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Academic Integrity Policy

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Learner profile

INQUIRERS	Students are passionate explorers, capable of independently acquiring knowledge and collaborating with others; they understand that learning is a process that never ends, and developing research skills and deepening knowledge brings them satisfaction.
KNOWLEDGEABLE	Students develop and apply conceptual understanding by exploring knowledge from various fields, engaging with issues that have both local and global significance.
THINKERS	Students use critical and creative thinking skills to analyze complex problems and take responsible actions.
COMMUNICATORS	Students understand and express ideas and information confidently and creatively in more than one language, using various means of communication. They are able to collaborate effectively with others, respecting their opinions and different perspectives.
PRINCIPLED	Students act with honesty and integrity, demonstrating a strong sense of justice and respect for the dignity of individuals, groups, and communities. They take responsibility for their actions and their consequences.
OPEN-MINDED	Students understand and respect their own culture, but are also open to the perspectives, values, and traditions of others and different communities.
CARING	Students demonstrate empathy, compassion, and respect for the needs and feelings of others. They personally engage in actions aimed at bringing about positive changes in the lives of others and the natural environment.
RISK-TAKERS	Students approach new, uncertain situations with both boldness and caution, willingly taking on new roles, exploring new ideas and strategies. They boldly defend their beliefs.

BALANCED	Students understand the importance of balance in intellectual, physical, and emotional development in striving to achieve well-being for themselves and others.
REFLECTIVE	Students are able to assess and understand their strengths and weaknesses, analyzing their experiences to support the process of learning and personal development.

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.

School mission statement

The primary educational and developmental goal of our school is to provide students with conditions for comprehensive development in an atmosphere of mutual respect and tolerance. We aim for our students to become responsible, inquisitive, and critically thinking individuals who understand the need for lifelong learning.

Our mission is to support the individuality of young people while fostering respect for differences and diversity. We help our students develop their talents and discover paths to success in a global, dynamically changing society. We believe that equipped with the right competencies and aware of the need to promote universal values such as truth, honesty, and goodness, they will build a better, more just, and safer world.

Academic Integrity in IB Programs

Academic integrity is 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.

During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed.

Academic Integrity, Published October 2019

Definitions

Academic Integrity refers to actions that align with principles and values based on respect for fellow students, teachers, as well as the entire educational process. It includes behaviors such as:

- Avoiding plagiarism,
- Refraining from cheating on tests and examinations,
- Acknowledging the assistance of others, when required,
- Using sources accurately and responsibly,
- Collaborating ethically and responsibly in group projects.

Academic Integrity is founded on five pillars:

1. **Honesty** – Acting in accordance with ethical principles and truth.
2. **Trust** – Building relationships based on truthfulness and reliability.
3. **Fairness** – Treating others with respect for their rights.
4. **Respect** – Recognizing the value and efforts of others.
5. **Responsibility** – Taking accountability for one’s own actions.

Intellectual property refers to all original works created by an individual that are legally protected.

Plagiarism is the act of copying an entire work (or part of it) and claiming authorship.

A **student academic misconduct** includes any action that breaches the principles of honest work, such as plagiarism, cheating on tests, unauthorized use of AI, falsification of results, or dishonest collaboration. Examples of violations include:

- Copying a section of an essay without citing the source.
- Using AI to write an assignment.

- Prompting answers during an examination.
- Falsifying research or experiment data
- Using notes during tests when forbidden.

A **conflict of interest** arises when a person’s private interests influence or may influence their objectivity.

A **balance of probabilities approach** refers to the method of determining whether an event is more likely to have occurred than not. This approach is used in assessing breaches of Academic Integrity.

A **principled student** is one who adheres to the values of honesty, respect, and responsibility in both academic work as well as interactions with others.

Objectives of this Policy:

1. To promote integrity, responsibility, and respect among students.
2. To increase awareness of plagiarism and other forms of academic misconduct.
3. To support students in developing critical and creative thinking skills while solving problems honestly.
4. To provide a safe and supportive learning environment.

Rights and Responsibilities of School Community Members

All members of the school community should promote an approach based on integrity, transparency, and adherence to principles, as well as uphold the values set out in the school’s mission, the IB mission, and the resulting learner profile. Teachers and other school staff should act as role models for students, while parents should support their children in honest academic work.

Academic integrity is inextricably linked to the student profile. Members of the school community strive primarily to develop the traits of ‘Principled,’ as well as “Reflective” and ‘Thinkers.’

Rights and Responsibilities of Students

Rights:

- The right to fair and transparent assessment of their work.

- The right to clear grading criteria.
- The right to support in the learning process.
- The right to assistance in understanding and implementing the principles of Academic Integrity, including guidance on research and proper citation of sources.

Responsibilities:

- Avoiding plagiarism by correctly citing sources.
- Ensuring that all work submitted complies with the principles of academic integrity.
- Completing assignments independently.
- Adhering to the principles of integrity during quizzes, tests, and other classroom activities.
- Striving to develop the attributes of a "principled" learner and acting honestly.

Rights and Responsibilities of Parents

Rights:

- The right to information regarding the Academic Integrity policies.
- The right to appeal decisions concerning their child.

Responsibilities:

- Reviewing and signing the Academic Integrity policy document before the PYP exhibition and upon their child's admission to the MYP program.
- Supporting their child in adhering to the principles of the Academic Integrity.

Rights and Responsibilities of Teachers

Rights:

- The right to enforce the principles of the Academic Integrity.
- The right to choose strategies and methods to support students in understanding and adhering to Academic Integrity policies.

- The right to support from the school’s leadership team in cases of doubt or difficulties in applying Academic Integrity policies in practice.
- The right to professional development and knowledge enhancement in Academic Integrity

Responsibilities:

- Promoting Academic Integrity among students and parents.
- Preparing instructional materials accurately and citing sources properly.
- Monitoring students' compliance with academic integrity rules.
- Fair and transparent assessment practices.
- Reporting instances of Academic Integrity violations in accordance with procedures.
- Encouraging student independence.

Rights and responsibilities of other members of the school community

- The Head of School ensures that all members of the school community adhere to the principles of academic integrity.
- PYP and MYP coordinators are responsible for ensuring that all candidates, students and their parents are aware of the principles of academic integrity, understand what constitutes misconduct and are aware of its consequences, and receive guidance and support regarding academic standards.
- The librarian is responsible for educating all members of the school community on how to properly search for and cite sources, and on all matters relating to academic integrity.

Sanctions for Violations

- **First offense:** Discussion with the student and a warning.
- **Second offense:** Formal reprimand from the homeroom teacher as well as parental notification.
- **Third offense:** Lowering of the student’s conduct grade.

- **Severe cases:** Possible transfer of the student to a non-MYP program class.
- **Unprecedented/exceptional cases:** Each case is considered individually.

Examples of academic dishonesty:

- Plagiarism, such as copying another person's work or part of their work, copying other people's ideas, downloading work or part of work from the internet and presenting it as your own.
- Failure to follow the teacher's instructions for the assignment.
- Unauthorised use of sources (e.g. during tests and written assignments).
- Unauthorised use of tools (e.g. calculators).
- Impersonating another student.
- Assisting in academic dishonesty (writing work for someone else, exchanging information during a test).
- Using the internet and artificial intelligence when not permitted.
- Irresponsible use of social media.

Monitoring and Appeal Procedure

- Compliance with Academic Integrity rules is monitored by teachers and the librarian.
- The library serves as an educational center for Academic Integrity.
- Compliance with academic integrity is monitored primarily by providing a suitable place for writing assignments, carefully checking students' work, checking compliance with the ban on the use of mobile phones (unless the task requires a different approach) and checking cited sources.
- Students have the right to appeal decisions regarding violations. The appeal process follows the balance of probabilities principle.

Academic Integrity Policy in PYP and MYP Programs

- **PYP:** Students are introduced to Academic Integrity principles and must sign a declaration of adherence before their exhibition.
- **MYP:** Students' awareness is actively developed within the program, with requirements tailored to their level. Students who repeatedly violate the rules may be transferred to a parallel class.

Methods of Citation

Correct citation of sources helps to avoid accidental plagiarism. Students and teachers at our school are encouraged to use a variety of sources and to cite them correctly.

The citation style adopted at our school is MLA:

- **MLA:** Kowalski, Jan. *Podstawy etyki akademickiej*. Warszawa: Wydawnictwo Edukacyjne, 2020.

Legitimate collaboration and unacceptable collusion

For some projects (including the PYP Exhibition and Community Project), students may work in groups (up to three people for the Community Project). It is important that members of the school community understand the differences between legitimate collaboration and unacceptable collusion. Group work must take into account the equal contribution of all team members, the appropriate division of roles and the distribution of tasks. Team members must be aware of their responsibilities and actively work towards a common goal, be able to precisely identify the scope of their contribution to the joint work, and present the stages of work and results. Signing off on the results of a group's work in which one did not participate is a form of plagiarism.

Legitimate collaboration includes:

- Joint implementation of group projects where officially permitted or required.
- Fair and equal distribution of responsibilities among group members.

- Independent preparation of the project by students, without the participation of non-group members.
- Sharing ideas and conclusions, and discussions on selected topics in which every group member participates.
- Mutual assistance in learning, joint preparation for tests, examinations and individual projects, which each student then completes independently.
- Providing feedback to other students and groups on their projects.
- Consulting with the teacher/mentor on any doubts regarding the scope of cooperation and academic integrity.

Unacceptable collusion includes:

- Cooperation between students in cases where it is not permitted by the rules of the task/project.
- Involvement of third parties who are not part of the team (except in situations where this is part of the task – in which case it should be clearly indicated who provided assistance to the student/group and to what extent).
- Uneven distribution of tasks among group members – primarily a situation in which some members of the group do not engage in joint work and present the results of other people's work as a jointly developed value.
- Copying the work of another student/group or allowing other students to copy one's own work (plagiarism).

Using Artificial Intelligence

Students and teachers may use artificial intelligence tools, provided that their use is properly labelled and correct references are added. AI can be used as an aid in creating a variety of materials, but it cannot be used to create works marked as original. It should be remembered that artificial intelligence is not a source – it can only help in searching for sources.

Education on Academic Integrity

The school prioritizes educating students, parents, and teachers on the principles of Academic Integrity. Students participate in workshops during homeroom sessions, dedicated to the principles of honest learning both at school and at home. Parents familiarize themselves with the Academic Integrity policy during meetings with class teachers and receive support from educators in implementing these principles in their child's learning process. Teachers enhance their professional skills through training sessions conducted by the pedagogical council.

Conclusions

Academic Integrity is the foundation of students' success in school, and adherence to the principles of honesty and responsibility contributes to both academic and personal development. Our policy aims to support students in fostering a responsible and ethical school community where everyone has the opportunity to grow based on their true abilities.