



H-FARM INTERNATIONAL SCHOOL

Academic Integrity Policy

2026-2027

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1. School Mission Statement

At H-FARM International School Vicenza, we are committed to empowering students to become successful lifelong learners in today's diverse global society. In a warm, stimulating learning environment, we support the potential of every child to become knowledgeable, proactive, curious students and internationally-minded citizens.

2. Purpose of this document

This policy provides an overview of academic integrity at H-FARM International School Vicenza (from now H-IS Vicenza). It is written in alignment with the principles and practices of the International Baccalaureate (IB). The document outlines our school's shared understanding of academic integrity, the values that guide our practice, and the roles of students, teachers, and parents in fostering a culture of honesty and responsibility.

The policy defines academic integrity and sets out the principles that shape teaching and learning across the school, with specific reference to the requirements of the IB Diploma Programme (IBDP). Much of the information is drawn from official IB documentation and adapted to reflect the needs and context of our school community.

At H-IS Vicenza, we view academic integrity as central to the development of principled and reflective learners. By promoting integrity, fairness, and respect throughout the learning process, we prepare students with the skills and values that will support them both in school and beyond.

Our expectations and practices are guided by the IB Learner Profile, particularly the attributes of:

- **Principled** – acting with honesty, fairness, justice, and respect while taking responsibility for one's actions and their consequences.
- **Thinker** – applying critical and creative thinking skills to approach complex problems and make ethical, well-reasoned decisions.

3. Intellectual Property and Authentic Authorship

The World Intellectual Property Organisation (WIPO) defines intellectual property (IP) as "creations of the mind, such as inventions; literary and artistic works; design; and symbols, names and images used in commerce" (WIPO, 2011).

This means that any piece of writing (e.g. a book, article, poem, blog, or review), music, artwork, photograph, film, computer program, application, map, design, or logo is the intellectual property of its creator. These works are protected by moral and legal rights. A

common misconception is that materials found on the internet are free to use. In reality, most are subject to copyright protections that govern their use.

The International Baccalaureate (IB) defines an authentic piece of work as “one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged” (IBO, 2011).

As principled learners, students are expected to respect the intellectual property rights of others and to act with honesty and integrity when incorporating others’ ideas or work into their own. This includes:

- Correctly citing and referencing sources.
- Seeking guidance on appropriate use of intellectual property.
- Avoiding plagiarism and infringement of copyright.

Teachers play a vital role in modelling good practice. They guide students toward appropriate referencing tools, copyright-free resources, and open-license materials (e.g. Creative Commons). Staff also share clear guidelines with students and the wider community to ensure consistent understanding and application.

Academic integrity refers to:

- The full acknowledgement of the original authorship and ownership of creative material.
- The writing of authentic pieces of work.
- The protection of all forms of intellectual property.
- The correct conduct in relation to examinations.
- Appropriate use of Artificial Intelligence (AI)

4. Roles and Responsibilities

As members of an academic community, students, parents and staff at H-IS Vicenza all assume certain responsibilities, one of these is to engage in honest communication. Each student is responsible for upholding and applying IB and H-IS Vicenza standards of research, writing, assessment and ethics throughout their studies. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. All work which students submit must be the product of their own efforts with any external contributions appropriately and clearly referenced.

Within the school community there are certain expectations of the different stakeholders:

Student Expectations

Across all programmes, students are expected to:

- Develop an increasing understanding of academic integrity.
- Work in a responsible and principled way.
- Accept responsibility for their own authentic work.
- Respect the ideas, opinions, and work of others in any form (spoken, written, artistic, musical, etc.).
- Follow school guidelines for citing and referencing.
- Understand what constitutes academic dishonesty and the consequences of such actions.

PYP Student Expectations:

By the end of PYP (PYP 5) students should:

- Understand the basic meaning of academic honesty
- Produce work that is their own
- Understand the difference between collaboration and collusion
- Know that academic honesty refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments

MYP Student Expectations

By the end of the MYP (MYP 5), students should:

- Fully understand the meaning and significance of academic integrity.
- Consistently produce authentic work.
- Accurately acknowledge the ideas and words of others.
- Distinguish clearly between collaboration and collusion, understanding that collusion is unacceptable.
- Apply academic integrity to all assignments, from homework to formal assessments.

MYP students receive explicit guidance and increasing opportunities to practice academic integrity throughout their learning journey. They are supported in developing sound academic habits that prepare them for the transition to the DP.

DP Student Expectations

Throughout the DP, students are expected to:

- Demonstrate a clear and consistent understanding of academic integrity.
- Work independently and collaboratively in principled ways.
- Use the MLA citation style effectively.
- Take full responsibility for the authenticity of their work.

H-IS Vicenza recognises that not all students, especially those who are new to the school, will meet the above expectations and accepts that additional guidance and support will be needed and offered.

Teacher Expectations

- Show commitment to modelling academic integrity in their own practice.
- Provide clear explanations and examples so that students will understand how to be academically honest.
- Emphasise ethical uses of information as students engage in the inquiry process to construct new learning based on what they know and learn from other sources.
- Explicitly explain the guidelines and procedures so that students can learn how to use other people's work to support their own.
- Provide age-appropriate opportunities for students to practise being academically honest and teach awareness of misconduct so students can become responsible learners.
- Devise assessment tasks that promote the use of original work and ideas and the application of their knowledge, rather than direct copying of source material.

School Expectations

- Promotes academic integrity to all members of the school community and provides clear guidance for all members on their roles and responsibilities in how to be fair and honest in teaching and learning.
- Creates a climate of academic integrity and integrity by providing professional development, as necessary, for all staff members and the tools and support to promote parent awareness and assist student learning.
- Actively encourages all adults to uphold the values and model the practices outlined in this policy through a variety of formats e.g. information letters, parent workshops and staff meetings.
- Informs parents on the agreements and guidelines within the policy and provides them with examples and strategies to enable them to support their children with their work.

H-IS Vicenza, acknowledges that **the IB standards and practices** below are embedded in the school philosophy and practices:

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. Academic integrity policy (IB, 2019)

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300) Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)

Parent Expectations:

- Support their child's learning at home through guidance rather than direction.
- Recognise that students have ownership of and responsibility for their own work.
- Support the practise of academic integrity by helping their child to comply with the objectives/outcomes that have been communicated by the school.

5. Categories of Academic Dishonesty

The IB defines academic misconduct as "behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment". This could refer to:

Cheating is using dishonest means in an attempt to obtain credit for academic work. It may consist of use or attempted use of material, which is not approved; unapproved assistance and/or help during the completion of assignments and tests in class, quizzes, oral presentations, laboratory practical work, examinations, projects, reports and other assigned tasks.

Plagiarism is the presentation of words or ideas or work without giving the original author appropriate referencing. Plagiarism includes, but is not limited to the following: misuse of published material or material acquired from internet sources, and/or the work of another student. The following offenses, including but not limited to those below, are considered examples of plagiarism: paraphrasing, copying or translating any source without giving proper credit to the author; not using denotation when citing sources; turning in any assignment which is not based on one's own research and writing. Plagiarism can be deliberate cheating or just negligence. It is the student's responsibility to make sure references and sources are cited correctly.

Fabrication is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. With particular regard to the sciences it is defined as,

changing and omitting data or results such that the research is not accurately represented in the research record ie. a lab report (Office of Science and Technology policy, 2000).

Duplication of work is defined as the presentation of the same work for different assignments or assessments.

Collusion occurs when unintentionally or intentionally copying another students' work or allowing others to cheat or copy from one's original work. Assisting anyone in cheating/copying someone else's work is also regarded as collusion. This includes - but is not exclusive to - work produced by someone else in the students' educational sphere (tutor, parent etc), where the work is presented as the students own. It is very important to understand the difference between legitimate collaboration and unacceptable collusion. Legitimate collaboration involves working with other students to share ideas and synthesise current and elevated knowledge, thus improving the educational outcome of a given task. In this event, individual students must provide their own contribution and, if any content has been taken from another source, the source must be fully acknowledged within the context of the task.

Generative AI involves the usage of any Artificial Intelligence models such as ChatGPT to produce work which the student then claims credit for.

Examination offences occur when any of the IB Examination Conduct protocols are broken, the rules governing examinations will be stressed before all major examination sessions with particular attention paid to the rule regarding communication of exam content.

6. Academic Integrity Student Support

At H-IS Vicenza, we recognise that students need ongoing guidance to fully understand and apply the principles of academic integrity. Support is provided through several pathways:

- **Teacher Guidance and Modelling:** Teachers actively model academically honest practices and emphasise the importance of integrity in daily learning. By reinforcing the value of authentic work, teachers encourage students to take pride in their own efforts and achievements.
- **Academic Integrity sessions/workshops:** Starting in the PYP students regularly engage in workshops designed to highlight the importance of academic integrity and provide opportunities for students to put these principles into practice. These are facilitated by the school's librarians and reinforced in the classroom.
- **Student guides/ handbooks:** Students are provided with guides and resources to use citation and referencing (MLA) and these are visible in the library and available also on Toddle and Managebac.
- **Drafting and Feedback:** Students are encouraged to share drafts of their work regularly with teachers and to seek clarification whenever they are unsure about how to reference sources or incorporate the work of others appropriately. Teacher feedback during this process is essential for preventing academic dishonesty and should be followed carefully.

- **Use of Detection Tools:** To verify originality, formal written work is submitted electronically. Within the school, academic honesty is supported through the use of plagiarism- and AI-detection tools such as GPTZero and ZeroGPT, which may be used prior to submission to external examiners. These tools serve as an additional layer of support to ensure authenticity and proper attribution of student work.

Through these supports we ensure that support focuses on:

- Developing foundational skills in citation and referencing.
- Understanding the difference between collaboration and collusion.
Receiving structured guidance on how to acknowledge sources in both written and non-written work.
- Building good habits through regular practice and teacher feedback.
- Nurturing principled learners who act with integrity throughout their academic journey.

7. Monitoring and Consequences of Academic Misconduct

At H-IS Vicenza, academic misconduct is treated as a serious matter. The school administration and staff are committed to the principle of fair and equal treatment of all students, as well as consistent enforcement of school policies. Each case of suspected academic dishonesty will be reviewed individually, in line with IB guidelines and the school's Behaviour Policy.

Monitoring

- Teachers are required to note all cases of academic dishonesty, regardless of severity, in the Child log/Student Log file so that accurate records are kept centrally.
- The relevant Programme Coordinator must be informed of each case.
- The Coordinator will investigate any breaches in an open and fair manner and communicate recommendations to the Head of Programme and/or Head of School.
- Parents/guardians and the student will be fully informed of the evidence, process, and consequences.

Considerations

Consequences are determined on a case-by-case basis, taking into account:

- The student's academic history and background.
- The student's history regarding academic honesty.
- The student's attitude, both generally and in the specific subject.
- The student's intention (deliberate or inadvertent).
- The seriousness of the misconduct.

PYP - Specific Consequences

First incidents:

- The teacher leads a reflection with the student: helping them understand what they did wrong and why it matters. The incident is documented in the Child Log.
- Opportunity to redo the assignment in a correct / honest manner
- Teaching or re-teaching skills: citation, research skills.

Frequent/repeated incidents:

- The teacher leads a reflection with the student, reminding what they did wrong and why it matters. As a result of the conversation, the student may produce a written reflection.
- Opportunity to redo the assignment in a correct / honest manner
- Informing parents and PYP Coordinator. The incident is documented in the Child Log.

MYP - Specific Consequences

First Offence

- The incident is documented in the Student Log.
- Students receive a warning for initial or minor breaches of academic integrity.
- The student is asked to repeat the work/section of work in an academically honest manner.

Second Offence

- The incident is documented in the Student Log.
- For formative tasks, the student will be asked to repeat the work/section of work in an academically honest manner.
- For summative tasks, teachers may reduce marks or withhold grades (partially or entirely), depending on the situation.
- Parents are informed of any confirmed misconduct.

Repeated or Serious Cases

- The incident is documented in the Student Log.
- The MYP Coordinator investigates the incident, ensures fair procedures, and communicates with parents.
- Repeated or serious misconduct may result in more severe sanctions, such as loss of privileges or additional academic penalties i.e. refusal of entry into DP.

DP-Specific Consequences

In the DP, where academic honesty is a requirement for external assessment, consequences are necessarily more formal and severe:

- First Offense:
 - The incident is documented in the Student Log.
 - Minor cases (e.g. careless or minimal plagiarism/AI use): the teacher addresses the issue, and the student may be asked to redo the section before receiving a grade.
 - Major cases (large sections plagiarised or generated by AI): the student may receive no credit for the task. The work must still be completed with integrity, though it may not count toward graded credit. Parents and the DP Coordinator are notified.
- Second Offense (or serious first offense):
 - The incident is documented in the Student Log.
 - Automatic zero for the assignment, with no opportunity to make up the grade.
 - Parents are notified and a mandatory meeting with the DP Coordinator is held.
 - A review panel (subject teacher, Head of Programme, IB Coordinator) may be convened. Students have the right to appeal to the Head of School.
- Third Offense (or exceptionally serious misconduct):
 - The incident is documented in the Student Log.
 - Automatic zero with no opportunity to make up the grade.
 - Parents are notified and a meeting with the Head of School is mandatory.
 - May result in withdrawal from the subject or programme.
 - Work containing dishonesty will not be submitted to the IB, and serious infringements may result in disqualification from the subject by the IB.

Through this tiered approach, the school seeks to balance education and support in the MYP with firm accountability in the DP, ensuring that all students understand both the importance of academic integrity and the seriousness of misconduct.

8. Review cycle

This Academic Integrity Policy is reviewed annually by a committee that includes the Head of School and members of the Leadership team. After which it is shared with teachers and parents for feedback.

Next date for review: August 2026

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10. Appendix 1 – MLA Referencing Guide

H-IS Vicenza requires all students in the MYP and DP to reference their work according to the Modern Language Association (MLA) style. Proper citation not only demonstrates academic honesty but also strengthens the quality of student work by showing engagement with reliable sources.

How MLA Referencing Works

MLA uses two main methods of acknowledging sources:

1. **In-text parenthetical citations** – brief references within the body of the work.
2. **Works Cited page** – a full list of all sources used, placed at the end of the work.

The in-text citation usually includes the author's surname and, for print sources, the page number. For example:

- *Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).*
- *Human beings have been described as "symbol-using animals" (Burke 3).*

The Works Cited page then provides full details of each source, listed alphabetically. Information may include: author, title of source, title of container, version, number, publisher, and publication date.

Examples of MLA Works Cited Entries

- Books: Wordsworth, William. *Lyrical Ballads*. Oxford UP, 1967.
- Magazine article: Buchman, Dana. "A Special Education." *Good Housekeeping*, Mar. 2006, pp. 143–48.
- Newspaper article: Krugman, Andrew. "Fear of Eating." *New York Times*, 21 May 2007, p. A1.
- Scholarly journal: Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41–50.
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Student Support in Referencing

- MYP students will receive guided practice in MLA referencing through subject lessons and academic integrity workshops.
- DP students are expected to apply MLA conventions consistently and independently in all formal assignments.

- Online referencing platforms (such as EasyBib) may be used to assist in formatting, but students remain responsible for ensuring accuracy.

For further guidance, students should consult the Purdue OWL MLA guide:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

By learning and applying MLA referencing, students demonstrate respect for the work of others while strengthening their own academic voice.

11. Appendix 2 – Use of Artificial Intelligence (AI) in Academic Work

As AI tools become increasingly integrated into research and writing, H-IS Vicenza aligns its academic integrity policy with the International Baccalaureate's (IB) expectations to ensure ethical and responsible use.

Ethical Use of AI Tools

AI tools do not replace critical thinking, original research, or personal engagement with learning. While they may assist with brainstorming, structuring, or exploring perspectives, students must ensure that all submitted work reflects their own understanding and contributions.

The IB does not consider AI-generated work to be the student's own. Therefore, any use of AI tools—whether for text, images, graphs, or other media—must be clearly acknowledged. Just as with any other external source, students must cite AI-generated content appropriately, including the tool used, the prompt entered, and the date of generation.

Guidelines for AI Use in Coursework

- MYP students may use AI in a guided manner for idea generation, planning, or exploration, with close teacher supervision to support ethical use.
- DP students are expected to exercise independent responsibility, critically evaluating AI-generated content for bias, accuracy, and reliability.
- Students must not submit AI-generated work as their own without significant modification, critical engagement, and proper citation. Misrepresenting AI-generated content as original constitutes academic misconduct.

Responsibilities of Students and Teachers

- Students should consult teachers if they are unsure about appropriate AI use and must follow school referencing guidelines.
- Teachers will monitor the research and writing process to ensure authentic student effort. If AI-generated content is detected without proper attribution, it will be treated as academic misconduct.
- The school will provide training and workshops (MYP and DP) to support ethical and responsible AI use.

By following these principles, students at H-IS Vicenza engage with AI tools responsibly, maintaining academic integrity while developing skills for the future.