

Academic Integrity Policy – Primary Years Programme (PYP)

September 2025

BASIC DOCUMENTS

1. IB Mission Statement
2. IB Learner Profile
3. IB Academic Integrity Policy, updated March 2023
4. Monnet International School Statut

1. THE PHILOSOPHY OF ACADEMIC INTEGRITY IN THE PYP

The Primary Years Programme (PYP) at Monnet International School strives to set positive examples for all members of our community by promoting academic integrity and discouraging behaviours such as plagiarism, cheating, copying others' work, or using technology for inappropriate purposes. We believe that following ethical principles in teaching and learning builds trust and supports fair skill development. Therefore, we encourage independent work, responsible use of technology, and open communication that respects established guidelines.

Academic integrity is a cornerstone of the International Baccalaureate (IB) philosophy and a mission of Monnet International School. It ensures that all members of our learning community act with honesty, fairness, and respect in the pursuit of knowledge. This policy fosters a culture of integrity where students develop ethical practices that support lifelong learning and align with the IB Learner Profile Attributes, particularly being principled, **reflective, and open-minded.**

The International Baccalaureate (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.' (Academic Integrity, p.3) Academic integrity lies at the heart of every IB programme and is closely linked to the IB Learner Profile. This policy outlines what, according to the IB and Monnet International School (PYP), constitutes good practice and what constitutes a breach of academic integrity, along with the consequences.

The Academic Integrity Policy at Monnet International School (PYP) was created and adapted to reflect the age and developmental needs of PYP learners.

While PYP learners do not typically engage in standardized assessments, the principle of academic integrity and its five fundamentals—honesty, trust, fairness, respect, and responsibility—apply to all aspects of learning, teaching, and assessment. These concepts are relevant to all members of the learning community.

From an early age, learners begin to construct an understanding of these fundamentals through:

- Units of inquiry
- School events
- The learning environment
- Interactions with peers and the broader school community

GUIDING PRINCIPLES

- **Honesty:** We act with honesty and integrity, ensuring all submitted work reflects the student's own understanding.
- **Respect:** We honour intellectual property and value the contributions of others.
- **Responsibility:** Students, teachers, and parents share responsibility for maintaining academic integrity within our learning community.
- **Transparency:** We communicate expectations and consequences clearly to foster trust and fairness.

Developing this policy collaboratively with stakeholders helps embed academic integrity into the school culture. It ensures that IB requirements are introduced in ways that reflect the age and developmental needs of learners. Concepts such as **academic misconduct** are translated into accessible language for young learners.

Academic integrity is introduced gradually. Students learn how to use different sources responsibly, and teachers actively support and guide them. Opportunities to practice these skills are embedded in lessons, where students learn:

- How to find information from books, websites, and other resources.
- How to acknowledge sources in an age-appropriate way.
- Why honesty and responsibility matter in learning.

2. THE PURPOSE OF TEACHING ACADEMIC INTEGRITY IN THE PYP

In the PYP, teaching academic integrity serves several important purposes:

- **Developing Approaches to Learning (ATL) skills:** Students develop ATL skills to learn how to use different sources of information responsibly and ethically.
- **Developing research habits:** Teachers provide guidance and opportunities during lessons for students to practice citing sources and acknowledging ideas.
- **Enabling independent research during the PYP Exhibition:** Students need to demonstrate their ability to conduct research independently, using multiple sources and presenting their findings honestly and accurately.

- **Preparing for future expectations:** Introducing academic integrity at this stage ensures students are ready for the rigorous standards of the Middle Years Programme (MYP) and Diploma Programme (DP), where independent research and formal citation are essential. Introducing academic integrity in the PYP lays the foundation for success in the MYP and the DP, where academic honesty is a critical component of assessment and evaluation. Students in both programmes are expected to conduct independent research and use formal citation and referencing.
- **Supporting authentic learning:** Students understand that their work should reflect their own thinking and inquiry, which is critical for meaningful learning.

3. THE ROLE OF ACADEMIC INTEGRITY IN THE PYP EXHIBITION

Monnet International School students start their PYP Exhibition process at the age of 10 (Grade 4). The PYP Exhibition is the culminating experience of the Primary Years Programme, where students demonstrate their understanding through an in-depth inquiry. It is crucial to prepare them for the independent process of searching for information, selecting data, presenting it in various forms, and taking action based on ethically acquired knowledge. During the process they should be able to demonstrate all the Learner Profile Attributes including the one strictly connected with the academic integrity, such as: Principled, Inquirer and Reflective.

Academic integrity is essential for the process of working on the PYP Exhibition. Students must present original work that reflects their own thinking and research. All sources of information, images, and ideas must be acknowledged using age-appropriate citation methods. Collaboration must be ethical and transparent, with clear attribution of contributions.

At the initial stage of working on the PYP Exhibition, students attend a workshop on academic integrity conducted by the MYP coordinator or a designated person and sign a document in which they commit to follow the principles of academic integrity.

4. THE ROLE OF ARTIFICIAL INTELLIGENCE IN THE LEARNING PROCESS

Artificial Intelligence (AI) tools, when used responsibly, can support and enhance students' learning experiences. However, their use must align with the values of academic integrity.

Acceptable Use

- Idea generation, grammar checks, or clarifying concepts.
- Used as a support tool, not a substitute for personal effort.
- AI tools used in research, writing, or analysis should be clearly referenced as being taken from such software.

Unacceptable Use

- Submitting AI-generated work as original without credits
- Replacing students' own work by AI generated final product

5. RESPONSIBLE AI PRACTICES FOR TEACHING STAFF

AI is a new and rapidly evolving phenomenon that requires ongoing review to ensure responsible and ethical use in education. AI can assist teachers with planning lessons, generating ideas, differentiating tasks, providing formative feedback, and refining school documentation, including reports and parent communications. These tools enhance student learning and help reduce routine workload, allowing teachers to focus on meaningful interactions with students. AI should enhance efficiency but never replace professional judgment; teachers remain fully responsible for all content, ensuring accuracy, appropriateness, and alignment with IB values. As role models, teachers demonstrate ethical, transparent, and responsible AI use, showing students how to critically evaluate outputs, recognize bias, and uphold academic integrity, while supporting student-centered learning and the development of digital literacy, critical thinking, and reflective skills.

6. EXPECTATIONS FOR STUDENTS, TEACHERS AND PARENTS

Students

- Understand that academic integrity is crucial for the independent learning process in the PYP.
- Complete assignments independently unless collaboration is authorized.
- Use age-appropriate citation methods when referencing sources.
- Avoid copying from peers or external sources.
- Seek clarification when unsure about academic integrity requirements.

Teachers

- Model academic integrity in teaching and assessment.
- Provide explicit instruction on research skills and citation.
- Monitor student work for authenticity.
- Address breaches in a constructive, educational manner appropriate to the student's age.
- Ensure that AI tools are used appropriately in the classroom. This includes guiding students on how to use AI in ways that align with the PYP inquiry-based learning model.

- Educate students on the ethical implications of AI, including potential biases and the need for critical engagement with technology.
- Encourage students to reflect on their use of AI tools and how these tools enhance or impact their learning.
- Inform the PYP Coordinator and the Deputy Head about any suspected breach.

Parents

- Encourage children to complete their own work and support them in the process of independent research.
- Support the school's efforts to teach academic integrity.
- Avoid completing tasks on behalf of the student.
- Guide children through the problem-solving process rather than providing the solutions for them.

7. MAINTAINING INTEGRITY: MISCONDUCT PATTERNS, STUDENT PROTECTIONS, AND ADMINISTRATIVE RESPONSES

EXAMPLES OF MISCONDUCT THAT CAN APPEAR IN THE PYP PRACTICE MOST FREQUENTLY

1. Plagiarism: copying from external sources or peers without referencing the sources.
2. Collusion, including allowing one's work to be copied and submitted for assessment by another or working in group when it is not allowed
3. Duplication of work: presentation of the same work for different assessment tasks
4. Falsification of data – intentional use of falsified data in research assignments
5. Unacknowledged use of AI-generated content – submitting work that was substantially created by artificial intelligence tools without proper attribution or personal input.

STUDENT RIGHTS IN CASES OF SUSPECTED BREACH

Students have the right to:

- be informed clearly about the concern and the process.
- have a trusted adult (homeroom teacher and/or a school psychologist) be present during any discussion.
- be treated respectfully and confidentially.
- have an opportunity to provide justification and present their point of view.

CONSEQUENCES AND REMEDIAL ACTIONS FOR STUDENTS

Consequences will be applied fairly, considering age, intent, and severity.

- **Minor breaches:** disciplinary conversation with the homeroom teacher, reteaching expectations, and opportunity to correct work.
- **Repeated or serious breaches:** “Reflection Form” document filled in by the student and signed by parents should be submitted to the teacher; Parent-Student-Teacher meeting, and potential impact on the behaviour assessment.
- **Severe cases:** sanction imposed under the school statute with an impact on the behaviour assessment.

8. REVIEW AND COMMUNICATION

The policy will be reviewed annually and communicated to:

- Students (in age-appropriate language)
- Parents (official school website)
- Staff (during planning meetings)