



المدرسة الأمريكية الخليجية  
AMERICAN GULF SCHOOL

IB Continuum  
Academic Integrity  
Policy and  
Procedures

## Principal's Message

Dear Parents,

At American Gulf School, our school policies are developed keeping in mind the IB philosophies, standards, and practices. It is our goal to exhibit the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents, and students to determine both content and layout. These are the policies mandated by the IB:

- Admissions
- Inclusion
- Language
- Assessment
- Academic Integrity

American Gulf School is proud to be a growing, diverse community that leads the way in international mindedness and tolerance in our region. We intentionally include and appreciate students of all identities, learning abilities and language backgrounds, with the assurances that we will cater for their needs.

In each of our policy documents, you will find the philosophy of tolerance driving the policy, our students' rights and community responsibilities. Each policy will have a description of how it promotes the IB learner profile, and links to the other policies.

With your help, our students will know their right to this education and appreciate that they have a responsibility to enable the rights of others. We will work together to achieve an Education Done Right.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

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Principal

# Contents

|   |    |
|---|----|
| Principals Message .....  | 2  |
| Contents .....  | 3  |
| Our Guiding Principles .....  | 4  |
| IB Mission .....  | 4  |
| American Gulf School Vision.....  | 4  |
| American Gulf School Mission.....   | 4  |
| Academic Integrity Policy .....   | 5  |
| Academic Integrity Philosophy.....  | 5  |
| Rights and Responsibilities.....  | 5  |
| Academic Integrity and the Learner Profile.....   | 6  |
| Academic Integrity in the Continuum .....   | 6  |
| Academic Integrity Procedures.....  | 6  |
| Links to Other Policies.....  | 8  |
| Academic Integrity Policy and Assessment Policy.....  | 8  |
| Academic Integrity Policy and Admissions Policy .....   | 8  |
| Academic Integrity Policy and Inclusion Policy .....  | 8  |
| Academic Integrity Policy and Language Policy .....   | 8  |
| Academic Misconduct Definitions.....  | 10 |
| Plagiarism.....   | 10 |
| <i>Accidental Plagiarism</i> .....  | 10 |
| <i>Direct Plagiarism:</i> .....   | 10 |
| <i>Self-Plagiarism:</i> .....   | 10 |
| <i>Mosaic Plagiarism (Paraphrasing):</i> .....  | 10 |
| Collusion .....   | 10 |
| Examination Misconduct.....   | 11 |
| Duplication of Work.....  | 11 |
| IB Standards and Practices for Academic Integrity .....   | 12 |
| Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (O3O1-O3) ..... | 12 |
| Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (O3O1-O6).....   | 12 |
| Cycle of Review .....   | 14 |

## Our Guiding Principles

### IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

### American Gulf School Vision

We aim to create an environment where everyone aspires to build a peaceful world, to grow through intercultural understanding and respect, and to succeed in the 21st century.

### American Gulf School Mission

To provide a safe, friendly learning environment where our learners follow an innovative evolving 21st-century curriculum that promotes design thinking skills. We will focus on nurturing academic excellence through fun and engaging lessons that will encompass our values in our internationally minded future leaders.

# Academic Integrity Policy

## Academic Integrity Philosophy

At American Gulf School, we believe that all members of our community should act with honour and good faith. We aim to inspire in each member of our community an approach to learning and communicating information that reflects the IB values of being principled, and knowledgeable risk-takers. Students are provided with detailed guidance in developing the skills necessary to uphold academic integrity standards through in class sessions, library sessions and termly reviews.

## Rights and Responsibilities

| Person                      | Rights   | Responsibilities   |
|-----------------------------|--|--|
| Students                    | <ul style="list-style-type: none"> <li>○ To be taught the necessary skills to demonstrate academic integrity in daily life</li> <li>○ To have access to support material to further understanding</li> <li>○ To challenge any claim of academic misconduct</li> <li>○ To request a review of decisions made in line with policy</li> </ul> | <ul style="list-style-type: none"> <li>○ To proactively engage with academic integrity sessions</li> <li>○ To promote academic integrity in daily interactions</li> <li>○ To ensure all work is professionally and accurately cited</li> </ul>   |
| Parents                     | <ul style="list-style-type: none"> <li>○ To be informed on academic integrity policies</li> <li>○ To have access to support material</li> <li>○ To be included in all communication regarding disciplinary procedures in relation to academic integrity</li> </ul>   | <ul style="list-style-type: none"> <li>○ To be aware of the policy and repercussions of breaking the policy</li> <li>○ To promote academic integrity at home</li> </ul>  |
| SLT, Teachers and Librarian | <ul style="list-style-type: none"> <li>○ To have access to professional development on academic integrity</li> <li>○ To have access to resources that support them in carrying out checks on work submitted</li> </ul>   | <ul style="list-style-type: none"> <li>○ Explicitly teach the skills needed to help students develop academic integrity</li> <li>○ Model academic integrity</li> <li>○ To report instances of suspected academic misconduct to the IB</li> </ul> |

## Academic Integrity and the Learner Profile

**Principled** We make sure that our work is always our own and reference others' work by quoting, citing, or paraphrasing appropriately. We respect copyright and intellectual property.

**Risk-Takers** We always complete our tasks ethically, with the understanding that we might not always be correct.

**Knowledgeable** We know and use good practices such as referencing for our written tasks, to enact academic integrity.

**Inquirers** We acquire the skills necessary to conduct inquiry and research. We co-create lines of inquiry with our teachers and our fellow students and develop and follow lines of inquiry inspired by our research.

## Academic Integrity in the Continuum

In the IB Continuum, all programmes are expected to uphold the values and beliefs of the school regarding academic integrity. Below are samples of where academic integrity must be displayed:

| Programme | Culminating Tasks   | Types of Internal Tasks  |
|-----------|---|--|
| PYP       | Exhibition  | Group tasks  |
| MYP       | Personal Project<br>Oral Assessments<br>ePortfolio                                    | Data collection<br>Laboratory practical<br>Projects  |
| DP        | Extended Essay<br>Internal Assessment<br>Oral Assessments<br>TOK Exhibition and Essay | Oral presentations<br>Art/Music/Drama Creation<br>Design and Innovation<br>Summative and formative tasks |

## Academic Integrity Procedures

Students are introduced to the academic honesty policy during orientation in the beginning of the academic year. Afterwards they are required to sign an academic honesty form. Throughout the year there are sessions where the librarian

reinforces the importance of academic honesty. This is also reinforced by every teacher in every subject. Therefore, we do not consider any form of academic misconduct as unintentional. If the work of the student has evidence of accidental plagiarism as indicated above, then:

- A meeting between the student and teacher is arranged.
- The student is given the opportunity to submit a new task. If not submitted, it earns a zero.
- An incident report is written by the teacher and is shared with the parent, students, and the programme coordinator
- If a student has more than 3 incidents in an academic year their case will be forwarded to the senior leadership team for further action

If the work of the student has evidence of academic misconduct in form of direct plagiarism, self plagiarism, mosaic plagiarism, collusion, duplication of work then:

- A meeting between the student, parent, and teacher is arranged.
- Students' work earns a zero.
- An incident report is written by the teacher and is shared with the parent, students, and the programme coordinator
- Their case will be forwarded to their case will be forwarded to the senior leadership team for further action and reported to the IB.

## Links to Other Policies

### [Academic Integrity Policy and Assessment Policy](#)

At American Gulf School, we students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We ask of teachers to design assessments that lead students to produce original and authentic work. We work tirelessly to ensure integrity is held in high regard when completing assessments.

### [Academic Integrity Policy and Admissions Policy](#)

If students cannot come into school to take entrance exams, a representative from the previous school will invigilate on our behalf. Parents should provide the contact details for the representative.

### [Academic Integrity Policy and Inclusion Policy](#)

All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organises seminars on related topics (plagiarism, copyrights, etc.). In MYP and DP, students with identified learning difficulties receive individualised checklists to ensure that requirements for tasks are met, including aspects of academic honesty such as in-text citations, referencing work of others and paraphrasing.

### [Academic Integrity Policy and Language Policy](#)

The American Gulf School Academic Integrity document includes clear definitions, practices, and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development. Some samples of where academic integrity may be compromised are:

- If a student uses any online translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher



- During reading comprehension assessments, if the student translates the original text to their own home language to demonstrate understanding and comprehension in English or the target language
- If the student receives support from another student, parent, teacher, or tutor without the approval of the teacher
- During the writing assessments in the target languages offered at American Gulf School, if the student writes the text in their own language and claims to express it as their own writing

# Academic Misconduct Definitions

## Plagiarism

Plagiarizing occurs when you use someone else's words, ideas, or images as your own.

Types of plagiarism can include:

*Accidental Plagiarism:* Accidental plagiarism occurs when someone forgets, overlooks, or is unaware that he or she should cite their sources. To avoid accidental plagiarism, the writer should keep track of the sources used during research, seek help when unsure about citing, and remember to edit work with focus on correctly formatted citations.

*Direct Plagiarism:* Direct Plagiarism is when someone copies an individual's writing word-for-word without quotation marks and a citation. This can also happen across languages, such as directly translating a part of an article from the home language to English.

*Self-Plagiarism:* Self-Plagiarism occurs when someone reuses all or a part of their own work without permission from all the previously involved teachers. For example, this could occur if a student were to use the same paragraph in a written Internal Assessment (IA) and in his or her Extended Essay (EE).

*Mosaic Plagiarism (Paraphrasing):* Probably the most common form of plagiarism, Mosaic plagiarism, also known as paraphrasing. Mosaic paraphrasing can also occur if someone blends different sources into one sentence or paragraph without citing all of them.

## Collusion

Collusion occurs when someone agrees to let someone else copy work, or when someone does the work for someone else. Although it is the first person's original work, he or she is knowingly participating in academic misconduct and implicated in the act.

### Examination Misconduct

Examination misconduct occurs when someone knowingly gains an unfair advantage including taking unauthorized materials into the exam room, communicating with someone about the exam during the exam, or disrupting the exam. Misconduct also includes discussing the contents of the exam without permission.

### Duplication of Work

Duplication of work occurs when someone uses the same piece of work to fulfil different aspects of the Diploma program which is not permitted by IB regulations.

## 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. (O3O1-O3)

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. (O3O1-O3-O1OO)

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. (O3O1-O3-O2OO)

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. (O3O1-O3-O3OO)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (O3O1-O3-O4OO)

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. (O3O1-O3-O5OO)

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (O3O1-O6)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (O3O1-O6-O1OO)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (O3O1-O6-O2OO)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (O3O1-O6-O3OO)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (O3O1-O6-O4OO)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (O3O1-O6-O5OO)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (O3O1-O6-O6OO)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (O3O1-O6-O7OO)

## Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in December 2022 and applies from January 2023. After this point, all policies will be reviewed and updated during August inset each year.