

since 1980



St. Nicholas

Academic Integrity

Policy and Procedures
@Pinheiros

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www.stnicholas.com.br



Dear community members,

Our school policies draw from our mission and beliefs outlined in the Principles of Learning. We aim to model the IB learner profile and mission. Our policies have been developed through discussions with the community. The St. Nicholas School Pinheiros Academic Integrity Policy has been produced in conjunction with the school's Assessment Policy and with guidelines set out by the International Baccalaureate in their document Academic Integrity.

St. Nicholas's is a diverse community. We embrace different identities, neurodiversities, and language backgrounds.

In each of our policy documents, you will find the philosophy driving the policy and the community's rights and responsibilities. In the appendices are the procedures and processes associated with each policy.

This commitment to integrity extends to our understanding of teaching and learning roles within our community. We refer to our educators as "lead learners" to emphasize that they, too, are continuously evolving alongside their students, reflecting our Principle of Learning that every member of our community is engaged in a lifelong journey of educational growth and discovery.

We look forward to each learner, adult or young, enjoying a unique adventure. Thank you, in advance, for reading this policy.

St. Nicholas Leadership Team

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Our Guiding Principles

St. Nicholas' Mission

In a caring, innovative and inspirational environment, we nurture our learners with values, skills and knowledge, enabling each of them to succeed and transform the world.

St. Nicholas. Preparing Each child for their own success.



Our Values

Respect, Commitment, Integrity, Belonging International Mindedness

Principles of Learning most relevant to Academic Integrity



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.

International Mindedness¹

Cultural diversity is integral to St. Nicholas and IB. We are shaped by local and global culture. We nurture and cherish our different cultures and backgrounds. All members of the community are responsible for understanding, valuing and respecting different perspectives, therefore fostering international-mindedness in our learning spaces, and promoting inclusion, tolerance and respect.

IB Learner Profile

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective

The attributes of the IB Learner Profile are both celebrated and strived for at St. Nicholas School Pinheiros and we consider this to be one of the principle ways in which we are able to realise our mission. St. Nicholas School Pinheiros endeavours to help learners become *knowledgeable* and equipped with the skills required to perform and produce quality research whilst also being *principled* and motivated to act with integrity and honesty. Through an understanding of the principle of academic integrity, learners can choose to act responsibly and ethically, contributing to a culture based on trust and respect.

Aims of the Academic Integrity Policy

- To define academic integrity and to provide information about the measures taken to ensure that learners have the skills to be able to conduct research and acknowledge sources effectively.
- To acknowledge the importance of academic integrity in the information age and to detail the school's approaches to preventing it and addressing a matter should it arise.
- To formally recognise that as an IB World School, we work within the IB's framework for understanding the concept of academic integrity. All learners need to be aware of the school's and IB's expectations of academic integrity and the consequences of lack of academic integrity.

Defining Academic Integrity

The IB defines Academic Integrity as “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.”¹

This definition goes beyond the production of work by learners and points out to a community culture that is developed, promoted and maintained throughout the school.

“The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the PYP, be reinforced during the MYP and cemented later through the DP and CP. Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB learners understand:

- 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.”²

¹ International Baccalaureate. Academic Integrity. 2019, p. 3.

² *Ibidem*

Acknowledging Intellectual Property and Authentic Authorship:

Central to academic integrity is the understanding and respect for intellectual property and authentic authorship. **Intellectual property** refers to the legal rights that creators have over their original works, such as ideas, inventions, designs, writings, and artistic creations. **Authentic authorship** involves the accurate and honest representation of one's own work, giving proper credit to the original creators of ideas, texts, images, and other materials. IB learners should ensure they:

- **Cite Sources Appropriately:** Whether using direct quotations or paraphrasing ideas, always include citations following the MLA system or other chosen reference styles. For example, when using MLA style, a citation in the text for Roald Dahl's book *Charlie and the Chocolate Factory* might read:

"Dahl vividly describes Willy Wonka's extraordinary chocolate factory" (Dahl 26).

The corresponding full citation in the Works Cited page would be:

Dahl, Roald. *Charlie and the Chocolate Factory*. Alfred A. Knopf, 1964.

- **Credit Images, Videos, and Media:** When incorporating external media into their work, learners must credit the creator, and ensure that copyrighted materials are used legally and ethically. For instance, when using an image or article from a website, an MLA citation in the work's cited page might appear as:

"The Science of Solar Panels." *National Renewable Energy Laboratory*,
<https://www.nrel.gov/pv/assets/images/pv-hp-21603.jpg>. Accessed 4 Dec. 2024.

- **Acknowledge Collaborative Work:** In group projects, learners must clearly state the contributions of each member to uphold the integrity of individual and collective efforts. For example, a project submission might include a statement like:

"John contributed research on renewable energy, Maria designed the presentation slides, and Ali conducted data analysis for the case study."

- Utilize Tools for Originality Checks: Tools like Turnitin are essential in checking the originality of learners' work and ensuring that citations and paraphrasing are appropriately done. Managebac serves as a platform for organizing and submitting work, aligning with academic integrity standards.
- Acknowledge when AI tools have been used: AI tools may assist learners in summarizing key points, suggesting references, or exploring different viewpoints. However, learners must ensure that their understanding and critical thinking are evident in their work. It is essential that AI tools are used responsibly and not as a substitute for genuine engagement with the learning material. For example:

Acceptable Use: A learner using AI to summarize key points for their essay and suggest references to cite is acceptable, provided the learner has understood and can elaborate on the points made.

Acceptable Use: A learner employing AI to summarize counter-positions or alternative viewpoints is permissible if the learner further explores and develops those perspectives in their work.

Unacceptable Use: A learner using AI to generate an entire essay without demonstrating understanding or critical engagement with the content constitutes a violation of academic integrity.

Additional scenarios regarding the responsible use of AI in academic work can be found in the IB AI Scenarios document³.

Learners must explicitly acknowledge when AI tools have been used. This acknowledgement could be in the form of a footnote, a bibliography entry, or a brief explanation in the work itself. The content must align with expected standards of originality and academic rigor. Below are examples of how to document AI assistance:

In-Text Explanation: *"This essay used AI to suggest references for the section on renewable energy technologies. The selected references were reviewed and incorporated into the work based on relevance and accuracy."*

Footnote: *"AI assistance was used to generate a summary of key points related to climate change impacts, which were further expanded and critically analyzed in the text."*

³ International Baccalaureate. *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework*. International Baccalaureate Organization, 2024.

Bibliography Entry:

- For general use of an AI tool:
OpenAI. ChatGPT. Assistance provided in summarizing and generating ideas for the analysis section of this report, 2024.
- For specific outputs:
OpenAI. ChatGPT. "Generated summary on sustainable energy sources," consulted November 3, 2024.

Acknowledgment Section (for larger projects):

- *"AI tools such as ChatGPT were used to generate initial brainstorming ideas and provide grammar suggestions. All content was subsequently reviewed, revised, and expanded to ensure originality and academic depth."*

Managebac/Turnitin Submission Notes:

- *"AI was utilized to explore alternative perspectives on ethical considerations in genetic research. These insights were critically evaluated and rephrased to align with my understanding."*

In the PYP, all Grade 5 learners should reference their sources using the MLA system. In the MYP and DP, all learners are encouraged to use MLA but are free to choose other reference systems, especially if their work is written in a language different from English, such as Portuguese, Spanish, Japanese or Korean.

For all MYP and DP coursework, the process of writing/creating a piece of work for assessment needs to be followed by the lead learner from the very beginning until the final deadline. The school will not be able to authenticate work completed and handed in close to the internal deadlines.

MYP and DP candidates must upload their work in *Managebac* and have access to the similarity report produced by Turnitin. It is the candidate's responsibility to check the similarity report and ensure that all quotes and citations in the work are properly referenced. Subject teachers and the IBDP coordinator are available to support candidates in reading and understanding the similarity support and referencing sources.

School Responsibility

Although the obvious aspect of academic integrity relates to learners and their work, the school has also a great responsibility to act with integrity as an institution to avoid school maladministration, which is “an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments.”⁴

Schools commit maladministration when:

- providing templates or frameworks for learners to complete their work;
- providing multiple edits to the learner’s work;
- providing excess assistance to learners when producing coursework;
- not complying with the conduct of IB Diploma examinations.⁵

The value which the school invests in the concepts of integrity and honesty as part of the Learner Profile is the cornerstone of our Academic Integrity policy. However, the ability to produce authentic work relies on particular study skills and an awareness of the issues of intellectual property, plagiarism, collusion and other forms of malpractice such as ghost and machine writing. Appropriate forms of citation and study skills (including effective ‘paraphrasing’) are taught explicitly to learners of the MYP and DP, and the subject of malpractice is treated with a view to identifying examples of what should be avoided.

The diverse perspectives and academic traditions that the pedagogical staff bring to St. Nicholas School Pinheiros mean that we are prepared to support learners in using different methods of citation. However, we do recommend that they use MLA and acknowledge the use of web-based resources such as *Easybib.com* to help learners reference the ideas and works of others in an organised and academically recognised way.

It is the school’s responsibility to authenticate any work submitted to the IB as wholly created by the learner. Educators must use their professional judgment with each learner. If uncertainty arises, the following principles provide guidance:

1. Did the learner use AI to support their learning? If so, it is acceptable.
2. Did the learner use AI to misrepresent their work? If so, it is not acceptable.

⁴ Wangaard, D.B. and Stephens, J.M. (2011). *Creating a Culture of Academic Integrity: A Toolkit for Secondary Schools*. Minneapolis: Search Institute.

Academic Misconduct

Academic misconduct can be defined as any action that undermines the integrity and fairness of the educational process, including practices such as plagiarism, cheating on examinations, falsifying data, and engaging in unauthorized collaboration, all of which violate ethical principles.

St. Nicholas School Pinheiros recognises that academic misconduct is a matter to be addressed and that learners can stray from the path of academic integrity despite knowing that it is wrong to do so. Research by Wangaard and Stephens⁵ suggests that there are a number of motivational factors which can explain a learner's decision to commit academic misconduct. Extrinsically motivated learners who are under pressure to achieve highly, learners with a low level of engagement in what they are studying or learners who do not feel that they are able to achieve what is expected of them are more likely to plagiarise than other learners. However, we aim to embrace a shared passion for learning with our learners where the learning outcomes are more than just a means to an end. The pastoral care offered by tutors serves to help learners in being able to achieve a balance of the demands of IB programmes without becoming unduly stressed.

We consider the following types of academic misconduct, aligned with the IB:

- plagiarism (copying external sources)
- peer plagiarism (copying work from another learner)
- collusion (supporting misconduct by another learner facilitating one's work)
- Ghostwriting (Submitting work commissioned, edited by, or obtained from a third party)
- use of inappropriate, offensive, or obscene material
- duplication of work (presentation of the same work for different assessment components or subjects)
- falsification of data (presentation of work based on false or fabricated data)
- possessing unauthorised material in the examination room
- exhibiting misconduct or disruptive behaviour during an examination

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It is important to point out a distinction between collaboration and collusion. Legitimate collaboration involves working together with clear boundaries, such as contributing distinct parts to a group project or engaging in peer review. In contrast, collusion involves facilitating academic misconduct by allowing the unauthorized use of one's own work or assisting in the unauthorized use of another learner's work. The key distinction is that the learner is actively supporting or enabling misconduct, regardless of whose work is being misused. Examples include:

- Sharing answers or completed assignments for others to copy.
- Collaborating secretly on individual assessments that are meant to be completed independently.
- Assisting in the unauthorized access to or use of another learner's work.

Therefore, collusion extends beyond the misuse of one's own work to include enabling others to misuse work or resources inappropriately.

All instances of academic misconduct will be dealt with according to this policy together with the relevant IB documents related to academic integrity and specific programme rules and regulations.

When a lead learner suspects of academic misconduct before submission or upload to the IB and before the IB submission deadline, it will be resolved as follows:

- Lead Learner and Head of Faculty meet with learner(s) to collect information that will dismiss or confirm the suspicion
- if suspicion is confirmed the lead learner informs Head of Faculty, IB coordinator and Head of section
- the work of the candidate will not be accepted for assessment
- if time allows, candidate should resubmit the work according to academic integrity expectations

In the case of academic misconduct taking place during the exams, the school will follow the procedures presented in the *Conduct of examinations booklet*⁶ published by the IB for that particular year and the *Academic Integrity* document, that states:

⁶International Baccalaureate. *Academic Integrity*. 2019, p. 24.

- the school must contact the IB within 24 hours of the examination to report the incident
- learners should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other learners
- the learner's examination script should be submitted for assessment as usual

After the work is submitted to the IB for assessment and in case the IB suspects malpractice, the school will be notified by the IB and will follow all the steps of the investigation, providing the IB with all the information and documents required.

Links to Other Policies

[Assessment Policy](#)



Cycle of Review

This policy will be subjected to a regular and official review which will take place every two years, as per the school's policy review cycle. The next scheduled review will take place in March 2026, and will include all relevant stakeholders including:

- Senior leadership team, including all programme coordinators
- Lead learners
- Learner representative
- Parent representative

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