



**INTERNATIONAL  
SCHOOL  
OF PIRAEUS**



## **ACADEMIC INTEGRITY POLICY**

## Learner Profiles

### The student is showing that he/she is:

<i>Inquirer</i>	Asks relevant questions, is naturally curious, uses skills to conduct research persistently, works independently and uses findings in her/his life.
<i>Communicator</i>	Expresses feelings and thoughts in words across the curriculum, communicates in different languages and symbol systems, communicates verbally and non-verbally.
<i>Thinker</i>	Uses what she/he already knows, builds on own ideas critically and creatively and responds to the ideas of others in the same way.
<i>Risk-taker</i>	Willing to make mistakes, prepared to try something new and to explore new ideas with courage and confidence.
<i>Knowledgeable</i>	Has reached objectives of the programme and acquired relevant knowledge for his/her level by exploring themes which have global relevance and importance.
<i>Principled</i>	Is capable of moral reasoning by communicating integrity, honesty, fairness and justice.
<i>Caring</i>	Is sensitive towards the needs and feelings of others. Shows empathy and thoughtfulness. Has a sense of personal commitment in helping others.
<i>Open-minded</i>	Listens, respects and considers other people's thoughts, ideas, and cultures. Accepts that we are different and have different points of view.
<i>Well-balanced</i>	Cares about personal well-being and is emotionally and physically balanced. Is well organized.
<i>Reflective</i>	Considers own behavior, actions, communications and learning and is able to analyze own personal strengths and weaknesses in a constructive manner.

# Parents Letter

Dear ISP Parents,

At International School of Piraeus, we provide the best education for your child with an ever-evolving International Baccalaureate curriculum in combination with the National curriculum, as well as support from our teachers and staff to help your child reach their potential and fulfil their dreams.

At ISP, our school policies are rooted in the IB philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies. Our policies have been developed through discussions with teachers, parents and students.

These are the policies aligned with the IB guidelines:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity
6. Complaints
7. English Language – Phases Program

The whole ISP community shows mutual respect for students of all identities, social situations, learning skills and language backgrounds and our goal is to meet their specific needs.

By enrolling your child(ren) in ISP, you agree to respect and promote our school policies. In each of our policy documents you will find our philosophy, the rights and responsibilities of each member, the community's commitments and a description of how each policy supports the ISP student profile.

We look forward to working collaboratively to ensure that our students receive a high-quality education that reflects the Standards and Practices of the International Baccalaureate Organization.

Thank you for your trust and cooperation.

Warmest regards,

Marika Valsamidou  
Head of School &  
Head of Primary

Mary – Jane Alexandridis  
Head of Early Years

Antonia Daponti  
PYP Program Coordinator

## Our Principles

### **IB Mission**

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.

### **ISP Vision**

Our vision is **BELIEVE TO ACHIEVE**. We foster a respectful and inclusive environment where all individuals develop their skills, believe in their potential and reach their personal goals in order to become active members of the society, based on universal values.

### **ISP Mission Statement**

Our mission is to provide high quality education in a stimulating and supportive learning environment that helps our students achieve their goals, reach their full potential and connect their school experiences to real life through their actions. With a holistic, student-centered and inquiry-based approach, our students learn to respect diversity, be thinkers and caring in order to become active and responsible members of both local and international community.

### **ISP PHILOSOPHY**

The International School of Piraeus offers the International Baccalaureate programme, the Primary Years Programme, a high-quality education that stimulates lifelong learning, develops skills and globally relevant concepts, generates good learning habits and promotes positive attitudes.

Within the programme we offer a comprehensive, inquiry-based and student-centered approach to teaching and learning. We focus on the total growth of the developing child – intellectual, physical, emotional and social, which we monitor and scaffold with rigorous and holistic assessment.

Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideas of **intercultural understanding and respect**, **responsible communication** and **citizenship**. We cooperate with schools and institutions both in Greece and abroad in order to create a better and more peaceful world.

*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)*

## Our Philosophy

At International School of Piraeus we place great value on the ethical qualities of personal and academic integrity. Academic integrity is expected by all members of the learning community – students, teachers, leadership team and parents. Preserving academic Integrity helps to ensure that all students have an equal opportunity to demonstrate their knowledge and skills.

## Academic Integrity and the Learner Profile

All members of our school community should exhibit the attributes of the Learner Profile which are linked with the academic honesty principles.

- **PRINCIPLED:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of others. They take responsibility for their own actions and are aware of their consequences.
- **REFLECTIVE:** They focus on their personal learning and experience and they try their best in order to support their personal development. They assess their progress and set goals.

## Aim of the policy

This policy is a part of our efforts to maintain the integrity of our academic processes, school rules and procedures, to scaffold positive attitudes towards learning and the environment, and create a positive safe and stimulating school climate. It is the responsibility of each student, teacher, administrator and parent to understand and follow this policy. A lack of “understanding” is not an adequate defence against a charge of academic dishonesty.

The aim of this policy is to:

- Promote good academic practice that encourages academic integrity.
- Enable our students understand the definitions of academic integrity and misconduct.
- Encourage students to assist for support from their teachers when completing their work in order to prevent any possible form of misconduct.
- Ensure that students understand the importance of respecting and acknowledging all ideas and work of others.
- Underline to our students the importance of producing authentic and original work.
- Inform our students about the penalties will be imposed should they be found guilty of academic misconduct.

## What is Academic Integrity?

Academic Integrity refers to:

- The full acknowledgement of the original ownership of creative material.
- The production of authentic pieces of work.
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression (designs, trademarks, moral rights and copyright).
- Appropriate behaviour while projects/assignments/research are being conducted.

## What is Academic 'misconduct'?

Misconduct is behaviour that results in or may result in the candidate or any other and involves acts that may subvert or compromise the integrity of the educational process. Included in this policy are all acts by which students gain or attempt to gain an academic advantage for themselves or others by misrepresenting their or others' work or by interfering with the completion, submission, or evaluation of work.

These include accomplishing or attempting any of the following acts:

- Plagiarizing- the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- Collusion- the unattributed source is one or more fellow learners.
- Sabotaging of another student's work.
- Altering grades or official records.
- Using materials that are not authorised by teachers during tests.
- Copying from another student's paper.
- Collaborating during tests or receiving information without specific permission of the teacher.
- Stealing, buying, or otherwise obtaining information about test tasks.
- Collaborating on take-home tasks, homework or other assigned work when instructed to work independently.
- Substituting for another person or permitting any other person to substitute themselves at assessment tasks.
- Submitting as their own any theme report, essay or any other work prepared totally, or in part, by another.
- Submitting work that has been previously used and assessed in the same or another subject.
- Falsifying or committing forgery on a school form or document.
- Committing any wilful act of dishonesty.
- Facilitating or aiding in any act of academic dishonesty.

## Roles and Responsibilities

### Leadership:

All school employees must be actively involved and vigilant in the management of their classes, assignments and assessment processes. They should "emphasize 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” (Academic honesty in the IB educational context, 2014) as well as explain what academic integrity is with clarity and appropriate examples.

- ✓ Support academic honesty policy.
- ✓ Ensure the academic honesty policy is applied consistently throughout the school.
- ✓ Contact with parents and students in case of malpractice.

#### **Teachers:**

- ✓ Observe any changes in a candidate’s style of writing.
- ✓ Encourage students to be honest.
- ✓ Read and check regularly students' work.
- ✓ Encourage Academic Integrity both in school and at home.
- ✓ Encourage students to be principled and reflective.
- ✓ Remind students the use of citation in their work.
- ✓ Encourage parents to not involve in student’s learning and try to make them independent and responsible.

#### **Students:**

- ✓ Submit their own work.
- ✓ Acknowledge and respect the work and ideas of others.
- ✓ Review their work before submission.
- ✓ Show academic integrity in school and at home.
- ✓ Learn about the citing system in our school by the teachers and the librarian.
- ✓ Are honest in case of misconduct.

#### **Parents / Legal guardians:**

Encourage child to be independent and responsible for their own work.

#### **The Librarian:**

- ✓ Promotes academic integrity, with technical skills such as citing or referencing.
- ✓ Teaches good academic practice for documenting sources used.
- ✓ Validates sources cited.
- ✓ Conducts sessions for students to give guidance on appropriate citation systems (especially for Grades 4-6).
- ✓ May help students identify authentic sources of information during research work.
- ✓ Provide ethical guidance alongside information on the most appropriate citation system to use in each assignment.
- ✓ Introduce authentic and selective resources that support student learning in order to prevent misconduct.

#### **Actions to be taken in case of misconduct**

- When a teacher determines that a student is guilty of academic dishonesty, she/he should inform the homeroom teacher, the PYP Coordinator, the Head of School and the student's parents.

- If students submit such work it should not be accepted.
- Student should be asked to do the task again and hand in a work prepared according to the requirements.
- If the problem persists, students should be sanctioned according to the process in case of breaking our school rules.

### **In case of not honoring the Academic Integrity Policy the required steps will be followed:**

If the code of conduct is broken, the homeroom teacher, student's parents, the PYP Coordinator and the Head of School will be informed of the infraction and action will be taken according to the severity of the offence and its frequency.

1. The student will participate in a meeting with the Leadership team, after regular school hours, to discuss ways to improve his/her behaviour.
2. The student might have a privilege removed or miss a special event.
3. The student might go through other procedures determined by the Greek law.

### **The Accepted Citing System at ISP (MLA)**

Appendix A demonstrates the age-appropriate form of citation required by PYP students at ISP. PYP students are expected to use this form for each written/drawn task where appropriate.

#### **What to cite**

Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include: Visual - Audio - Graphic - Lectures - Interviews - Broadcasts - Maps

#### **Works Cited**

“Academic Honesty in the IB Educational Context.” *International Baccalaureate*, Aug. 2014, <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf/>.  
Schrock, Kathy. “Research and Style Manual: Works Cited for Grades 1-6 .” *Kathy Schrock's Guide to Everything*, Kathy Schrock, 11 Feb. 2018, [www.schrockguide.net/](http://www.schrockguide.net/).



## APPENDIX A: Research and Style Manual

### **Grade 1**

Type of source	Format	Example
For a book	<ol style="list-style-type: none"> <li>1. Name of the author.</li> <li>2. Title of the book.</li> </ol>	Joanna Cole. The Magic School Bus: Lost in the Solar System.
For an article in a print encyclopedia or reference book	<ol style="list-style-type: none"> <li>1. Name of the author.</li> <li>2. Title of the book.</li> </ol>	Shark. The World Book Encyclopedia.
For an article from an online database	<ol style="list-style-type: none"> <li>1. Title of the article.</li> <li>2. Name of the resource site.</li> <li>3. Online.</li> </ol>	Abraham Lincoln. Kid Stuff. Online.
For a Web page or article on a Web page	<ol style="list-style-type: none"> <li>1. Title on the page or of the section of the page you used.</li> <li>2. Title of the Web page, found in the address bar.</li> <li>3. Online.</li> </ol>	New toys. Consumer Reports. Online.
For an online Creative Commons-licensed image	<ol style="list-style-type: none"> <li>1. Description or title of the image.</li> <li>2. Name of the Web site,</li> <li>3. CC.</li> </ol>	Butterfly. Flickr, CC. <sup>[P]</sup> <sub>[SEP]</sub>

### **Grade 2**

Type of source	Format	Example
For a book	<ol style="list-style-type: none"> <li>1. Name of the author.</li> <li>2. Title of the book in italics.</li> <li>3. The year the book was published.</li> </ol>	Joanna Cole. <i>The Magic School Bus: Lost in the Solar System</i> . 2010.
For an article in a print encyclopedia or reference book	<ol style="list-style-type: none"> <li>1. Title of the article or chapter.</li> <li>2. Title of the encyclopedia or book, in italics,</li> <li>3. The year the encyclopedia or book was published.</li> </ol>	Shark. <i>The World Book Encyclopedia</i> , 2016.
For an article from an online database	<ol style="list-style-type: none"> <li>1. Title of the article in quotes.</li> <li>2. Name of the resource site, in italics.</li> <li>3. The date the article was published (Month day year).</li> <li>4. Online.</li> </ol>	"Abraham Lincoln." <i>Kid Stuff</i> . January 4, 2017. Online.
For a Web page or article on a Web page	<ol style="list-style-type: none"> <li>1. Title on the page or of the section of the Web page you</li> </ol>	"New toys." <i>Consumer Reports</i> . Online.


	<p>used in quotes.</p> <p>2. Title of the Web page, in italics, found in the tab or title bar.</p> <p>3. Online.</p>	
For an online Creative Commons-licensed image	<p>1. Description or title of the image, in quotes.</p> <p>2. Name of the Web site, in italics,</p> <p>3. CC.</p>	"Butterfly." <i>Flickr</i> , CC. <sup>[P]</sup> <sub>[SEP]</sub>

### **Grade 3**

Type of source	Format	Example
For a book	<p>1. Last name of the author, first name.</p> <p>2. Title of the book, in italics.</p> <p>3. The year the book was published.</p>	Joanna Cole. <i>The Magic School Bus: Lost in the Solar System</i> . 2010.
For an article in a print encyclopedia or reference book	<p>1. Last name of the author, first name.</p> <p>2. Title of the article or chapter in quotes.</p> <p>3. Title of the encyclopedia or book, in italics,</p> <p>4. The year the book was published.</p>	Fisher, Joseph. "Shark." <i>The World Book Encyclopedia</i> , 2016.
For an article from an online database	<p>1. Author of the article last name, first name.</p> <p>2. Title of the article in quotes.</p> <p>3. Name of the source, in italics.</p> <p>4. The date the article was published (day month year).</p> <p>5. Online.</p>	Winters, Paul. "Abraham Lincoln." <i>Kid Stuff</i> . 4 January 2017. Online.
For a Web page or article on a Web page	<p>1. Title on the page or of the section of the page you used in quotes.</p> <p>2. Title of the Web page, in italics, found in the address bar.</p> <p>3. The date the page was published or last updated (day month year).</p> <p>4. Online.</p>	"New toys." <i>Consumer Reports</i> . 10 March 2015. Online.
For an online Creative Commons-licensed image	<p>1. Description or title of the image, in quotes.</p> <p>2. Name of the Web site, in</p>	"Butterfly." <i>Flickr</i> . 2011, CC. <sup>[P]</sup> <sub>[SEP]</sub>


	<p>italics.</p> <p>3. The year the image was published,</p> <p>4. CC.</p>	
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#### **Grade 4**

Type of source	Format	Example
For a book	<ol style="list-style-type: none"> <li>1. Last name of the author, first name.</li> <li>2. Title of the book, in italics.</li> <li>3. Publisher,</li> <li>4. The year the book was published.</li> </ol>	Cole, Joanna. <i>The Magic School Bus: Lost in the Solar System</i> . Penguin, 2010.
For an article in a print encyclopedia or reference book	<ol style="list-style-type: none"> <li>1. Last name of the author, first name.</li> <li>2. Title of the article or chapter in quotes.</li> <li>3. Title of the encyclopedia or book, in italics,</li> <li>4. Publisher,</li> <li>5. The year the book was published.</li> </ol>	Fisher, Joseph. "Shark." <i>The World Book Encyclopedia</i> , Astor Press, 2016.
For an article from an online database	<ol style="list-style-type: none"> <li>1. Author of the article last name, first name.</li> <li>2. Title of the article in quotes.</li> <li>3. Name of the resource site in italics.</li> <li>4. The year the article was published,</li> <li>5. URL of the article page.</li> </ol>	Winters, Paul. "Abraham Lincoln." <i>Kid Stuff</i> . 2017, <a href="http://kidsdb.com/abe">http://kidsdb.com/abe</a> .
For a Web page or article on a Web page	<ol style="list-style-type: none"> <li>1. Title on the page or of the section of the page you used in quotes.</li> <li>2. Title of the Web page, in italics, found in the address bar.</li> <li>3. The date the page was published or last updated (day month year),</li> <li>4. URL of the Web page.</li> </ol>	"New toys." <i>Consumer Reports</i> . 10 March 2015, <a href="http://consumerreports/newtoys">http://consumerreports/newtoys</a> .
For an online Creative Commons-licensed image	<ol style="list-style-type: none"> <li>1. Creators last name, first name.</li> <li>2. Description or title of the image, in quotations.</li> <li>3. Name of the Web site, in italics.</li> </ol>	Schrock, Kathy. "Butterfly." <i>Flickr</i> . 2011, CC: 

	4. The year the image was published, 5. CC.	
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### **Grade 5**

Type of source	Format	Example
For a book	<ol style="list-style-type: none"> <li>Names of the authors, last name, first name, and first name last name.</li> <li>Title of the book, in italics.</li> <li>Publisher,</li> <li>The year the book was published.</li> </ol>	Morris, Thomas, and George Smith. <i>How to Code Apps</i> . Adobe Press, 2017.
For an article in a print encyclopedia or reference book	<ol style="list-style-type: none"> <li>Last name of the author, first name.</li> <li>Title of the article or chapter in quotes.</li> <li>Title of the encyclopedia or book, in italics,</li> <li>Volume number,</li> <li>Publisher,</li> <li>The year the book was published.</li> </ol>	Fisher, Joseph. "Shark." <i>The World Book Encyclopedia</i> , vol. 4, Astor Press, 2016.
For an article from an online database	<ol style="list-style-type: none"> <li>Author of the article last name, first name.</li> <li>Title of the article in quotes.</li> <li>Name of the resource site, in italics.</li> <li>The date the article was published (day month year),</li> <li>URL of the article page.</li> </ol>	Winters, Paul. "Abraham Lincoln." <i>Kid Stuff</i> . 4 January 2017, <a href="http://kidsdb.com/abe">http://kidsdb.com/abe</a> .
For a Web page or article on a Web page	<ol style="list-style-type: none"> <li>Author of the article.</li> <li>Title on the page or of the section of the page you used in quotes.</li> <li>Title of the Web page, in italics, found in the address bar.</li> <li>The date the page was published or last updated (day month year),</li> <li>URL of the Web page.</li> </ol>	Jones, Alice. "New toys." <i>Consumer Reports</i> . 10 March 2015, <a href="http://consumerreports/newtoys">http://consumerreports/newtoys</a> .
For an online Creative Commons-licensed image	<ol style="list-style-type: none"> <li>Creator's last name, first name.</li> <li>Description or title of</li> </ol>	Schrock, Kathy. "Butterfly." <i>Flickr</i> . 2011, <a href="http://flickr.com/kathyschrock/345.html">http://flickr.com/kathyschrock/345.html</a> . 

	<p>image, in quotations.</p> <p>3. Name of Web site, in italics.</p> <p>4. The year the image was published,</p> <p>5. URL of the image page.</p>	
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### **Grade 6**

Type of source	Format	Example
For a book	<ol style="list-style-type: none"> <li>1. Last name, first name of the author.</li> <li>2. Title of chapter in quotes.</li> <li>3. Title of the book, in italics.</li> <li>4. Publisher,</li> <li>5. The year the book was published,</li> <li>6. Page numbers of the chapter.</li> </ol>	Smith Linda. "Virtual Reality." <i>New Technologies for Schools</i> . Google Press, 2017, pp. 34-54.
For an article in a print encyclopedia or reference book	<ol style="list-style-type: none"> <li>1. Last name of the author, first name.</li> <li>2. Title of the article or chapter in quotes.</li> <li>3. Title of the encyclopedia or book, in italics,</li> <li>4. Volume number,</li> <li>5. Publisher,</li> <li>6. The year the book was published,</li> <li>7. Page numbers of article.</li> </ol>	Fisher, Joseph. "Shark." <i>The World Book Encyclopedia</i> , vol. 4, Astor Press, 2016, pp. 34-35.
For an article from an online database	<ol style="list-style-type: none"> <li>1. Author of the article last name, first name.</li> <li>2. Title of the article in quotes.</li> <li>3. Name of the resource site, in italics.</li> <li>4. The date the article was published (day month year),</li> <li>5. Title of database,</li> <li>6. URL of the article page.</li> </ol>	Winters, Paul. "Abraham Lincoln." <i>Kid Stuff</i> . 4 January 2017, EBSCO, <a href="http://kidsdb.com/abe">http://kidsdb.com/abe</a> .
For a Web page or article on a Web page	<ol style="list-style-type: none"> <li>1. Author of the article.</li> <li>2. Title on the page or of the section of the page you used in quotes.</li> <li>3. Title of the Web page, in italics, found in the</li> </ol>	Jones, Alice. "New toys." <i>Consumer Reports</i> . Hearst Inc., 10 March 2015, <a href="http://consumerreports/newtoys">http://consumerreports/newtoys</a> .

	address bar. 4. Name of the publisher of the page, 5. The date the page was published or last updated (day month year), 6. URL of the Web page.	
For an online Creative Commons-licensed image	1. Creator’s last name, first name. 2. Description or title of image, in quotations. 3. Name of Web site, in italics. 4. The date the image was published (day month year), 5. URL of image.	Schrock, Kathy. “Butterfly.” <i>Flickr</i> . 4 January 2011, <a href="http://flicker.com/kathyschrock/345.htm">http://flicker.com/kathyschrock/345.htm</a>

**Note:** Italics are replaced by underlined characters when handwriting.

### Connections to other IB Policies

#### **Academic Integrity & Admissions**

Academic Integrity policy is closely linked to Admissions Policy which relates to GDPR Policy. Parents need to submit to school, in order for their application to be accepted, the necessary documents of the child, which must be authentic and valid. Also, they sign that they agree with all the policies of the school as well as the responsibility they have for the security of the students’ personal data (GDPR policy). Finally, in accordance with the Academic Integrity policy, an admission of a student can be cancelled if the student/ parent is found guilty of providing fabricated or inaccurate information.

#### **Academic Integrity & Inclusion**

For the inclusion of new students, the Child Developmental Specialist / SEN Coordinator is responsible to make the initial assessments in order to observe any learning or other educational needs of the students, during the admissions process. For the students with special educational needs our SEN Coordinator inform the teachers, the administration and the parents in order to create individual development plans (IDPs). Also, GAL support program of the school has an inclusion specialist language teacher. The assessments of these students are in consonance of the student’s requirement of learning needs. The IDPs are set in collaboration with the parent, student and teacher and the differentiated assessment of these students are done based on their IDPs.

## **Academic Integrity & Language**

During the assessment process the teachers take into consideration the language profile of each student. Also, if a student attends one or more support language programs (GAL or/and EAL) is being assessed by the inclusion specialist language teacher. The school offers a choice of second Language to select from the age of 8 (Grade 3).

## **Academic Integrity & Assessment**

The maintaining of integrity in all forms of assessments (descriptive or differentiated) is reliant on Academic Integrity Policy. The teachers act with integrity and honesty, with a strong sense of fairness, justice and respect of students' needs while assessing them.

### **IB Standards and Practices for Academic Integrity**

Our Academic Integrity Policy has been aligned with the new IB Standards and Practices, which became effective October 2020.

Please note the related standards below.

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

**Culture 3.1:** The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

**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 school's procedures are transparent, fair and consistent. (0301-03-0500)

#### ***Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)***

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

**Culture 6.6:** The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

**Culture 6.7:** The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Sources:

- International Baccalaureate Organization, Academic Honesty in the PYP, September 2023