for independent work
- Recognize that achievement through dishonesty undermines learning
- Report concerns about academic pressure or integrity issues
- Participate in information sessions and maintain open communication with school

7. Artificial Intelligence and Academic Integrity

7.1 BISL Position on Artificial Intelligence

Artificial Intelligence tools such as ChatGPT, Claude, and similar generative technologies are rapidly becoming commonplace. Rather than attempting to prohibit their use entirely, BISL acknowledges that students must learn to use these tools ethically and responsibly. However, we recognize that:

- AI-generated content without acknowledgment constitutes academic dishonesty
- Overreliance on AI tools undermines the development of critical thinking skills
- False positives in AI detection create unfair accusations against students
- Ethical AI use mirrors ethical use of any external source material

7.2 Acceptable and Unacceptable AI Use

Unacceptable Uses:

- Submitting AI-generated text as your own work without attribution
- Using AI to complete assignments that should demonstrate your independent thinking
- Paraphrasing AI output without proper citation
- Asking AI to write essays, solve problems, or complete assessments
- Using AI to circumvent learning objectives

Acceptable Uses (with Proper Attribution):

- Using AI as a brainstorming or ideation tool (citing the AI output)
- Asking research questions to AI and then investigating sources AI recommends
- Using AI to check grammar or improve clarity of your own writing
- Asking AI to explain concepts for your understanding (not for direct submission)
- Using AI-generated images as inspiration (with proper attribution and original work)
- Citing AI-generated summaries or data interpretations when included in work

7.3 AI Citation Format

When using AI-generated content that is included in submitted work, students must cite using the following formats:

In-text citation (MLA):
"The development of artificial intelligence represents a significant technological shift"
(ChatGPT, prompt about AI development, February 2026).

Bibliography entry:
OpenAI. (15 February 2026). ChatGPT response to prompt about artificial intelligence and education. https://openai.com/chat

Alternative format:
ChatGPT. (2026, February 15). Response regarding artificial intelligence in educational contexts [AI-generated text]. Retrieved from https://chat.openai.com/

7.4 Teaching AI Literacy

Teachers will:

- Discuss AI ethics and responsible use in classrooms
- Connect AI use to Theory of Knowledge (TOK) discussions about ways of knowing
- Explain limitations and biases of AI systems
- Teach students to evaluate AI-generated content critically
- Emphasize that AI-produced text is often formulaic and of lower quality than expected
- Encourage exploration of AI's underlying sources rather than accepting outputs uncritically
- Support students in understanding that genuine learning develops skills unachievable through AI shortcuts

8. Citation and Referencing Standards

8.1 Citation Standards by Programme Level

Programme	Primary Citation Standard	Secondary Standards	Teaching Focus
Cambridge Primary (Years 1-6)	Source lists with author and title	Acknowledgment of peers' ideas	Recognition of authorship and intellectual property
IB MYP (Years 7-11)	MLA 8 Format	Harvard, Chicago, MLA 9	Advanced source documentation and bibliography management
IB DP (Years 12-13)	MLA 8 or discipline-specific (APA for Psychology)	Subject requirements vary	Consistent, sophisticated citation throughout all written work

8.2 Why We Cite

Students must understand the purposes of citation:

1. **Respect for Intellectual Property:** Acknowledging that others created the work or ideas

2. **Verification of Sources:** Allowing readers to check original sources and verify information
3. **Differentiation:** Clearly distinguishing between student's own thinking and external sources
4. **Academic Credibility:** Demonstrating thorough research and engagement with authoritative sources
5. **Prevention of Plagiarism:** Transparently showing how knowledge was constructed
6. **Supporting Lifelong Learning:** Enabling readers to pursue deeper investigation

8.3 What Must Be Cited

Students must cite:

- Direct quotations (word-for-word passages in quotation marks)
- Paraphrased ideas and information (restated in new words)
- Specific data, statistics, or research findings
- Unique arguments or theories associated with specific scholars
- Photographs, graphics, diagrams, maps, and visual media
- Audio recordings, podcasts, interviews
- Websites and online articles
- AI-generated content used in submitted work
- Ideas from peers when relevant
- Lectures, presentations, or classroom discussions when used as sources

Students do **not** need to cite:

- General knowledge (widely known facts like capital cities, historical dates)
- Information that is common knowledge in their field
- Their own original ideas, analysis, and conclusions
- Personal experiences and observations

9. Procedures for Addressing Misconduct

9.1 Detection and Reporting

Sources of Detection:

- Plagiarism detection software (Turnitin) originality reports
- Teacher observation and professional judgment
- Peer reporting
- Student self-reporting
- Comparison of student work across sections
- Follow-up investigation of suspicious patterns

Immediate Actions:

1. Teacher documents suspected misconduct with specific evidence
2. Teacher schedules private conference with student to discuss findings
3. Student is given opportunity to explain circumstances
4. Evidence is reported to appropriate coordinator (Primary, MYP, or DP)

5. Coordinator determines if sufficient evidence exists to proceed

9.2 Investigation Process

For All Levels:

1. **Coordinator Review:** Coordinator examines evidence and student explanation
2. **Student Meeting:** Coordinator meets with student (with parent/guardian if required by policy)
3. **Evidence Presentation:** Student is informed of specific allegations and evidence
4. **Student Response:** Student is given opportunity to present their account
5. **Collaborative Determination:** Coordinator, teacher, and student collaborate to determine if misconduct occurred and whether it was intentional or unintentional
6. **Documentation:** All steps are documented in writing and placed in student file

For Serious Violations:

If the suspected misconduct is serious (major plagiarism, cheating on examinations, collusion), an investigation committee consisting of:

- Relevant Programme Coordinator
- Head of School or designee
- Subject teacher
- Student, with parent/guardian present

The committee follows fair process principles:

- Student is informed of allegations in writing
- Student can present their account fully
- Committee makes decision based on evidence
- Student and parents are notified of outcome in writing
- Appeal process is explained

9.3 Appeal Process

Students and parents have the right to appeal disciplinary decisions within 5 school days of notification. Appeals are reviewed by the Head of School, who may:

- Uphold the original decision
- Modify the consequence
- Overturn the decision if new evidence emerges
- Request reconsideration by the investigation committee

The Head of School's decision is final except in cases of IB or Cambridge International examination violations, which follow those organizations' appeal procedures.

10. Consequences for Academic Dishonesty

10.1 Cambridge Primary (Years 1-6) Consequences

First Instance (Minor):

- Teacher provides feedback explaining why work is unacceptable

- Student revises work incorporating teacher feedback
- Teacher-student meeting to discuss integrity
- Homeroom teacher and parents are informed
- Incident documented in student file

Subsequent Minor Instances:

- Formal meeting with teacher, homeroom teacher, and Primary Coordinator
- Student writes reflection on academic integrity
- Student revises work with specific guidance
- Parents receive written communication about pattern of concern
- Parents may be asked to review integrity expectations with child
- Documented warning placed in student file

Serious First Instance:

- Meeting with Primary Coordinator and parents
- Student completes academic integrity education program
- Revised assignment required
- Written documentation placed in file
- Parents may request support services if underlying issues exist

Serious Recurring Instances:

- Formal meeting with Head of School and parents
- Potential suspension from classes or school
- Required meeting with counseling services
- Documented consequence placed in file
- Parents may be asked to sign contract regarding future conduct

10.2 IB MYP (Years 7-11) Consequences

First Documented Instance (Minor):

- Subject teacher provides feedback
- Student revises work (receives partial credit)
- MYP Coordinator informed
- Documented warning in file
- Parents notified via email

Repetition of Minor Violations:

- MYP Coordinator meets with student and parents
- Student completes academic integrity reflection and training
- Work resubmitted (receives reduced credit)
- Written warning placed in file with documented expectations

- Ongoing monitoring of student submissions

Serious First Instance (Major Plagiarism/Collusion):

- Work receives no credit (zero grade)
- MYP Coordinator and Head of School investigation
- Meeting with student, parents, and coordinator
- Student completes academic integrity workshop
- Potential internal consequence (detention, community service)
- Documented incident in file

Recurring Serious Violations:

- Failing grade in assignment or course component
- MYP Coordinator and Head of School determine course of action
- Potential suspension (internal or external)
- Parent conference required
- Academic and behavioral contract may be required
- Documented consequence with clear expectations for future conduct

External Examination Misconduct:

- Cambridge International procedures followed
- Potential report to Cambridge International examination authorities
- Possible exclusion from examination and academic consequences
- Parents informed of all implications

10.3 IB Diploma Programme (Years 12-13) Consequences

The IB Diploma Programme has the most stringent consequences because external assessment integrity is paramount.

First Instance (Formal Internal Assessment):

- Internal Assessment receives no grade (not submitted to IB)
- Student is given opportunity to complete reassessment on different topic
- Formal meeting with DP Coordinator and parents
- Academic integrity contract signed
- Documented warning placed in file
- Parents understand impact on predicted grades

Serious First Instance (Extended Essay, Theory of Knowledge):

- Work does not proceed to IB (marked NS—Not Submitted)
- Student ineligible for IB Diploma (IB requirement: complete EE and TOK)
- Immediate meeting with DP Coordinator, Head of School, and parents
- Permanent documentation in student file
- Discussion of remaining educational options

Misconduct in External Examination:

- Immediate notification to DP Coordinator
- DP Coordinator reports to IB within specified timeframe
- IB investigation initiated independently
- Potential consequences include:
    - Component receives zero score
    - Entire subject receives zero score
    - Student does not receive IB Diploma
    - Notation on permanent record
- Family informed of all consequences

Collusion (Multiple Students):

- All involved students receive same consequences
- Both "copyist" and source of copied work held equally responsible
- All work is not graded
- All students subject to disciplinary action
- Documented in all students' files

10.4 Special Circumstances

Mitigating Factors (considered in consequence determination):

- First instance of unintentional violation
- Student immediately self-reported violation
- Student demonstrates genuine misunderstanding
- Student has otherwise strong integrity record
- Underlying learning difficulties or language barriers
- Significant external stressors documented by counselor

Aggravating Factors (may increase consequences):

- Pattern of recurring violations
- Evidence of deliberate, intentional misconduct
- Violation of prior formal warning
- Collaboration with others to commit misconduct
- Attempted to hide or cover up violation
- Impact on other students (collusion, unfair advantage)

11. Induction and Professional Development

11.1 Student Inductions

Primary School Students (Ongoing):

- Age-appropriate instruction on honoring authors and creators

- Recognition of ownership of ideas and work
- Proper attribution skills for primary sources
- Celebration of original thinking

New MYP Students (All Students Year 6-10):

- Mandatory orientation to MYP Academic Integrity Policy
- Library workshop on MLA 8 citation format
- Subject-specific examples of academic integrity
- Clear assignment expectations and rubrics
- Access to sample citations and research guides

New DP Students (Year 11 and 12):

- Comprehensive orientation to IB Academic Integrity Policy
- Detailed workshop on Extended Essay requirements and integrity expectations
- Theory of Knowledge seminar including integrity discussion
- Subject-specific pre-assessment guidance from teachers
- Individual or small group sessions with supervisors
- Written contract acknowledging understanding of zero-tolerance policy

All New Students to BISL:

- Academic integrity overview in general school induction
- Written policy provided and explained
- Q&A opportunity with coordinator
- Expectations clearly connected to school values

11.2 Staff Professional Development

All Teachers (Mandatory Annual Training):

- Policy overview and changes
- Identification of academic dishonesty indicators
- Fair investigation procedures
- Documentation requirements
- Subject-specific examples of misconduct
- Prevention strategies and assessment design
- Technology tools (Turnitin, plagiarism detection)
- Supportive versus punitive approaches

New Staff Induction:

- Comprehensive policy review
- Individual meetings with coordinators
- Mentoring on assignment design

- Tour of library resources and support systems
- Overview of technology systems and procedures
- Clear protocols for reporting suspected violations

Librarians (Continuing Professional Development):

- Advanced citation instruction techniques
- Database and research tool training
- AI literacy and ethical use curriculum
- Curriculum collaboration and lesson planning
- Assessment literacy

Coordinators (Advanced Training):

- Investigation procedures and fair process
- IB and Cambridge International regulations
- Documentation and record-keeping
- Communication with families
- Appeal procedures
- Coordination with external examination bodies

11.3 Parent Information Sessions

Annual parent workshops cover:

- Overview of academic integrity expectations across all programmes
- How parents can support without doing work for students
- Warning signs of academic pressure or dishonesty
- Conversation starters with children about integrity
- Resources available for struggling students
- Consequences and procedures
- Questions and discussion

12. References

- International Baccalaureate Organization. (2023). *Academic Integrity Policy*. Retrieved from https://www.ibo.org/globalassets/documents/en_publications/resources/academic-integrity-policy-2023-en.pdf
- International Baccalaureate Organization. (2016). *Academic Honesty in the IB Educational Context*. Retrieved from https://www.ibo.org/globalassets/en_publications/resources/academic-honesty-in-ib-context-en.pdf
- International Baccalaureate Organization. (2013). *IB Learner Profile Booklet*. Retrieved from https://www.ibo.org/globalassets/new-documents/ib-learn-profile-en.pdf
- International Baccalaureate Organization. (2022). *IB Primary Years Programme: A Practical Guide*. https://www.ibo.org
- International Baccalaureate Organization. (2022). *Effective Citing and Referencing*. Retrieved from https://www.ibo.org/globalassets/documents/en_publications/resources/academic/effective_citing_referencing_en.pdf
- Cambridge Assessment International Education. (2024). *Cambridge International Examinations and Assessments Handbook*. Retrieved from https://www.cambridgeinternational.org/Images/700835-cambridge-handbook-2024.pdf

- International Baccalaureate Organization. (2023). *General Regulations: Diploma Programme*. Retrieved from https://www.ibo.org/globalassets/new-documents/dp-regulations-en.pdf
- International Baccalaureate Organization. (2020). *Academic Dishonesty Policy and Procedures*. Internal publication.
- Acorns International School. (2024). *Academic Integrity Policy*. Retrieved from https://acornskisaasi.com/wp-content/uploads/2025/05/Academic-Integrity-Policy-2024.pdf
- Cambridge Assessment International Education. (2024). *Regulations for Candidates and Invigilators*. Retrieved from https://www.cambridgeinternational.org
- Turnitin. (2024). *Plagiarism Detection and Prevention*. Retrieved from https://www.turnitin.com
- Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., & Zou, J. (2023). *GPT Detectors are Biased Against Non-Native English Writers*. arXiv preprint. Retrieved from https://arxiv.org/abs/2304.02819
- The Markup. (2023). *AI Detection Tools Falsely Accuse International Students of Cheating*. Retrieved from https://themarkup.org/machine-learning/2023/08/14/ai-detection-tools-falsely-accuse-international-students-of-cheating
- International Baccalaureate Organization. (2023). *Malpractice Investigation and Reporting Procedures*. Retrieved from https://www.ibo.org

Appendix A: Academic Integrity Pledge

British International School

Academic Integrity Pledge

I understand that academic integrity is fundamental to learning and my development as a responsible global citizen. By signing this pledge, I commit to:

- Submitting only work that is authentically my own
- Properly citing and referencing all sources I have consulted
- Asking for help when I don't understand expectations
- Respecting the intellectual property and ideas of others
- Understanding that dishonesty undermines my own learning
- Accepting responsibility for my academic choices and their consequences

Student Name (Print): _____ **Date:** _____

Student Signature: _____ **Grade:** _____

Parent/Guardian Signature: _____ **Date:** _____

Appendix B: Citation Quick Reference Guide

MLA 8 Format Quick Reference

Book:
Author Last, First. *Title of Book*. Publisher, Year.

Website:
Author Last, First. "Title of Page." *Website Name*, Publisher, Date, URL.

Journal Article:
Author Last, First. "Title of Article." *Journal Name*, vol. number, no. number, Year, pp. page numbers.

AI-Generated Content:
OpenAI/Anthropic/Platform Name. (Date). ChatGPT/Claude response to prompt about [topic]. https://platform-url

Cambridge Primary—Source List:
Author Last, First. *Title of Source*. [Format: website/book/journal]

Document prepared by: British International School Lubumbashi Academic Leadership Team

Approved by: Head of School, Chairman

Reviewed on: August 15, 2025

Effective Date: September 1, 2025

Next Review Date: August 26, 2027

This policy is subject to change at the discretion of the school administration to reflect emerging best practices, regulatory updates, or programme developments. All members of the school community will be notified of changes in writing.