



SWISS INTERNATIONAL SCHOOL
QATAR

ACADEMIC INTEGRITY POLICY

Staff Incharge	IB Coordinators
Latest revision	October 2024
Approved by	Head of School
Next Revision	October 2026

Our Vision

SISQ aims to develop learners who are
FULFILLED INSPIRED PREPARED

رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين
يتصفون بأنهم

مُسْتَعِدُونَ مُلْهِمُونَ مُشَبَّعُونَ

Notre Vision

SISQ encourage les apprenants à devenir
ACCOMPLIS INSPIRÉS PRÊTS

Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

رسالتنا

من خلال المتعة والمشاركة، والتعاون، والشمولية والاهتمام، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مشبعون فكرياً، يجدون الفرح في تعلمهم وتعلم الآخرين؛ إنهم فضوليون ومشاركون ومتحمسون للتعليم.
- مشبعون عاطفياً إنهم سعداء بأنفسهم، يتمتعون بصحة جيدة، ومتوازنون، وواقفون من أنفسهم.
- مشبعون اجتماعياً: يطورون علاقات ذات مغزى؛ إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الهادف والقائم على الاستقصاء، والتحدى والابتكار، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- ملهمون لمواصلة التعلم: فهم فضوليون ومتساثلون ومستعدون لتجربة أشياء جديدة؛ يتعلمون بدوافع ذاتية.
- ملهمون لمشاركة ما تعلموه وتطبيقه، يمكنهم استخدام ما تعلموه لتحسين حياتهم وحياة الآخرين؛ ينقلون تعلمهم لإلهام الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والمواقف والتصرفات تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدون للمستقبل يتبنون التغيير والتحدى؛ يتكيفون مع المواقف الجديدة ويفكرون بشكل خلاق لحل المشكلات المعقدة.
- مستعدون لعيش حياة تنسم بالنزاهة: أصحاب مبادئ، أقوياء؛ لديهم مجموعة من القيم التي توجههم عند اتخاذ القرارات.
- مستعدون ليكونوا مواطنين عالميين صالحين: فهم متعددو اللغات ومفتحون ومتعددة الثقافات في نظرهم؛ إنهم شجعان ومهتمون ومستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Émotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre: ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances: capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transfèrent leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édification du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir: ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



Philosophy

The Swiss International School Qatar (SISQ) recognizes and is committed to supporting and promoting the importance and benefits of academic honesty, and is guided by the philosophy of the IB Organization. We are committed to promoting a school culture which actively encourages academic honesty and in which faculty and students behave in an ethically responsible manner.

In this we are guided by the features of the IB Learner Profile attributes:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Statement Of Purpose

The purpose of this policy is to clearly state Swiss International School Qatar's understanding of, and commitment to, maintaining high standards of academic honesty within its school community, clarifying expectations, responsibilities and consequences.

Availability

The academic honesty policy will be made available to all members of the school faculty in print and electronic form on the school Google Drive, to students and parents/guardians. Copies will be displayed in the school libraries and on notice boards as appropriate, as well as being placed on the school's website.



Writing, Monitoring And Reviewing Of The Policy

The policy was initially written by the Librarian and rewritten collaboratively with members of the pedagogical leadership team.

The Divisional Principals are responsible for the communication of the policy with teachers and parents. Teachers are responsible for the communication of the policy with students and for the monitoring of academic honesty in their classes. Teachers must declare instances of academic malpractice according to the policy outlined in this document. The Librarian must be available to train students to follow best academic practice such as referencing, and to assist teachers with the communication of the academic honesty policy to students.

The Principals and the Librarian are responsible for the reviewing and updating of the policy, which takes place in a collaborative manner with the pedagogical leadership team and teaching staff. Feedback from other stakeholders such as parents and students must also be taken into account in the reviewing process. Reviewing takes place yearly or as required by the school's changing context, under the supervision of the Head of School.

What is academic honesty?

SISQ recognizes the IBO's definition of academic honesty as "a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment" (International Baccalaureate Organization).

This is central to students becoming principled, responsible, independent learners and extends beyond school life to college, university, and their adult lives. Accusations and instances of academic malpractice or dishonesty can ruin careers and reputations.

SISQ will endeavor to empower students with best practices. These will include helping them to acquire the essential skills to find and creatively use information from a variety of sources, give due credit and acknowledgment for ideas and work which are not their own and to be aware of and be able to avoid the different forms that malpractice can take.

An academically honest student - a SISQ student - produces authentic pieces of work, cites their sources accurately, collects and uses data ethically, and displays correct behaviour in examinations.

The scope of this policy also extends to SISQ staff who are expected to model best practice in regards to citing sources and acknowledging the ideas of others. All staff should be familiar with the policy and procedures outlined in this document.



What is academic malpractice?

Academic malpractice (also known as academic dishonesty) includes, but is not limited to:

- Collusion: supporting malpractice committed by another student, such as by allowing them to copy work or submitting work done by another student as one's own. It also includes working with others on supposedly individual assignments, or allowing another person (student, parent or tutor) to revise, edit or write work which is then submitted as the student's own.
- Duplication: re-submitting a piece of work for more than one assessment.
- Fabricating data: making up results for experiments or creating false citations.
- Falsifying student records: for example, adjusting grades or teachers' comments.
- Plagiarism: representing ideas or the work of others as one's own. It may involve copying another student's work, failing to correctly acknowledge (cite) the sources used or including in-text citations that do not match the Works Cited page.
- Unfair advantage: any behaviour that gains an unfair advantage for one student or affects the work of other students, such as taking unauthorized materials into an examination, disruptive behavior in examinations, damaging work of other students, stealing examination/test papers or downloading them from the internet.

How do we support academic honesty at SISQ?

Responsibilities

The School:

SISQ will clearly share with the whole school community its expectations and standards regarding academic honesty. Through teaching and modelling of best practice in regards to academic honesty, all of our students will be provided with opportunities to be empowered with the skills to become principled lifelong learners.

Any student who is found to be engaging in an activity that constitutes academic dishonesty or malpractice will be subject to the procedure outlined in this policy. All such incidents will be reported to the Head of Division and a central record will be kept that will be visible to all staff. This is to ensure that reporting of incidents is consistent and trends can be identified in a timely manner. The record kept will include all incidents of academic dishonesty for a student during their time at SISQ, not just for the current academic year. Any supporting documentation, such as letters to parents or minutes of meetings, will be stored in student files for reference.

Teachers:

All teachers will be responsible for modelling best practices by educating all their students about academic honesty, plagiarism and other forms of academic malpractice. They will demonstrate examples of citation and referencing that acknowledge sources used.



Teachers will provide continuous instruction across the curriculum on good research skills, citation, and how to maintain academic good practices appropriate to the age group of the student body concerned. This will include reminding students about the school's policy regarding collusion, plagiarism, duplication of work and other forms of malpractice.

Assignments and assessments will be designed in such a way as to encourage academic honesty at all times. Teachers will clearly state, either verbally and/or in writing, their expectations when setting classwork, homework and other assignments where individual and collaborative work is expected or permitted, and how sources used should be acknowledged.

Regular feedback given to students, and regular opportunities for student reflection, will help contribute to a school culture in which best practices and academic integrity are consistently and positively monitored. As appropriate, student work will be reviewed using Turnitin to check for authenticity and plagiarism. All instances of academic malpractice will be investigated and reported to the relevant School Principal and appropriate courses of action will be implemented to rectify student behaviour and attitude.

Staff must also follow the academic honesty policy in regards to their own work. All sources should be clearly cited and acknowledged. Resources that utilise others' work, such as worksheets, images, activities from textbooks etc. will be clearly cited so that students can appreciate that the policy is applicable to all. This will also enable students to learn about intellectual property and copyright. When creating classroom or school displays, staff must ensure that any materials, including images, are cited and that the citation follows the guidelines in this policy and is clearly visible.

Librarian(s):

The Librarian(s) will collaborate with teachers to provide students with instruction in research skills, academic honesty, and citation appropriate to the age level of the cohort. This will include, but will not be limited to, proper use of paraphrasing and use of direct quotes, critical evaluation of research sources, and constructing bibliographies and correct use of the MLA 8 citation style.

The Librarian(s) will also provide teachers with support training in research skills and citation as required.

As the school develops, the Librarian and the Personal Project Coordinator (if applicable) will play a key role in the training of students and staff for the Personal Project.

Students:

SISQ is committed to supporting all our students to become principled, responsible and knowledgeable global citizens. All our students will be educated to understand the importance and relevance of academic honesty, about what constitutes academic malpractice, and what sanctions may result. Our students will be taught best practices in academic writing and referencing sources, and will be encouraged to look to all members of the faculty for support and advice in matters of academic honesty. Most importantly, as



students progress through the school, they will develop an appreciation of why academic honesty is so important by developing an understanding of academic integrity and issues surrounding intellectual property.

Students will learn to use a range of sources in their work as they progress through the school. As they develop, students will begin to appreciate that some sources may be more credible than others and teachers may begin to set parameters with regards to the types of sources that can be consulted for specific pieces of work. For example, students in the final years of the MYP and in the DP may be discouraged from using sources such as Wikipedia.

All our students are responsible for their own actions as independent learners and for producing and submitting their own authentic work. They are responsible for acknowledging sources of information used in all the work they produce. Our students will understand and abide by the rules of proper examination conduct.

PYP:

PYP students will be introduced to the concepts of academic honesty as they progress through PYP. From the very early stages they will learn to value the individuality of their own work and respect the works of others. They will gradually acquire essential skills such as paraphrasing information into their own words, acknowledging sources used and reflecting on the work they produce.

MYP:

As students progress through the MYP, they will gain a clearer understanding of the differences between deliberate and accidental academic malpractice, and the consequences that will arise if this persists. Students will develop their documentation skills and understand the basic principles of referencing and citation. There will be ongoing training from teachers and the librarian(s) on how to use a variety of electronic sources and how to cite information. Assessments will clearly state what teachers expect in terms of citations of sources and presentation of bibliographies and Works Cited lists.

DP:

Students will receive research skills training, including citation skills, academic writing techniques such as paraphrasing and summarizing in order to represent other people's ideas in their own words.

Parents:

As vital participants in the SISQ school community, parents will receive a copy of the academic honesty policy and will be encouraged to promote good practices of academic honesty with their children. They will be encouraged to support the school's policy by not engaging third party help such as private tutors. Emphasis will be placed on parents gaining the necessary skills to feel empowered to monitor their children's work in a way that will help them to become responsible, independent learners.



Sanctions

SISQ will deal with each incident of academic malpractice on a case by case basis. In all cases where academic malpractice is discovered to have occurred, SISQ will ensure that the student concerned will receive remedial training in the necessary skills to help prevent a recurrence. Sanctions will also be imposed depending on the severity and re-occurrence of the infringement.

Internal sanctions are those imposed by the school for assignments and coursework which do not contribute towards the award of the final IB MYP Certificate or the Diploma Programme.

These will typically involve:

Tier One

Examples:

Copying the homework of another student; failing to cite sources appropriately; working with others on work which was intended to be individual; taking notes into tests.

The teacher will inform the relevant School Principal and a meeting will be held with the student. The incident will be clarified, feedback will be given, and a note will be placed in the student's record. A letter confirming the outcome of the meeting will be issued to the parents. The student will receive retraining and may be allowed to resubmit the piece of work for teacher feedback. The student's attitudes grade will be negatively affected.

Tier Two

Examples:

Recurrence of Tier One malpractice; submitting work completed by someone else; using unauthorised materials in a class test or assessment.

The teacher will inform the relevant Head of Division and a meeting will be held with the student and their parent/guardian. The incident will be clarified, feedback will be given and remedial training will be organized for the student. A note will be placed in the student's file. The piece of work or assignment concerned may be re-submitted. A written warning will be issued via the parents and a copy of this placed in the student's file. The student's attitudes grade will be negatively affected.

Tier Three

Examples:

Recurrence of Tier Two malpractice; Cheating in examinations; stealing examination papers; falsifying student records; plagiarizing an assignment to be submitted externally to the IB.

The teacher will inform the relevant School Principal and a meeting will be held with the student and the parents. The student may be suspended or their place at the school may be at risk.



External sanctions

External sanctions are applied by the IB and relate specifically to all pieces of work which count towards the formal awarding of an IB qualification or certificate, such as the Personal Project, ePortfolio work, Extended Essay, Theory of Knowledge (TOK) Essay and Internal Assessments (IAs). If academic dishonesty is suspected in the first draft of an IA, Personal Project, Extended Essay or TOK essay it is likely that it will be dealt with by the school's internal sanctions. However, if malpractice occurs at later stages, the IB MYP and DP Coordinators must report it to the IB Curriculum and Assessment Office for investigation.

If malpractice is suspected to have occurred during an examination or if it is suspected by an IB examiner or other IB staff member then an investigation may be called which may ultimately result in no grade being awarded for the specific subject involved or the IB MYP Certificate or the IB Diploma being withdrawn.

Rights of the student

For a matter to be investigated and treated as academic dishonesty, the teacher making the accusation must have evidence that academic dishonesty or malpractice has occurred. This may take the form of documentary evidence or report by another student or adult. Any student who is accused of academic dishonesty will have the opportunity to explain their actions. While accidental incidents of academic dishonesty or malpractice may be treated less severely than deliberate ones, it is important to remember that all instances will be treated seriously and the school procedure will be followed. Remedial training and help will be offered to students in the hope of developing their understanding of the seriousness of academic dishonesty or malpractice. This may take the form of re-training with the Librarian or specific tasks to help the student clarify their understanding of academically honesty practices.

Artificial Intelligence (AI)

Artificial Intelligence (AI) has become increasingly influential in academic work, particularly in research, data analysis, and information retrieval. The International Baccalaureate (IB) recognizes the value of AI tools, acknowledging their potential to enhance learning, streamline research, and foster critical thinking. AI can assist students in gathering and organizing information, offering new ways to approach complex problems.

However, the IB also emphasizes the importance of academic integrity. While AI can be a powerful research tool, students must avoid using AI-generated text as their own work. Submitting AI-written content as original is considered plagiarism and violates the principles of ethical scholarship. Students are encouraged to use AI for brainstorming, refining ideas, or finding sources but must ensure that their submissions reflect their personal understanding and effort. Proper citation of AI-generated content is also critical in maintaining academic honesty.

Sources

IBO. Academic Honesty. IBO, 2007.

IBO. Academic Honesty: Guidance for Schools. IBO, 2011

IBO. Academic Honesty in the IB Educational Context. IBO, 2014.