

Learn. Grow. Become.



IB Academic Integrity Policy



Purpose

The purpose of this policy is to ensure that the members of the Brighton Primary School community understand:

1. The concept of academic integrity within the IB educational context
2. The expectations and responsibilities of our community
3. Key terminology
4. Academic misconduct
5. Good practices for establishing and maintaining a culture of academic integrity

Scope

This policy applies to all members of our school community: the leadership team, teaching and non-teaching staff, students, parents and carers.

Policy

Brighton Primary School is an International Baccalaureate World School delivering the Primary Years Programme (PYP). The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Acting with academic integrity is a critical part of enacting the mission and vision of both Brighton Primary School and the IB.

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. (Academic Integrity, IBO, 2019, p.3)

At the primary school level, schools are encouraged to start with simpler concepts to develop academic integrity that can be taught and built on over time. For students, these include understanding:

- Their responsibility for producing authentic and genuine individual and group work
- How to correctly attribute sources, acknowledging the work and ideas of others
- The responsible use of information technology and social media
- How to observe and adhere to ethical and honest practice during examinations.

(Academic Integrity, IBO, 2019, p.2)

Brighton Primary School uses the 10 attributes of the IB Learner Profile to help students learn about and reflect on their responsibility to act with academic integrity

Responsibilities

School Leadership Team & PYP Coordinator

- Establish an Academic Integrity policy in line with IB guidelines that is scheduled for regular review
- Act as role models and always exhibit honest, ethical and responsible behaviour
- Use the IB standards and practices to support academic integrity
- Ensure all teaching and learning activities are carried out in accordance with IB guidelines
- Ensure opportunities for the teaching of academic integrity are included in the curriculum
- Oversee any investigation of academic misconduct

Teaching Staff

- Familiarise themselves with the Academic Integrity policy
- Ensure the students have an age appropriate understanding of academic integrity related to:
 - Working as part of a group
 - Producing authentic and genuine work
 - Responsibly using technology
 - Referencing the work and ideas of others
- Ethically and responsibly conducting research within their student inquiries
- Ensure students understand what constitutes academic misconduct and possible consequences
- Make authentic links between the IB Learner Profile and academic integrity including the resources they use within the classroom
- Respond to student academic misconduct and support any subsequence investigations

Parents and Guardians

- Familiarise themselves with the Academic Integrity policy
- Support their children's understanding of academic integrity and help build a positive attitude towards the concept
- Support their child to practise academic integrity

Students

Develop an age appropriate understanding of academic integrity related to:

- Working as part of group - sharing their own ideas and acknowledging the ideas of others
- Producing authentic and genuine work
- Using technology responsibly, in line with the Acceptable Use Agreement and BYOD agreement for senior students
- Referencing the work and ideas of others, at an age appropriate level
- Giving credit to sources used

Definitions

As defined by the IB in the publication 'Academic Integrity' (Academic Integrity, IBO, 2019, p.3)

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

Academic Misconduct: 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.

Responding to Academic Misconduct

In a primary school setting, it is important to respond to matters of academic misconduct in a way that makes it a learning experience for students. Teachers will respond to students engaged in academic misconduct on an individual basis and at an age appropriate level. Teachers will work with students to build their understanding of practices associated with academic integrity including:

- Group work and collaboration
- References
- Quotations
- Acknowledging sources.

Referencing

Students at BPS learn in a range of ways; through inquiring, explicit teaching, collaboration and engaging with different resources. In order to show and demonstrate their learning, students have opportunities to create presentations, written pieces, projects and other demonstrations and artefacts. It is important that students acknowledge the work and ideas of others and, as they progress through school, accurately reference the work and ideas of others.

At the primary school level this looks like:

Group Work and Collaboration: Saying and acknowledging who has come up with ideas.

Bibliography/References: Students, at an age appropriate level, to include a bibliography or list of references when they have drawn on or used information from a particular source.

Quotation: When the exact words of someone else are used, students should use quotation marks to indicate this.

Sources used – students reference or list texts they use when conducting research for written texts, personal inquiries or presentations. Examples of sources include: Artistic materials, letters, tweets, visual materials, lectures, broadcasts, blogs, audio materials, interviews, maps, advertisements, graphics, conversations, charts and photographs.

Appendix 1: IB Standards and Practices for Academic Integrity

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

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)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Appendix 2: BPS Academic Integrity Scope & Sequence

[illegible]

Identifying non-fiction texts	Exp.	✓	✓	✓	✓	✓	✓
Identifying features of non-fiction texts	Exp.	✓	✓	✓	✓	✓	✓
Primary and Secondary Sources					✓	✓	✓
Thinking critically when selecting sources				✓	✓	✓	✓
Identify credible sources eg. (.edu .gov)				✓	✓	✓	✓

Exp. = Exposed to

Further Information and Resources

- [Academic Integrity, IBO 2019](#)
- [Effective citing and referencing](#) IBO, 2022

IB Academic Integrity Policy, Kunyung Primary School, Accessed May 2022

The following school policies are also relevant to this Academic Integrity Policy:

- [Acceptable Use of the Internet and Digital Technologies agreement](#)
- [Student Engagement Policy](#)



Contact Details

59 Wilson Street, Brighton, VIC 3186
Telephone +61 3 9592 0177

brighton.ps@education.vic.gov.au
www.education.vic.gov.au

Review Cycle

This policy was last ratified by School Council	May, 2022
To be reviewed	May, 2025



Brighton Primary School operates within the framework of
the International Baccalaureate Primary Years Programme.