

ACADEMIC INTEGRITY POLICY

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Harfa International School Academic Integrity Policy

Primary Years Programme (PYP) & Middle Years Programme (MYP)

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IB Mission Statement

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.

HIS Mission Statement

At Harfa International School, our mission is to deliver the highest quality educational experience supporting students to become global citizens and lifelong learners; at the same time, enabling them to recognize and embrace their own uniqueness and achieve their full potential. We do so by combining engaging teaching methods, passionate teachers who serve as mentors, a diverse environment, and always challenging the status quo.

HIS Vision

To be students' and parents' number one choice in education by demonstrating scientifically based transformative methods that are embraced and implemented worldwide.

Policy Purpose and Rationale

This Academic Integrity Policy outlines the values, expectations, and procedures related to ethical academic behavior at Harfa International School. It applies to both the Primary Years Programme (PYP) and Middle Years Programme (MYP), ensuring alignment with the IB's standards and practices as well as Croatian educational requirements.

The purpose of this policy is to:

- Promote a culture of honesty, responsibility, and ethical behavior.
- Ensure all students understand what constitutes academic misconduct.
- Define the roles of students, teachers, and parents in upholding integrity.
- Provide clear procedures for addressing and resolving breaches of academic honesty.
- Reinforce the IB Learner Profile attribute of being principled and to develop self-management ATL skill.

The policy is designed to support proactive education about integrity, not just enforcement. It establishes a consistent, transparent framework to guide the entire school community in maintaining and celebrating academic honesty

IB Standards, Approaches and Practices

Harfa International School is committed to upholding the International Baccalaureate's standards and practices related to academic integrity. In particular, this policy reflects alignment with the following:

- **IB Standard: Approaches to Assessment (0404)**
 - 0404-01: Students and teachers use feedback to improve learning, teaching, and assessment.
 - 0404-02: The school uses varied and fit-for-purpose assessment methods aligned with curriculum and learning objectives.
 - 0404-03: Assessment is administered consistently, fairly, inclusively, and transparently.

- 0404-04: Students consolidate learning through varied assessments.
 - **Standard B1.5**
 - The school develops and implements policies and procedures that support the academic integrity of the IB programme(s).
 - **Programme Requirements (PYP and MYP)**
 - Students are supported in becoming principled learners, respecting intellectual property, and understanding consequences of academic misconduct.
 - Schools ensure that expectations regarding integrity are taught explicitly and revisited regularly.
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School Integrity Philosophy

Academic integrity at Harfa International School is a foundational component of the learning process and a reflection of our values. We believe that teaching integrity is as important as teaching academic content. Through modeling, guidance, and reflection, we empower students to develop a strong ethical compass and take responsibility for their own learning journey.

We consider integrity not only in the context of academic honesty but as a life skill that contributes to the personal development of our students. Cultivating an honest and respectful environment allows students to:

- Value their own learning.
- Respect the efforts and ideas of others.
- Understand and follow academic conventions.
- Reflect critically and take ownership of their actions.

This philosophy is integrated into teaching practices, assessments, classroom discussions, and school culture.

Core Values of Academic Integrity

At Harfa International School, academic integrity is grounded in five core values which guide the behavior and decisions of all members of the school community. These values are:

- **Honesty:** Being truthful and transparent in all academic work.
- **Trust:** Building mutual confidence through fair and respectful interactions.
- **Fairness:** Ensuring equal opportunities and consistent application of rules.
- **Respect:** Valuing the intellectual property and efforts of others.
- **Responsibility:** Taking ownership of one's learning and actions.

These values form the foundation of our academic culture and are explicitly taught, modeled, and reinforced throughout the curriculum and school life.

Expectations and Responsibilities

Student Responsibilities

Students at Harfa International School are expected to:

- Submit original work and acknowledge all sources using appropriate citation formats (e.g., MLA, APA).
- Avoid any form of plagiarism, cheating, collusion, duplication, or falsification.
- Participate ethically in group work by contributing fairly and acknowledging shared responsibility.
- Ask for clarification if unsure about what constitutes academic honesty.
- Report observed breaches of integrity when appropriate.
- Meeting deadlines and communicate if the deadlines are not met.
- AI tools may be used only with the agreement of the relevant subject teacher and in accordance with the teacher's instructions or guidelines. Students are expected to use AI responsibly and appropriately, with teacher supervision where required. If a student uses AI excessively or in a way that does not comply with the teacher's guidelines, they may be required to redo the relevant assessment or project.

Teacher Responsibilities

Teachers are expected to:

- Model integrity in their own professional conduct.
- Teach and reinforce academic honesty principles in the classroom.
- Clearly define the expectations for every assignment and explain what constitutes misconduct.
- Support students in learning proper citation, paraphrasing, and research skills.
- Use diverse assessment tools and monitor for potential violations.
- Address incidents of academic dishonesty consistently and sensitively, following school procedures.
- Teachers are expected to consistently enforce missing work or deadline procedures established by Teachers' Council.
- Teachers are expected to consistently assess student work according to the criteria and standards established by the IB, ensuring fairness, transparency, and consistency across all assessments.
- Teachers are responsible for establishing clear guidelines for the appropriate use of AI tools within their subjects and assessments. Teachers should communicate when and how AI may be used, monitor student use where appropriate, and ensure that AI use supports learning rather than replaces students' own work. Where a student's use of AI does not comply with the established guidelines or significantly exceeds the permitted level, the teacher may require the student to redo the relevant assessment or project.
- Teachers are expected to communicate clearly, respectfully, and consistently with colleagues, parents, and students, ensuring that relevant information regarding student progress, expectations, and concerns is shared in a timely manner.

Parent Responsibilities

Parents are expected to:

- Encourage honest behavior and a positive attitude toward learning at home.
- Familiarize themselves with the school's Integrity Policy.
- Support teachers in reinforcing expectations for ethical academic behavior.

- Participate in communication and resolution processes when academic dishonesty occurs.
- Parents are expected to attend at least one teacher-parent meeting per academic year and at least two information meetings with their child's homeroom teacher(s), in order to remain informed about their child's progress, expectations, and school-related matters.

School Leadership Responsibilities

- Ensure that the policy is consistently implemented across the school.
 - Provide professional development opportunities related to academic integrity.
 - Support staff and students in understanding, applying, and evolving the principles of academic honesty.
 - Monitor patterns of misconduct and adjust school practices as needed.
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Definitions of Academic Misconduct

Academic misconduct is any action that undermines the authenticity, fairness, or validity of a student's academic work. Misconduct may be intentional or unintentional, but both require appropriate response and education. Harfa International School recognizes the following forms of academic dishonesty:

- **Plagiarism:** The use of another person's words, ideas, images, or work without proper acknowledgment or citation, whether intentional or due to negligence.
- **Cheating:** Using unauthorized materials, devices, information, or help during any form of assessment or attempting to gain unfair academic advantage.
- **Collusion:** Allowing or enabling another student to copy one's work or working with others when individual work is required.
- **Duplication:** Submitting the same work, or substantially similar content, for more than one assignment or subject without permission from all teachers involved.
- **Falsification:** Inventing or altering data, records, references, or any official documents to mislead or deceive.

- **Misrepresentation:** Presenting false statements about one's work, attendance, or participation in academic tasks.

Disruption of Assessment Conditions: Behaving in a way that interferes with the integrity of a testing or examination environment.

Procedures for Addressing Misconduct

When suspected academic misconduct occurs, the following process will be followed to ensure fairness and transparency:

1. Initial Review by Teacher

- The teacher identifies the concern, documents evidence, and notifies the MYP Coordinator, who serves as the Academic Integrity Lead for both PYP and MYP programmes.

2. Notification to Student and Parent(s)

- The student is informed of the concern and is given an opportunity to explain their side of the situation.
- Parents are contacted to ensure transparency and cooperation.

3. Investigation

- The MYP Coordinator conducts a formal review in collaboration with the teacher(s) involved.
- Evidence is reviewed objectively, and interviews may be held with the student and staff.

4. Decision and Sanctions

Sanctions depend on the severity and frequency of the offense:

- **First Offense:** Verbal or written warning, educational intervention, redoing the assignment, parent meeting.
- **Repeated or Serious Offense:** Formal written report, failing grade on the assignment, short-term suspension (duration decided by the school leadership based on seriousness).

5. Documentation

- All incidents are documented confidentially in a secure school file.
- Patterns of misconduct may be reviewed during staff planning or parent meetings to ensure student support.

6. Parent/Guardian Concern

- Upon the made decision and sanction, parents/guardians can contact the teacher and/or request a meeting.

Procedures for Assessment and Examination Integrity

To uphold the integrity of all assessments and examinations, including both in-class and external IB assessments, Harfa International School implements specific procedures and guidelines:

- **Preparation and Instructions:** Teachers clearly communicate rules and expectations before every assessment, including permitted materials, collaboration rules, and behavior.
- **During Assessments:** Students must comply with all instructions and are prohibited from using unauthorized materials or devices. Any suspicious behavior is immediately reported to the supervising staff.
- **Prohibited Items:** Students are not allowed to bring unauthorized notes, electronic devices, or other materials that could provide unfair advantage.
- **Investigation:** Reported incidents are reviewed promptly according to the Procedures for Addressing Misconduct.
- **Student Support:** Students are informed about these rules well in advance and provided with guidance on how to prepare ethically.

This policy ensures transparency, fairness, and swift action to protect the validity and credibility of all assessments.

Communication with Parents and Students

Harfa International School believes in proactive and transparent communication with both students and parents regarding academic integrity. Expectations are clearly communicated at the beginning of each academic year and reinforced throughout the school year.

Communication Methods:

- **Student Orientation:** All students are met with school procedures and expectations at the start of each school year.
- **Classroom Integration:** Teachers continuously revisit integrity expectations during lessons and assignments.
- **Parent Meetings:** Integrity guidelines and responsibilities are discussed during parent-teacher conferences and information sessions.
- **Documentation:** Policies are available on the school website and in printed handbooks. Important incidents are documented and shared with parents when necessary.
- **Feedback Mechanisms:** Students and parents are encouraged to ask questions and seek clarification regarding assignments, citation, or collaborative tasks.

The school maintains an open-door policy for discussing concerns, questions, or reports related to academic honesty.

Digital Integrity and Use of Technology

In an increasingly digital learning environment, Harfa International School emphasizes the responsible and ethical use of technology. All students, staff, and parents are expected to respect digital tools and platforms as extensions of the academic space.

Guidelines for Digital Integrity:

- Students must not copy, download, or use digital content without proper permission or citation.

- Online collaboration must be limited to approved group work and follow teacher instructions.
- AI tools, translation software, and digital assistants must be used only with explicit teacher approval and never to generate or complete student work dishonestly.
- Students should never share usernames, passwords, or confidential school information.
- Teachers model appropriate use of digital resources and teach students to evaluate sources critically.

Digital Platform for Submissions and Feedback:

Harfa International School uses Toddle as a primary digital platform for submitting assignments and sharing feedback. This platform allows timestamped submissions, collaborative comments, and documentation of feedback history, which supports transparency and integrity.

Training and Awareness

Academic integrity is not assumed—it is taught, practiced, and reinforced. Harfa International School incorporates training and awareness into everyday teaching practice across both PYP and MYP programmes.

Student Training:

- Lessons on citation, paraphrasing, research ethics, and collaboration are embedded into standard curriculum time.
- Age-appropriate workshops focus on real-world examples and scenario-based learning.
- Reflection activities help students understand the personal and academic impact of integrity.

Teacher Training:

- Teachers receive ongoing support and updates on IB requirements and expectations as well as school policies and guidelines.

Parent Education:

- Parent workshops highlight the importance of academic honesty and explain how families can support these values at home.

Integrity is not a one-time lesson—it is a culture that grows through shared responsibility, consistent practice, and community-wide commitment.

Rights and Responsibilities

Students have the right to:

- Be educated about what constitutes academic integrity and misconduct.
- Learn in an environment free from dishonesty and unfair advantage.
- Receive support and guidance on how to cite sources and collaborate ethically.
- Present their case if accused of academic misconduct.

Students have the responsibility to:

- Submit their own work and appropriately acknowledge the work of others.
- Understand and follow the rules of academic integrity.
- Ask for clarification if unsure about assignment expectations or ethical boundaries.
- Report suspected breaches of integrity.

Teachers have the right to:

- Expect honest and authentic student work.
- Be supported by school leadership in applying integrity policies.
- Receive training and resources to detect and address misconduct.

Teachers have the responsibility to:

- Model integrity and ethical behavior.
- Clearly communicate expectations and procedures.
- Address concerns consistently and fairly.

Parents have the responsibility to:

- Encourage and support honest academic behavior at home.
 - Partner with the school in enforcing integrity principles.
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Review Cycle

This Academic Integrity Policy will be reviewed every two years or earlier if significant changes occur in IB guidelines or school context. The review process includes input from teachers, students, parents, and school leadership to ensure the policy remains relevant, clear, and effective.

References

1. *International Baccalaureate Organization. (2023). IB Programme Standards and Practices.*
2. *International Baccalaureate Organization. (2023). Academic Honesty in the IB Programme.*
3. *Harfa International School Curriculum and Assessment Frameworks.*
4. *Croatian Ministry of Education Guidelines on Student Conduct and Assessment.*