



Naseem International School

Handbooks, Policies, Procedures, and Forms

Academic Integrity Policy

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Naseem International School
"STUDENTS FIRST"
KINGDOM OF BAHRAIN



مدرسة النسيم الدولية
"الطلبة أولاً"
مملكة البحرين



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.

الرؤية مدرسة النسيم الدولية تُعد المتعلم الفعّال دولياً مدى الحياة Vision

Naseem International School inspires lifelong learners and global citizens.

رسالة المدرسة

نحن الهيئة العاملة في مدرسة النسيم الدولية نعمل جاهدين لتعليم الطالب، والتعامل معه ككل متكامل، لذا فإن كل ما نقدمه له من تعليم متوازن قائم على استغلال جهده المبذول للنمو به في كل المجالات فكريا، وجسديا، وروحيا، وعاطفيا، واجتماعيا، وبالتالي تمكينه من أن يصبح الشخص الذي يريد.

كما أننا نعمل على أن نجعل من طلبتنا أشخاصا مفكرين، ونقادا قادرين على الاعتناء بأنفسهم وبالآخرين، وعلى تحمل المسؤولية بفاعلية واقتدار، وبهذا يتم تشكيل مجتمعنا، وحماية عالمنا الذي نعيشه.

Mission Statement

We, the staff at Naseem International School, are committed to educating the whole person. We aim to provide a balanced education, which enables students to fulfill their potential in all areas of growth - intellectually, physically, emotionally, spiritually and socially - and empowers them to become the people they can and want to be.

We realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others. Thus, they take an active, responsible part in shaping our society and saving the world.

الدّوليّة في مدرستنا

مدرسة النسيم الدولية مجتمع متعدد الجنسيّات واللغات ، فلسفتنا ومنهجنا يضمنان إمكانية تحقيق مخرجات التعليم. من خلال رسالة مدرستنا وما تبديه من اتباع للفلسفة الدولية فقد التزمنا بالتفكير الدولي، ودمج الثقافات ، والمواطنة العالمية. إننا نولي قيمة عالية للوعي العالمي، لتجاوز الحدود الوطنية فيما يتعلق بالبرامج الأكاديمية لدينا وبمشاركتنا الواسعة في المجتمع بما تنص عليه المعايير الدولية لاعتماداتنا.

Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, inter-culturalism and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement and the international standards of our accreditations.



IB Mission Statement

The International Baccalaureate (IB) 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 Vision

Our school inspires lifelong learners and global citizens who are principled, reflective, and committed to academic integrity.

School Mission Statement

We, the staff at our IB Continuum School, are committed to educating the whole person. We aim to provide a balanced education that enables students to fulfill their potential in all areas of growth—intellectually, physically, emotionally, and socially—while empowering them to become principled individuals who act with integrity and honesty. We strive to create a culture of academic honesty where students are encouraged to take responsibility for their learning and respect the intellectual property of others.

High Quality Learning Definition

We at NIS believe that high-quality learning is the process through which our students are able to acquire information, knowledge, skills and understanding while developing their important 21st century skills such as, technological literacy, communication, collaboration, problem solving, critical thinking and creativity. This learning takes place within a safe and caring community with a clear set of shared values based on our school's vision and mission of creating 'life-long learners and global citizens.'

Internationalism at our school

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Global Citizenship definition

At NIS it is believed that we are global citizens when we consider ourselves part of the larger global community. We are the individuals who exhibit the traits and actions that promote the connectivity and interdependence of the local, national and global economies, environments, societies and cultures.

1. Rationale

Naseem International School (NIS), as a full IB continuum school, supports and promotes the principles of academic honesty within all spheres of the school. The idea of intellectual property and respect for its use is fundamental to the IB Learner Profile. As an IB World School, NIS acknowledges the importance of academic honesty as a cornerstone of IB education, fostering ethical behavior in conducting any form of academic research and in the submission of authentic work by students. Where others' work has been used, students are expected to acknowledge these works professionally and honestly. As a school, we value others' intellectual property and we hold all members of the school community accountable for the ethical use of ideas and words of others.

The concept of intellectual property and respect for its use is fundamental to the **IB Learner Profile**, particularly the attribute of being **Principled**. We acknowledge the **IB's Academic Honesty Policy** and are committed to fostering ethical behavior in all forms of academic research and the submission of authentic work by students.

Through this policy, we aim to:

- Encourage students to be **Inquirers** who acquire the skills necessary to conduct ethical research.
- Develop **Knowledgeable** students who explore concepts, ideas, and issues with integrity.
- Foster **Principled** learners who act with honesty and take responsibility for their actions.
- Promote **Open-minded** students who seek and evaluate diverse perspectives.

- Support **Risk-takers** who defend their beliefs with courage and articulate reasoning.

These qualities when applied to learning and student work will establish skills and behaviour that support good practices to be found in the classroom, used for homework, and continued to the examination level. Good practices are expected to be introduced, modelled, and used throughout the school.¹

2. Purpose

The purpose of this policy is to:

1. Promote a culture of academic honesty and integrity across all programmes.
2. Ensure students understand the importance of authentic work and the ethical use of intellectual property.
3. Provide clear guidelines on collaboration, citation, and the avoidance of malpractice.
4. Outline the consequences of academic dishonesty and the procedures for addressing malpractice.
5. Support the development of lifelong learners who value and practice academic honesty.

Note: It is important to note that this policy should be read and used along with NIS AI policy.

3. Principles of Academic Honesty

An authentic piece of work is based on the student's individual and original ideas, with the ideas and work of others fully and appropriately acknowledged. All assignments, whether written, oral, or creative, must be the student's own work.

Students must acknowledge:

- 3.1. All ideas and work of other persons, including direct quotations, paraphrased material, and summarized content.
- 3.2. Sources of information, including books, articles, websites, email messages, and electronic media.
- 3.3. Visual and audio materials, such as photographs, maps, illustrations, computer programs, data, graphs, and audio-visual content.
- 3.4. Works of art, including music, film, dance, theatre, and visual arts.
- 3.5. Translated material and secondary sources.
- 3.6. Any form of AI usage(Refer to NIS AI policy for further details)²

¹ Beijing City International School

² [NIS AI Policy](#)

4. Definitions

4.1. Malpractice

The IBO defines malpractice as, ‘behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.’³ Malpractice may be but not limited to:

- **Plagiarism:** Representing the ideas or work of another person as one’s own, whether intentional or unintentional.
- **Collusion:** Supporting malpractice by another student, such as allowing work to be copied or submitting work on behalf of another student.
- **Duplication of Work:** Presenting the same work for different assessment components.
- **Other Misconduct:** Cheating in exams, falsifying records, or any other behavior that gains an unfair advantage.⁴

Additionally, teachers must not engage in the following actions:

- The unauthorized rescheduling of an examination.
- Failing to keep exam papers secure prior to an examination.
- Providing undue assistance in the production of any work that contributes to the assessment requirements.
- Leaving students unsupervised during an examination.
- Allowing additional time in examinations without approval.
- Releasing an examination paper, or disclosing information about the paper, within 24 hours after the examination.

Further elaboration is provided regarding collaboration and collusion to provide clarity regarding commonly confused concepts.

4.2. Collaboration

Collaboration involves working in groups to achieve a shared goal in which all members of the group are expected to participate equally and is a common form of assessment. Groupwork may be face-to-face, in discussion boards, blogs and or wikis for example. The protocol of acknowledging sources still applies, The permissible collaboration includes:

- 4.2.1. Discussing with peers regarding issues raised by the assessment item.
- 4.2.2. Discussion with other students regarding means by which to address the issues raised by the assessment item.

³ International Baccalaureate Organization – Academic Honesty

⁴ Deepseek.ai

4.2.3. Collaborating and sharing sources of information relevant to the assessment with the peers.

4.2.4. Working together to locate and evaluate resources.

The impermissible collaboration includes:

4.2.5. Writing all or part of another student's submission.

4.2.6. Providing a copy of one's work to another student for submission.

4.3. Collusion

A form of plagiarism that can occur as a result of inappropriate collaboration during group work.

4.3.1. Collusion occurs when two or more people work together secretly to mislead others.

4.3.2. It involves working with someone with the deliberate intention to mislead.

4.3.3. This could involve working with someone else to produce work that is resented as your own when, in fact, it was the result of secretly working with someone else.

4.3.4. It is collusion if a student allows another to copy an assignment even if that student changes the words to make it look like his own before submission.⁵

It is a form of plagiarism and can be avoided by maintaining personal notes during group work and ensuring individual contributions are clearly identified.

5. Grade Level Expectations

5.1. PYP (Grades N-5)

5.1.1.1. Students are introduced to the concept of academic honesty and the importance of acknowledging others' work.

5.1.1.2. They learn to identify sources of information and give informal credit in writing and speech.

5.1.1.3. Students are taught basic note-taking skills, simple paraphrasing, and the use of direct quotations.

5.1.1.4. Students get awareness of what cheating is and how to avoid it.

5.1.2. Grades N, 1, 2 & 3

5.1.2.1. The academically honest students are:

5.1.2.2. Aware that they receive help from their parents, older students and friends.

⁵ Queensland Academy for Creative Industries

- 5.1.2.3. Aware that we sometimes use other people's words in our learning.
- 5.1.2.4. Aware that information taken from books, CD-ROMs and the Internet are not their own. Aware of acknowledging others' intellectual material, in writing and/or verbally.
- 5.1.2.5. Aware of what constitutes academic honesty and cheating and abides by the rules

5.1.3. Grades 4 & 5

Dos

- 5.1.3.1. Acknowledge help from parents, older students and friends.
- 5.1.3.2. Acknowledge the source of direct quotations.
- 5.1.3.3. Acknowledge information taken from books, CD-ROMs and the Internet.
- 5.1.3.4. Acknowledges reference materials in a bibliography.
- 5.1.3.5. Knows what constitutes cheating and abides by the rules.
- 5.1.3.6. Follow all exam/test rules, where appropriate.

Donts

- 5.1.3.7. Use notes during a test unless allowed by a teacher.
- 5.1.3.8. Copy from another student during a test.
- 5.1.3.9. Copy from the homework of another student.
- 5.1.3.10. Hand in work as his/her own that has been copied.
- 5.1.3.11. Do homework for another student.
- 5.1.3.12. Give another student his/her own work to copy.
- 5.1.3.13. Use AI tools in any manner other than outlined in NIS AI policy.

Cohesively and comprehensively, students will receive instruction in:

- Use of the Library and Internet.
- Basic note taking skills.
- Simple paraphrasing and adaptation of source material.
- Ways to acknowledge informally in writing and speech.
- Relevant use of direct quotations and citations.
- Simple ways to acknowledge information derived from electronic sources.
- Writing a bibliography using the MLA format.
- What constitutes cheating.
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5.2. MYP (Grades 6-10)

- 5.2.1. Students develop skills in paraphrasing, citing sources, and evaluating bias in reference materials.
- 5.2.2. They learn to use in-text citations and create bibliographies using the MLA format.
- 5.2.3. Students are expected to use plagiarism scanners and proctoring tools for online assessments/ their research.

The academically honest student:

DOES

- Keep and maintain accurate, personal course notes.
- Understands and abides by the school's rules concerning cheating.
- Acknowledges, in a specific manner, help from another person.
- Asks beforehand what kind of external help is permissible.
- Acknowledges, in a specific manner (MLA), information taken from books, magazines, and the Internet.
- Follows all exam/test rules, whichever is appropriate.
- Uses a plagiarism scanner before submitting written assessments
- Uses a proctoring during assessments/exams//tests online

DOES NOT

- Copy work of another student.
- Give another student his/her work to copy.
- Do the homework of another student unless otherwise assigned.
- Submit work done by another student, a parent, a friend, or a private tutor.
- Use notes during a test unless allowed to by the teacher or the examination rules.
- Open other tabs to search for answers during an assessment/exam/test, that is administered online.
- Use AI tools in any manner other than outlined in NIS AI policy.

Cohesively and comprehensively, students will receive instruction in:

- Techniques for acknowledging direct quotations with an in-text citation.
- Skills of paraphrasing.
- Techniques for acknowledging paraphrasing and the use of in-text citations.
- Considering bias in reference materials.
- Evaluation of sources, text, and internet sites.
- Techniques for using translated material.
- Formal skills for acknowledging source material.

5.3. DP/CP (Grades 11-12)

- 5.3.1. Students must document source material formally and appropriately.
- 5.3.2. They are expected to understand the consequences of plagiarism and malpractice in both school-based and external assessments.
- 5.3.3. Students use plagiarism scanners and proctoring tools for all written assignments and exams.

DOES

- Document source material formally and appropriately.
- Use direct quotations appropriately.
- Understand the concept of plagiarism.
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments.
- Acknowledge explicitly and appropriately help provided by another person.
- Follow all exam rules.
- Use a plagiarism scanner when submitting a written assignment or essay
- Use proctoring when writing an exam/test/assessment that is administered online

DOES NOT

- Copy the internal assessment work of other students.
- Give another student his/her work to copy.
- Use notes during a test unless allowed by the teacher or permitted by the examination rules.
- Do homework for another student.
- Present material written by another student as his/her own.
- Purchase and submit pieces written by someone else.
- Write essays for other students.
- Present artistic or creative work in any medium that has been reproduced except in a manner allowed by the teacher or permitted by the examination rules.
- Open other tabs to search for answers during an assessment/exam/test, that is administered online
- Use AI tools in any manner other than outlined in NIS AI policy.

Cohesively and comprehensively, students will receive instruction in:

- The rules for acknowledging source material are based on standard practice (regarding such areas as footnotes and bibliographies).
- Research writing techniques.
- Data gathering techniques.

- The planning, preparation and execution of research writing assignments.
- Considering bias in reference material.⁶

NOTE: Skills identified above will be taught in all subject areas.

6. Roles and Responsibilities

6.1. Administrators/IB Coordinators

- Have complete knowledge of academic honesty and piece of authentic work.
- Have in-depth knowledge of IB guidelines and school academic policy
- Establish a school culture that promotes academic honesty.
- Support the IB in the prevention, detection, and investigation of malpractice.
- Ensure all staff and students are aware of the Academic Honesty Policy.

6.2. Teachers

- Provide instruction on ethical research practices and proper citation methods.
- Monitor group work to ensure fair assessment and individual accountability.
- Confirm the authenticity of students' work before submission.

6.3. Students

- Provide instruction necessary for students to use ethical research practices including opportunities for feedback via the drafting process.
- Provide students with advice on good academic practice.
- Provide students with clear guidelines on academic writing and referencing styles required in each subject.
- Ensure all work submitted is authentic and properly cited using the MLA format.
- Provide clear information on assessment requirements in each assessment task, especially concerning aspects involving individual and/or collective assessment.
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.

⁶ Beijing City International School

- Use plagiarism scanners and proctoring tools for assessments.
- Seek clarification from teachers/leaders when unsure about academic honesty guidelines.

6.4. Parents

- Support the school's Academic Honesty Policy and AI Policy by reviewing it with their child.
- Encourage their child to practice academic honesty and monitor their work.

7. Investigation Procedures

The Principal/IB Coordinator will investigate any suspected malpractice within the section. The situation must be resolved within NIS.

- 7.1. Teachers report suspected malpractice to the Principal/IB Coordinator with supporting documentation. The matter is handled with responsibility and things are kept confidential to the process.
- 7.2. The Principal/IB Coordinator investigates the allegation by all means. It also includes an interview with the student that allows the student to provide an explanation.
- 7.3. The Principal/IB Coordinator will inform the parents of the process irrespective of the outcome.
- 7.4. 24
- 7.5. If malpractice is confirmed, the student and parents are notified in writing, and consequences are applied. The consequences can include, but are not limited to, receiving zero for the subject assessment, suspension, etc. Appeal provisions will accompany this correspondence.

- 7.6. Students may appeal the decision within seven school days. The principal will consider the appeal. The Principal's decision will be final and will be communicated to the student and parents in writing.
- 7.7. Copies of all records of investigation, correspondence, and assessment items will be kept on the student's subject file.⁷
- 7.8. If the IB has sent a request to investigate a possible incident of malpractice, the IB coordinator will fully cooperate with the IB to resolve the matter professionally while maintaining the confidentiality and integrity of the student.

8. Consequences of Malpractice

Following the investigation of an allegation of malpractice, if on the balance of probabilities, the student has committed malpractice then the following consequences will be applied:

8.1. Intentional malpractice

- 8.1.1. If malpractice is identified prior to the formal submission date, then the work will be required to be revised and resubmitted in time to meet the formal assessment date. If the student fails to resubmit by the specific date, a zero grade will be recorded. This requires that at least one draft be submitted for any major assessment task
- 8.1.2. If malpractice is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, a zero grade will be recorded on the appropriate mark sheet. The end-of-term/semester report will reflect that the student has failed to fulfill the course requirements for that semester, however, a make-up course may need to be completed which satisfies the requirements of academic honesty.

⁷ Adapted from Queensland Academy for Creative Industries

- 8.1.3. The student will be required to resubmit the assignment which will be marked for diagnostic purposes and for the student to complete the course requirements

8.2. Unintentional malpractice

- 8.2.1. The student will be required to resubmit the assignment which will be marked with the result taking into account the malpractice. This result will be used in the term/semester report.

8.3. IB Diploma externally assessed assignments:

If any part or whole of the student's work is suspected of not being authentic, that work must not be submitted to the IBO. One of the following courses of action may be followed:

- 8.3.1. If malpractice is identified prior to the formal submission date to the **school** but prior to IB submission, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an F will be recorded.
- 8.3.2. If malpractice is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an F will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. This may seriously impact the student's eligibility for the Diploma under IB rules.
- 8.3.3. If teachers detect malpractice after work has been formally submitted and accepted for assessment to the IB, the IBCA must be informed. The IB Diploma or certificate may be withdrawn from a student at any time if malpractice is subsequently established.⁸

⁸ ibid

9. Preventative Strategies

- 9.1. At NIS we follow the Modern Language Association (MLA) format of citing and acknowledging original authorship.
- 9.2. Regarding plagiarism, the burden of proof always rests with the student. Therefore, be prepared to present, when asked, your actual sources of information, ideas, data, graphs, and quotations used in a piece of writing or an oral presentation. (Formal or informal citations are always expected.)
- 9.3. Rough drafts will always be required. So, be prepared for any given assignment, essay, etc. to produce evidence of your work when it was in progress or during the process.
- 9.4. Ask for advice whenever there is uncertainty about the appropriate use of source material.
- 9.5. Discuss the expectations and definition of your teacher(s) with your parents/guardians. Values related to intellectual honesty can vary significantly among different cultures; therefore, you must ensure your parents/guardians understand the expectations and definition of your teacher(s) and the IBO program's sense of academic honesty.
- 9.6. Make sure you understand the expectations and are aware of the consequences of breaking the code.
- 9.7. Make sure you talk to your teacher(s) - open, honest, mature discussion of questions and difficulties goes a long way to developing a sense of comfort and trust.
- 9.8. When something 'bad' happens, expect there to be consequences. Do not compound the incident by attempting to excuse the behavior you have been previously warned is unacceptable.
- 9.9. Ensure you attach a copy of the 'NIS Academic Honesty Agreement' to each assignment submitted to the teacher(s) under your name if requested to do so by your teacher(s).⁹

⁹ Sir Winston Churchill High School

Acknowledgments

This policy has been adapted with reference to the following sources:

- **International Baccalaureate Organization:** Academic Honesty Policy (2019)
- **Beijing City International School:** Academic Honesty Policy
- **Queensland Academy for Creative Industries:** Academic Honesty Policy
- **Sir Winston Churchill High School:** Academic Honesty Policy