عضو في مؤسسة قطر
Member of Qatar Foundation

Primary Years Programme

Tariq Bin Ziad School
Academic Integrity Policy

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Academic Integrity Policy

"Teaching and learning promote the understanding and practice of academic honesty."

(*Program Standards and Practices: Standard C3.4)*

Vision

Leading Learning

Mission Statement

Tariq Bin Ziad School aims to develop responsible lifelong learners and internationally minded citizens, who help to create a better and more peaceful world, through an inclusive glocalized and dual-language program. Our caring community supports academic excellence, enhances local identity, and understanding and appreciation for other cultures.

Understanding Academic Integrity

"Academic Honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors, including peer pressure, culture, parental expectations, role modeling, and teaching skills."(Diploma Program: Academic Honesty,2009)

Academic Integrity must be taken very seriously, and students need to take responsibility for presenting authentic work. This work should be the students' own original ideas; information taken from other sources should be properly documented. It is imperative that students keep a list of the information sources they used to support their work. Copying and pasting is not allowed.

PYP Academic Integrity Guidelines

In the Primary Years Programme (PYP), academic integrity is developed through explicit teaching, modeling, and guided practice. Because students are still developing research, language, and self-management skills, academic integrity expectations are taught incrementally and age-appropriately. At TBZ, academic integrity in the PYP is closely linked to the IB Learner Profile, particularly the Principled attribute, and is reinforced through Approaches to Learning (ATL) skills.

Students are supported in understanding the importance of:

- presenting authentic work that reflects their own thinking and learning
- respecting the work and ideas of others
- using information responsibly and ethically

- acknowledging sources in developmentally appropriate ways

Academic integrity is treated as both a learning responsibility and a skill that is built progressively to prepare students for the MYP.

Academic Integrity and the Learner Profile

Within the Learner Profile is the attribute *Principled* that states in relation to academic honesty, "*they act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities".* (Diploma Program: Academic Honesty, 2009)

Academic Integrity and the Approaches to Learning (ATL)

Learners at TBZ must commit to supporting the Academic Honesty policy of the school in all aspects of their work. They should ensure all work submitted is authentic and they reference all work or ideas of others. The areas they specifically should focus on are:

1-Social skills: Accepting Responsibility:

The Learner should:

- Be conscious about caring for resources (computers, books, maps, etc.)
- Be aware of library rules
- Know about copyright/ethics of copying
- Be considerate of plagiarism and bibliography
- return books on time; replace lost books

Social skills: Respecting others:

The Learner should honor and acknowledge the work, words, ideas, or opinions of someone else.

2-Research Skills: Recording data

The learner should:

- record sources of information
- Use quotation marks
- acknowledge by whom a fact is stated

3-Self-Management Skills: **Informed Choices**

The learner should evaluate websites using criteria and referring to evidence.

4-Thinking Skills: **Synthesis**

The learner should:

- use words to paraphrase information from a primary resource (e.g., first-hand experience, people, concrete objects) or a secondary one (e.g., book, pictures, AV materials, magazines, newspapers…)

- Use quotation marks to quote someone's speech or your own writing

It is important that students have a variety of resources on academic honesty and know how to use them effectively at TBZ, as described in the different strands of ATL skills used in this. They will receive guidance from the IB Coordinators, the Librarians, the Lead Teachers, and the teachers.

Building a school culture of academic integrity:
Developmentally Appropriate Expectations in the PYP

KG – Grade 1

Students are expected to:

- create work using their own drawings, ideas, and words
- understand that copying another student's work is not acceptable
- practice asking permission before using someone else's materials
- begin to verbally acknowledge sources (e.g., "I learned this from a book / my teacher / my parents")
- understand that honesty is an important part of learning

Teachers support students by modeling ethical behavior and guiding students through classroom routines that promote fairness, sharing, and responsibility.

Grade 2 – Grade 3

Students are expected to:

- complete work using their own ideas and writing
- understand the difference between "helping" and "copying".

- practice basic research skills through teacher-guided inquiry
- begin using simple note-taking strategies (keywords and short phrases rather than full copied sentences)
- acknowledge sources using a simple format such as:
    - **Source: (Book Title)**
    - **Source: (Website Name)**
- begin to give credit for images used in their work

Teachers provide templates and scaffolds to support students in documenting sources appropriately.

Grade 4 – Grade 5

Students are expected to:

- demonstrate independence in completing learning tasks and assessments
- paraphrase information using their own words rather than copying directly avoid copy/paste from websites or digital sources
- understand that using another person's writing without credit is plagiarism
- acknowledge sources clearly in a developmentally appropriate format (teacher-provided template), such as:
    - **Book: Title / Author**
    - **Website: Name of website + link**
- include a simple bibliography at the end of inquiry work when required understand the difference between collaboration and collusion, such as:
    - collaboration = sharing ideas and planning together
    - collusion = copying another student's work or allowing others to copy
- use images responsibly and provide credit (e.g., "Image from: ____")
- understand that their work must reflect their own learning and thinking

By Grade 5, students are expected to demonstrate strong academic integrity skills as preparation for the MYP, particularly in the areas of research, note-taking, and responsible use of digital sources.

Collaboration in the PYP

In the PYP, collaboration is encouraged as part of inquiry-based learning. However, students must understand that collaboration does not mean copying. Teachers explicitly teach students how to:

- discuss ideas respectfully
- share roles during group work
- record individual learning separately
- ensure that the final work submitted reflects each student's personal understanding

Responsible Use of Technology and Digital Resources in the PYP

Students are encouraged to use technology to support learning. However, they must use online resources ethically and responsibly. In the PYP, students are expected to:

- use digital tools appropriately under teacher guidance
- avoid copying text directly from the internet
- record sources of information in a simple format
- ask for teacher guidance when using websites, videos, or images

Teachers guide students to use age-appropriate research platforms and teach safe and ethical use of online information.

Use of Translation Tools and Artificial Intelligence (AI) in the PYP

TBZ acknowledges that students may use translation tools or digital support tools to support language development. However, students must ensure that the final work submitted reflects their own understanding and thinking.

Students may use translation tools to:

- understand vocabulary and instructions
- support bilingual learning
- clarify meaning when reading or researching

Students may not use translation tools or AI tools to:

- produce complete assignments or written responses that do not reflect their own learning
- replace student thinking, creativity, or reflection

- generate final products without teacher approval

Teachers may ask students to explain their learning verbally to confirm understanding and authenticity.

Academic Integrity in PYP Assessment

Teachers will promote academic integrity during assessment by:

- clarifying expectations before tasks begin
- modeling appropriate research and note-taking practices
- providing templates and scaffolds for referencing
- guiding students through drafting and revision processes
- ensuring assessment tasks reflect the student's own work and understanding

Academic integrity concerns in the PYP are often unintentional and will be treated as learning opportunities. Teachers will provide guidance and support before formal consequences are applied.

PYP Support and Intervention Approach

In the PYP, the school recognizes that many academic integrity issues occur due to misunderstanding, limited research skills, or language development needs. Therefore, TBZ prioritizes a restorative and educational approach through:

- teacher feedback and conferencing
- re-teaching research skills
- providing scaffolds and templates
- supporting students in correcting and improving their work
- involving parents when needed to support learning at home

PYP and MYP

1- **Teacher's Responsibility**

Teachers at TBZ must demand and encourage academic integrity in all student work. Teachers must be committed to supporting the application of the IB Learner Profile to academic integrity policy and to detecting any form of plagiarism. Teachers are responsible for ensuring that students clearly understand the policy by integrating lessons on academic honesty into their unit plans. Teachers are the “gatekeepers” for

modeling and demonstrating academic honesty appropriate to the grade level they teach.

Teachers, parents, and students may reference the IBO text for further clarification:

http://www.ibo.org/documentlibrary/regs_ibworldschools/

2- **Library and media technology**

The library, media technology, and all teaching and support staff play a key role in developing a culture of integrity.

Bibliographies and referencing

The format used at TBZ for bibliographies and reference is the Modern Language Association style of referencing (MLA: www.mla.org) and is referred to as an information literacy skill of Approaches to Learning (ATL) Teachers are to use the MLA and students will be trained in the use of it through library sessions and there will be a section about referencing included in the ATL Handbook.

Education for pupils:

A program of direct, age-appropriate, and incremental teaching that addresses academic integrity conventions and encourages students to take responsibility for their own learning and work should be detailed here. Students are taught the appropriate personal, social, and technical skills needed to be academically honest. The processes of creating and acquiring knowledge and understanding should be made transparent. A framework is as follows:

- research practices,
- annotations,
- note-making,
- planning and drafting processes,
- citations, paraphrasing,
- referencing, bibliographies,
- correct formatting and the appropriate use of online tools (such as EasyBib, Turnitin, and 'essay mills').
- The appropriate use of external, non-school support.

3- **TBZ administration:**

TBZ adheres to all requirements specified in its documentation regarding academic integrity.

Understanding malpractice

Intentional – when a student plans to be dishonest, is aware of the nature of their actions, and may even take measures to disguise or cover their dishonesty.

Unintentional – when a student is dishonest without realizing what is expected and required, or cannot manage the appropriate honest processes

What is Plagiarism? Copying someone else's work and passing it off as your own is plagiarism. If you use someone else's work, you must acknowledge the original creator; even if you alter the words slightly, you are still taking the work of another person. This also applies to work taken from the internet and all other electronic media, including all forms of images and graphics. Information taken from all online sources must include the URL.

What is Collusion? Allowing your work to be submitted by another student or giving information to another student regarding the information on a test or assignment in order to help someone else achieve a grade by assisting them in cheating.

What is Copying?

Copying from another student in part or in full, or allowing a student to copy your work in class or at home.

What is Duplicating?

Submitting the same piece of work for more than one subject, regardless of the similarity between the subject assignments.

What is Cheating?

Gaining an unfair advantage over other students in the context of an academic assignment, assessment, test, or any other school-related activity.

Generally, plagiarism can be avoided by citing all sources. Students should use the bibliography to indicate the sources they used to create their work. In addition, they must use quotation marks and clearly define the source of the information.

What is Fabrication?

The creation of false, fake, or invented data, research, images, or other source material. This could also take the form of omission of source data.

Copyright infringement – the acquisition or use of copyrighted work without appropriate authorization, license, or permission.

Tutorization – when a student gains too much guidance or support from a home tutor, whether by the provision of prompts or coaching, or by producing a complete assignment on behalf of the student.

Exam malpractice – could be in the form of taking notes or forbidden items into an examination session, or copying from a neighboring classmate.

'Contract cheating' – a form of collusion or tutorization in which a student pays for someone else to produce an assignment on their behalf, whether a friend, a classmate, or an online service provider.

Unauthorized or malicious interference with another student's work, or with a teacher's or school's records

Consequences and Support in the PYP (Restorative Approach)

In the Primary Years Programme (PYP), TBZ recognizes that academic integrity is a skill that develops progressively. Many academic integrity concerns in the PYP may be unintentional and occur due to limited research skills, language development, misunderstanding of expectations, or a lack of experience in documenting sources. Therefore, TBZ prioritizes a restorative and educational approach that focuses on learning, reflection, and skill-building.

Academic integrity incidents in the PYP will be addressed through age-appropriate interventions, ensuring fairness and consistency while maintaining the well-being and dignity of the student.

PYP Response to Academic Integrity Concerns (KG–Grade 5)

First Concern (Teaching Opportunity)

If a student demonstrates inappropriate academic practice (copying, submitting work that is not their own, missing source acknowledgment, or misuse of online content), the teacher will:

- provide clear feedback and explain the concern in student-friendly language
- re-teach the appropriate skill (paraphrasing, note-taking, citing sources, collaboration expectations)
    - guide the student in correcting the work
    - require the student to redo part or all of the task with proper support
    - document the incident informally for follow-up and learning purposes

Parents may be informed depending on the nature of the concern and the student's age.

Second Concern (Formal Intervention)

If a similar concern is repeated, the teacher will:

- meet with the student to reflect on the issue and clarify expectations
    - KG - Grade 2 Reflection Sheet
    - Grade 3 - Grade 5 Reflection Sheet
- involve the PYP Coordinator or National Curriculum Coordinator (if needed)
- inform parents formally and provide guidance on how they can support academic integrity at home.
- require the student to redo the task under teacher guidance
- Record the incident formally in the school records

The focus remains on skill development, accountability, and improving student understanding.

Third Concern (Administrative Involvement)

If repeated concerns continue, the matter will be escalated and may involve:

- a formal meeting with parents, teacher, coordinator, and counselor
  a student reflection form or learning contract
- loss of privilege related to the task (for example, reduced independent access to digital research tools)
- closer monitoring and support during inquiry and assessment tasks
- further consequences determined by the administration in alignment with the school behavior policy (Upper PYP – Grade 4–5)

In Grades 4–5, if the incident is determined to be intentional (for example: repeated copying/pasting, deliberate submission of work completed by another person, or misuse of AI tools to generate assignments), the school may apply more serious consequences aligned with MYP procedures, including:

- receiving no evaluation/grade for the task
- repeating the task under controlled conditions
- a formal meeting with parents and administration

TBZ ensures that all consequences remain fair, consistent, and supportive of student learning.

Commitment to Learning and Growth

TBZ aims to build a culture of honesty and responsibility through guidance and positive reinforcement. The purpose of consequences in the PYP is not punishment, but to help students:

- understand expectations
- build research and communication skills
- develop independence and responsibility
- demonstrate the IB Learner Profile attribute of being **Principled**

MYP

Offenses and consequences

Allegations of academic dishonesty will be dealt with immediately by the administration and fully investigated. The student will be given the opportunity to respond to the allegations. If, after the investigation, the student's work is found to be honest and accurate, the matter will be concluded and not noted on the student's record. If it is found that the work in question does breach academic honesty, then the following will apply:

- First offence – the student will not receive a grade/evaluation for the work, and a meeting will be set with the teacher and the counselor
- Second offence – the student will not receive a grade/evaluation for the work; a meeting will be set with the teacher and the counselor; a meeting will be set with the parents; and the student will receive a two-day suspension.

TBZ takes academic honesty very seriously and aims to support all students' work with respect and fair treatment.

The consequences of academic dishonesty.

Schools shall incorporate a series of clear, consistent, and fair consequences into their own academic honesty practices, behavior policies, and student handbooks. They should include, but are not limited to, the following consequences:

1. *Interventions* - encouraging students to reflect on, and learn from, their actions, to take responsibility for their own learning and work.
2. *Investigations* – the processes for the investigation and resolution of accusations of academic dishonesty, and for the restitution of appeals.

3. *Warnings*– systematic and incremental notification to student, parent and school administration regarding the consequences of dishonesty or a lack of integrity.

4. *Parental involvement* – the timing and nature of communications with parents.

5. *Repeating assignments* – the (first) instances when students are given an opportunity to repeat an assignment, perhaps under controlled conditions, for teacher feedback and/or the determination of assessment grades.

6. *Impact on grades and reports* – the impact of (repeated) dishonesty upon a student's grades or report cards.

7. *Probation, detention, suspension* – such as detentions, loss of privilege or reward, internal or external exclusions, loss of awards or qualifications.

8. *Disqualification or withdrawal* from examination candidacy or course credit.

9. *External examination bodies* – the strict consequences that examination and qualification agencies, such as the IB, have for dishonesty and misconduct.

10. *Communicating with colleges and universities of further education* – the decision and process for informing other educational institutions about a student's academic dishonesty.

References:

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International Baccalaureate Organization, MYP: From Principles into Practice, Peterson House, Cardiff, Wales 2008

International Baccalaureate Organization, Diploma Programme Academic Honesty, Peterson House, Cardiff, Wales, 2007

International Baccalaureate Organization, MYP Subject Guides (*all new subject guides from 2012 onwards contain a section on academic honesty and library)*

Qatar Academy, Academic Honesty Guidelines *(Primary School)*

International School of London Qatar, Policy Book, *2010*