



ACADEMIC INTEGRITY POLICY

International School Rhein Main

Last updated: 21/02/2024

This policy outlines guidance on Academic Integrity implementation, enforcement, and appeals procedures at ISRM.

Contents

1. Rationale	2
2. Aims	2
3. Promoting a healthy academic environment	2
4. Maintaining high standards of academic integrity	3
5. ISRM References	11
Why must I cite my sources?	11
Bibliography generators	12
Use of Chatbots and Artificial Intelligence	12
6. Policy Review Process	13
1. Implementation:	13
2. Evaluation:	13
3. Review:	14

Approved by ISRM Leadership

Update Cycle: by November 2026



1. Rationale

At ISRM, we believe that academic integrity supports and facilitates our students on their life-long academic journey and enables them to become principled academic practitioners.

Academic honesty is ensuring that all work is genuinely produced by the student, is authentic, and provides suitable credit to others who may have influenced the work.

As IB learners, students are encouraged to work with principle when creating their own academic work and to be thoughtful when engaging in and utilising the work of others. The types of practice that facilitate honesty, care and awareness are crucial to establishing ISRM as a rigorous academic environment. Through transparent processes, high standards and an open mind, academic integrity remains a core tenant of ISRM's mission.

2. Aims

- Honesty and transparency form the basis of our community of learners and are key values of our mission at ISRM;
- Academic integrity is an ever-evolving trait that determines the success of individuals in all walks of life, both past and present, and is crucial for students moving into higher education or onto future employment;
- To become successful global citizens who can apply themselves confidently in diverse contexts and situations;
- To avoid students missing key learning opportunities, and further blurring the lines of ownership in a digitalised world;
- To allow the reader to check the validity of the creator's interpretation;
- To receive proper credit for the research process;
- To establish credibility and authority of own knowledge and ideas.

3. Promoting a healthy academic environment

To promote a healthy academic environment, ISRM encourages all members of our community to respect their contributions to academia and the contributions of their peers;. This mean means that students and teachers are to action the following measures:-

Students must:

- Be able to locate and access the school's academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.



- Use their own words whilst writing, and recognise the writing of others in the appropriate format;
- Cite work and sources correctly using the ISRM Reference Policy;
- Utilise www.turnitin.com to check that they have not unintentionally plagiarized their work;
- To act with honesty and openness, even following an instance of malpractice;
- To collaborate with one another responsibly and transparently, meaning they recognise and state the contributions of each individual member when appropriate, resulting in fair recognition of all parties. Teachers should be aware of any collaboration between individuals;

Teachers and staff must:

- Have transparency of teacher's/subject area's expectations, and use of the appropriate resources and materials;
- Model practices of academic integrity.
- Use incentives for tasks that meet the requirements with regard to referencing and not just penalties for failing to do this.
- Devote teaching time for students to practise your chosen referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.

Note: These measures are established following the IBO 'Academic Integrity Policy.' ¹

4. Maintaining high standards of academic integrity

The IB strives to maintain the integrity of its assessments, ensuring that students are evaluated fairly and that their achievements accurately reflect their abilities and efforts. To maintain high standards across our community, ISRM will not accept the following instances of academic misconduct;

1. The plagiarism of academic work ², for example:

¹ IBO "Academic Integrity Policy" © International Baccalaureate Organization (UK) Ltd, 2019. pg. 29 - 37.

² Plagiarism is the practice of taking the ideas or work of another individual or institution and purposefully suggesting them as your own.



- i. Any misrepresentation of another's work as one's own including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works;
 - ii. The total absence of, or falsification of referenced work and material.
2. Collusion between students without teacher consent, ³ for example:
 - i. Producing a form of assessment such as a project, paper or assignment for another student or asking someone else (parent/educator) to help produce a project, paper, or assignment in the student's place.
 - ii. Group members obstructing fair recognition of the contributions of other group members or other participants of the assessment.
3. The duplication of assessment material, for example:
 - i. Giving or receiving information regarding an assessment, looking at someone else's paper, or allowing someone else to see one's paper during a formative/summative assessment;
 - ii. The duplication or copying work that was assigned to be done independently or letting others copy one's work.
4. Other examples of academic misconduct, for example:
 - i. Unauthorised receipt or distribution of assessments and rubrics. Unauthorised resources such as notes during an exam, an assessment or a general classroom practice.

Any incidents of malpractice on any school-based or IB internal assessment (IA) will be addressed in the following ways:

When suspecting academic dishonesty, ISRM will initiate a process of restorative justice, which begins with the key objectives of; establishing what went wrong, raising student awareness, offer targeted resolutions that ensure the situation i) does not happen again, ii) provides a positive outcome iii) is consistent with school values.

³ Collusion is the process of students working together without teacher consent, normally when they are supposed to be working independently. Collaboration on the other hand, relates to teacher being aware of individuals working together and consenting to this.



- If plagiarism is suspected, the IB teacher will investigate. The plagiarism detection software www.turnitin.com will be used to identify instances of academic dishonesty;
- The IB teacher informs the MYP/DP Coordinator that a candidate has engaged in malpractice;
- A meeting is conducted between the student, parent, subject teacher, MYP/DP Coordinator. In the event of a MYP 4-5 or DP 1-2 case, the Head of School will be invited to the meeting to discuss potential implications on eAssessment and/or DP;
- The school's administrator provides resolutions that act in accordance with ESRM School group's policies. The resolution provided will be determined based upon whether it was a first-time instance and whether it is determined that the misconduct was intentional or unintentional.

Resolutions may include:

- re-writing a piece of work under supervision;
- not having the chance to resubmit a piece of work;
- suspension from school;
- or, in cases of academic misconduct on externally assessed or moderated pieces of work, not being able to receive a grade in that subject and as a result not being able to obtain the MYP certificate or IB Diploma.

Note: Further details on a case-by-case basis can be found in the Penalty Matrices and Infringement Conditions section.

As part of all resolutions, the student/parent is required to agree that all future assessments will be completed following all of the principles of academic honesty. A record of the incident and resolution will be kept by the school administration. Students have the right to appeal the decision, providing further evidence or justifications to support their case.

Any incidents of malpractice on any IB MYP eAssessment or a DP External Assessment will be addressed in the following ways:

In an International Baccalaureate (IB) school, handling plagiarism on eAssessments or External Assessments in the Diploma Programme (DP) is taken extremely seriously. The IB has stringent policies and procedures in place to address academic integrity issues such as plagiarism.

The IB prioritizes fairness and due process in dealing with cases of academic dishonesty. Ultimately, the goal is not only to penalize but also to educate students about the importance of academic honesty and integrity. This educational aspect often involves discussing proper citation practices and the repercussions of plagiarism.



How students can avoid committing plagiarism

• Read and understand their school's academic integrity and honesty policy. • Design time schedules or plans to manage tasks sensibly. • Maintain organized notes and sources consulted during the production of work. • Seek guidance and support from their teachers or tutors when doubts arise about referencing. • Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material. • Give credit for copied, adapted, paraphrased and translated materials from others. • Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

Responding to Academic Dishonesty

When suspecting academic dishonesty, ISRM will initiate a process of restorative justice, which begins with the key objectives of; establishing what went wrong, raising student awareness, offer targeted resolutions that ensure the situation i) does not happen again, ii) provides a positive outcome iii) is consistent with school values.

- If plagiarism is suspected in an eAssessment or External Assessment, the school's IB coordinator or relevant faculty member will investigate the matter thoroughly. The suspected work is thoroughly examined, comparing it against various sources to identify similarities or direct matches. The plagiarism detection software www.turnitin.com will also be used to identify instances of academic dishonesty;
- The IB teacher informs the MYP/DP Coordinator and the school administrator that a candidate has engaged in malpractice;
- The MYP/DP Coordinator consults the IBO 'Academic Integrity Policy and the Penalty Matrices and Infringement Conditions outlined below to decide a course of action.
- A meeting is conducted between the student, parent, IB teacher, MYP/DP Coordinator, and school administrator. In the event of a MYP 4-5 case, the Head of School will be invited to the meeting to discuss implications on eAssessment and DP. The student in question is informed of the allegations and they are given an opportunity to explain or provide context for the similarities found in their work;
- The school's administrator provides resolutions that act in accordance with ESRM School group's policies;
- The school follows the guidelines provided by the IBO for handling academic misconduct - see Penalty Matrices and Infringement Conditions. This includes the submission of a detailed report explaining the suspected plagiarism and the evidence supporting the claim;
- Depending on the severity and intention of the plagiarism, consequences can range from a warning or a reduced grade to more severe penalties such as disqualification from the assessment, which can significantly impact the student's overall Diploma Programme results;



- A record of the incident is kept by the school administration;
- Students have the right to appeal the decision, providing further evidence or justifications to support their case.

Penalty Matrices and Infringement Conditions

In order to avoid cases of malpractice and academic dishonesty, ISRM keeps a rigorous system in place in accordance with IB Standards and Practices found in the IBO 'Academic Integrity Policy.' To ensure full integrity is met, procedures are put in place and carefully monitored throughout the academic year. Quality assurance checks are conducted through exam session monitoring where relevant subject teachers and the DP Coordinator examine pieces of work for plagiarism, overlap in content, and common response patterns to examination papers. A range of penalty matrices and infringement conditions are outlined within the IBO 'Academic Integrity Policy' which details the conditions under which actions and sanctions must be implemented. In accordance with Appendix 2.2 of the IB rules and regulations, ISRM follows the following procedures during examinations:

Written and oral coursework and examinations				
Infringement	Response			
Plagiarism	Level 1 - Warning letter	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - (N/A)
Facilitating plagiarism	Level 1 - Warning letter	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Collusion	Level 1 - Warning letter	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - (N/A)
Submitting work commissioned by third party	Level 1 - (N/A)	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Inclusion of inappropriate, offensive, or obscene material	Refer to IB 'Academic Honesty Policy' major/minor offences (notes 5, 6, 7).			
Duplication of work	Level 1 - (N/A)	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - (N/A)
Falsification of data	Level 1 - Warning letter	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - (N/A)



Conduct during an examination				
Infringement	Response			
Possessing unauthorised material in examination room	Level 1 - Warning letter	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - (N/A)
Misconduct and disruptive behaviour	Level 1 - (N/A)	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - (N/A)
Exchanging, passing, obtaining or receiving verbal or written information	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Removal of secure materials	Level 1 - (N/A)	Level 2 - Zero marks	Level 3 - No grade for subject concerned	Level 3b - (N/A)
Impersonating an IB candidate	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Failing to report an incident of academic misconduct	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects



Conduct that threatens the integrity of the examination				
Infringement	Response			
Gaining access to IB examination papers before the examination's scheduled time	Level 1 - Warning letter	Level 2 - Zero marks	Level 3 - (N/A)	Level 3b - (N/A)
Sharing of IB examination paper content before or during the examination's scheduled time	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - (N/A)	Level 3b - No grade for parallel subjects
Exchanging, passing, obtaining or receiving verbal or written information	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Removal of secure materials	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects



Interfering with an academic misconduct investigation				
Infringement	Response			
Not cooperating with an investigation	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Providing misleading or demonstratively false information	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Attempting to influence witnesses	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Showing threatening behaviour to the person carrying out investigation or to witnesses	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Impersonating an IB candidate	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects
Failing to report an incident of academic misconduct	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - No grade for parallel subjects

Forgery or falsification of IB grades or certificates				
Infringement	Response			
Forgery or falsification of IB grades or certificates	Level 1 - (N/A)	Level 2 - (N/A)	Level 3 - No grade for subject concerned	Level 3b - (N/A)

Note: Responses are dealt in accordance with specific infringement cases/penalties (Level 1, Level 2, Level 3, Level 3b) outlined in detail within IBO 'Academic Honesty Policy.' ⁴

⁴ IBO "Academic Integrity Policy" © International Baccalaureate Organization (UK) Ltd, 2019. pg. 29 - 37.



5. ISRM References

ISRM students are expected to use the MLA system of citation (also called the author/date system), which is mandatory in most international universities.

Reference structure and example: Author Surname, Initials. (Publication Year) 'Article title', Newspaper/Magazine Name, Day Month Published, Page(s). Available at: URL or DOI (Accessed: date).

The schoolteacher / librarian can assist students to compile bibliographies, in-text referencing, and footnotes. Ensuring that you reference your work correctly is now a critical element of your research and learning. The following sites can help to generate a bibliography when resource details are inserted. For more information on where to find the information and how to insert the details, consult with the teacher-librarian.

Why must I cite my sources?

- It is an essential feature of academic life and success, as well as a requirement for the Middle Years Programme and Diploma Programme;
- You cannot claim the work or ideas of someone else as your own;
- You must cite all external sources (websites, images, videos, journals) to give recognition of other's work;
- Referencing has a positive effect and adds credibility to my work;
- When you reference correctly, you are demonstrating that, a) you have read widely on the topic and, b) that you are supporting your hypotheses with comments from expert authors and/or reliable sources;
- Correct referencing allows the marker/reader to follow up on your references and check the validity of your arguments for themselves.

Reminder - Plagiarism is not just when you directly copy words from someone else's work. Plagiarism is also when someone else's work is paraphrased, or their ideas are used and claimed as your own.



Bibliography generators

A bibliography generator can be helpful in accurately pulling together your sources. Some useful bibliography generators include:

- Cite this for me: www.citethisforme.com

When citing web sites or pages which may change it's important to make a note of the date you accessed the page or retrieved information from the page, and also note the URL of the page. Websites can sometimes be difficult to cite as you might have to draw information from different areas of the webpage or website to put into your citation.

Some information, like authorship or publication date can be hard to find or identify. The brief video tutorial will give you some useful tips on where to look for information to make your citation as complete as possible.

Use of Chatbots and Artificial Intelligence

ISRM students are expected to produce their own original work, demonstrating their individual understanding, critical thinking, and learning progress. Use of any Chatbots, Artificial Intelligence (AI), or any automated systems to complete academic work, assessments, or projects is allowed to the extent that said use does not violate the ISRM Academic Integrity Policy.

Specific guidelines regarding the use of technology in academic work:

- Students are prohibited from utilizing Chatbots or any form of AI to generate or complete their assignments, assessments, or any academic task directly. This includes but is not limited to incorporating plagiarized work into essays, reports, presentations, and any form of creative or analytical work;
- If any technological tool is employed during the course of academic work, students must fully disclose and appropriately attribute the use of such tools. Proper citation in MLA format and acknowledgment of any assistance provided by AI or Chatbots are required;
- In group or collaborative projects, the use of AI or Chatbots must be unanimously agreed upon by all participating members. Full transparency and disclosure within the project documentation are necessary;
- Students are encouraged to learn about AI and Chatbot technologies within the framework of their academic studies. However, this should not extend to using these technologies to gain an unfair advantage or to bypass individual learning and comprehension;



- Any breach of this policy regarding the use of Chatbots or AI in academic work will result in disciplinary actions in accordance with the school's guidelines on academic honesty (see above).

This policy aims to uphold the principles of academic integrity and ensures that the assessments and work submitted by students are a true reflection of their own understanding and efforts. Students are encouraged to seek guidance and support from educators regarding the appropriate use of technology in their academic pursuits.

6. Policy Review Process

This Academic Integrity Policy will undergo regular and thorough reviews to ensure its effectiveness and relevance. The following outlines the roles and responsibilities for the implementation, evaluation, and review of this policy:

1. Implementation:

School Leadership Team: The school's leadership team, including the Director and Head of ISRM, play a crucial role in overseeing the policy's implementation. They are responsible for providing the necessary resources, guidance, and support to ensure the policy is put into practice effectively.

School Librarian: The School Librarian plays a crucial role in facilitating academic practice at high standards. They are the liaison between questions regarding academic integrity e.g., what constitutes academic integrity, but are also responsible for raising awareness, ensuring students are supported and that teaching and learning

Support Department: The Support Department includes Psychologists, Counselors and SEN/subject teachers at ISRM. They collaborate with teachers, staff, and specialists to ensure that students understand and are supported throughout their academic journey.

Teachers and Staff: All teachers and staff members are responsible for actively implementing the Academic Integrity policy into their practice.

2. Evaluation:

Academic Honesty Committee: The school will establish an Academic Integrity Committee comprised of school management, teachers and support staff. This committee is responsible for conducting ongoing evaluations of the policy's effectiveness.



Data Analysis: The Academic Integrity Committee will review data on student outcomes, feedback from teachers and parents, and any relevant surveys to assess the impact of the policy on student achievement.

3. Review:

Bi-Annual Review: The Academic Integrity Policy is subject to a bi-annual review by the Academic Integrity Committee. During this review, the committee assesses the policy's alignment with current best practices and IB requirements.

Feedback Gathering: The committee seeks feedback from teachers, staff, parents, and students to gather insights on the policy's strengths and areas for improvement.

Policy Updates: Based on the findings of the bi-annual review, the Academic Integrity Committee recommends updates, revisions, or enhancements to the policy. These recommendations are presented to the school leadership team for consideration.

Policy Revision: The school leadership team, in collaboration with the Academic Integrity Committee, is responsible for revising the policy as necessary to address emerging needs and ensure its continued effectiveness. This structured approach to implementation, evaluation, and review of our Academic Integrity Policy underscores our commitment to effective and appropriate academic practice. It reflects our dedication to continuous improvement and ensuring that every student has equal access to a high-quality education.

Communication of our Academic Integrity Policy

Below is a description of how ISRM will communicate this policy:

School Website: We will prominently feature the Academic Integrity Policy on our school's website, ensuring that it is easily accessible to students, parents, faculty, and staff. This digital presence will serve as a central hub for information on our commitment to inclusion.

Welcome Packets and Orientation: During student and parent orientation sessions, we will provide physical and digital copies of the Academic Integrity Policy. This ensures that new members of our school community are immediately aware of our commitment to academic excellence.

Parent Evenings and Parent-Teacher Conferences: These events provide an excellent opportunity to engage directly with parents and guardians. We will host dedicated sessions to discuss the Academic Integrity Policy, answer questions, and gather feedback.



Staff Training and Workshops: Faculty and staff play a pivotal role in implementing our policies. We will conduct regular training sessions and workshops to ensure that educators fully understand and can effectively communicate the policy to students.

Inclusion Committee: Establishing a committee focused on academic integrity will help drive awareness and engagement. This committee can organize events, activities, and discussions related to our policy.

Multilingual Communication: Recognizing the diverse nature of our school community, we will make sure that our Academic Integrity Policy is available in English and German to ensure everyone can access the information.

Feedback Mechanisms: We will establish channels for feedback and suggestions regarding our policy. This encourages open dialogue and helps us continuously improve our inclusivity efforts.