Bali Island School
for a World-Class Education

Academic Honesty
Policy & Procedures

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for a World-Class Education

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BIS Guiding Statements

Vision: To be the school of choice for internationally-minded families and a leader of IB World Schools in Indonesia.

Mission: Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

International Baccalaureate® Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

International Baccalaureate® Learner Profile

This procedure document fosters the following Learner Profile attributes:

Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective

Related BIS Policies or Procedures

[BIS MLA Handbook](#)

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Purpose of This Policy

At Bali Island School, academic honesty is central to our commitment to developing principled, inquiring, and caring learners who engage with integrity in all aspects of their education. This policy affirms the school's responsibility to nurture a culture of trust, fairness, and respect, reflecting both the International Baccalaureate (IB) mission and our school's mission to engage and empower globally minded, confident learners within an active, creative, and respectful learning community (Bali Island School).

The purpose of this policy is to promote and sustain a shared understanding of academic honesty across the entire school community. It guides students, teachers, and parents in making ethical choices and in understanding the importance of acknowledging the ideas and work of others. Academic honesty is a guiding principle in education that creates the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work (International Baccalaureate Organization, "Academic Integrity Policy" 3).

Aligned with the IB Academic Integrity Policy and the Programme Standards and Practices, this document establishes expectations that ensure the integrity of teaching, learning, and assessment. It encourages students to take ownership of their learning, to value originality, and to contribute responsibly to our community and the wider world. Through consistent education and the modelling of honest academic behaviour, the school aims to ensure that every learner develops the skills, understanding, and ethical mindset necessary for success both within and beyond Bali Island School (International Baccalaureate Organization, "Programme Standards and Practices" 11).

IB Academic Misconduct Definitions

Academic Misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment/task components.

Table 1 - Academic misconduct definitions

Academic Conduct	Academic Misconduct
Acknowledging and Citing Sources Students are expected to acknowledge and correctly cite any sources they use in their school work. This applies to all ideas, text, information, or images that were not created by the student. Widely known facts (for example, "The capital of Indonesia is Jakarta") do not require citation. Students will receive age-appropriate instruction on how to cite and reference sources from their homeroom or subject teachers, with support from the Head Librarian.	**Plagiarism** Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. The improper or undisclosed use of content generated by Artificial Intelligence (AI) also falls into this category.
Collaboration Legitimate collaboration is working with other students to share ideas and synthesize existing and new knowledge to improve educational outcomes. In this case each student provides his/her own contribution and if any content has been taken from another source then the source is fully acknowledged.	**Collusion** Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another. Assisting anyone in copying someone else's work is also termed as collusion. This also includes work produced by someone else in the students' life (tutor, parents/guardians etc), where the work is presented as the students own.
Proper Exam Conduct Students complete exams individually and without communicating with others, verbally or nonverbally, using only writing instruments and any formally approved reference materials. Students are aware of expectations for exams and seek guidance whenever they have questions or uncertainties.	**Exam Misconduct** Exam misconduct includes taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students, and communicating with another person during the examination for the purpose of gaining an advantage.
Original Work Each assignment must be created specifically for that task. Students are expected to produce new work that reflects what they are learning at that moment, rather than reusing or repeating work from other subjects or previous assignments. This helps students show what they understand now and supports their growth over time.	**Duplication of Work** Duplication of work is defined as the presentation of the same work, partially or fully, for different assessment components and/or subjects. Any reuse of materials will result in penalties applied to both subjects in which the reused work appears. (International Baccalaureate Organization, "Academic Integrity Policy" 32)
Ethical Use of AI Students may use AI tools to *support* their	**Unethical Use of AI** Unethical use of AI occurs when students rely on

learning. This includes brainstorming ideas, checking grammar, clarifying concepts, or summarizing information they already understand. Any AI assistance must follow the instructor's guidance and be acknowledged, and the final work must be the student's own thinking, written in their own words.	AI in ways that replace rather than support their learning. This includes submitting AI-generated text, ideas, images, or translations as their own work. It also includes failing to acknowledge AI assistance, even when the tool was used only in part.

Responsibilities

Student Responsibilities

BIS students are expected to act as principled learners who use ideas, information, and digital tools responsibly. Through explicit teaching of Approaches to Learning skills, especially self-management, research, and communication, students learn how to find, use, and acknowledge sources correctly in all tasks. As technology evolves, including the use of Artificial Intelligence (AI), students must show integrity by using these resources appropriately and clearly acknowledging any support they provide.

Recommendations for students per IB Programme

BIS PYP students show they are *Principled* by acknowledging where ideas come from, respecting others' creative work, and avoiding copying. They are encouraged to speak up if they see academic dishonesty.

BIS MYP students build stronger research and communication skills by consistently using MLA citations, paraphrasing in their own words, and asking for clarification when unsure about expectations. They contribute to a responsible learning community by avoiding plagiarism and reporting misconduct.

BIS DP students uphold the highest standards of academic integrity in all coursework, including the Extended Essay and Internal Assessments. They are expected to use accurate citations, complete independent research, verify that all submitted work is authentically their own, and seek support when needed. DP students also model ethical scholarship for younger learners**.**

BIS students:
- Always give credit to the sources you use by following the MLA referencing style.

- When you use information from another person, cite it in the text and include a corresponding reference in your Works Cited page.

- If you use someone's exact words, put them in quotation marks or format them as a block quote, and clearly show whose words they are.

- According to the IB, mistakes that "could mislead, such as attribution to a wrong

- author or publication or the invention of a quotation could, in work submitted for assessment, lead to an academic integrity investigation." ("Effective citing and referencing" 14)

- According to Garza, we cite sources because it:
    - Shows respect for the work of others,
    - Helps readers find the sources we used,
    - Makes it clear which ideas are ours and which come from others,
    - Allows readers to check the accuracy of our interpretations,
    - Gives us credit for the research we have done, and
    - Builds our credibility as learners.

Guidance on the use of artificial intelligence tools from the IB

- Academic integrity means being honest about your ideas and your thinking. You must clearly show what is your own work and what comes from sources or AI tools.

- You need to learn how to reference information correctly and how to use ideas, opinions, and AI tools ethically.

- Your teachers will support you in learning these skills so you understand how knowledge is created and your role in contributing to it.

- While using AI can be helpful, your own thinking must come first.

- AI tools can create writing that looks like a student's work. This is similar to buying an essay or having someone else write it. For this reason, teachers can often tell when work is not genuinely the student's work.

- If you use AI in your work, you must follow the school's rules, use it ethically, and always acknowledge it properly. (International Baccalaureate Organization, "Academic Integrity Policy" 53).

School Responsibilities

BIS is committed to treating every student in a consistent and fair way and consequences for academic misconduct will be consistently applied. The school is required to provide the necessary support to teachers and students to ensure that all stakeholders have a clear and consistent understanding of what constitutes academic misconduct and how to avoid it. Professional development must be periodically provided to ensure the expectations are consistent across the school and that teachers are equipped to competently teach appropriate research and referencing techniques to students. The Head Librarian will offer support to teachers and students both inside and outside of the classroom to ensure they are skilled in citing the sources of their information and/or ideas as appropriate.

BIS will:
- Ensure that its Academic Honesty Policy aligns with all current IB expectations and undergoes regular review and revision.
- Ensure that teachers, students, and parents/guardians are fully informed of IB requirements and school procedures related to academic honesty.
- Work collaboratively with teachers to maintain an internal calendar outlining all deadlines for the submission of assessment materials.
- Provide candidates and invigilators with accurate and timely information regarding IB examination regulations.
- Intentionally teach and model ethical and authentic academic practices, including correct referencing and the responsible use of information and AI tools.
- The school will support students in developing an understanding of how knowledge is constructed and how to demonstrate their learning with integrity.
- The school will clearly communicate that the misuse of AI constitutes academic misconduct, in alignment with IB guidance (International Baccalaureate Organization, "Academic Integrity Policy" 53).
- The school will foster a culture of academic integrity that prepares students to act responsibly and ethically in an AI-rich learning environment.

Teacher Responsibilities

Every teacher has the responsibility to ensure that both themselves and the students in their classes are teaching and learning in an academically honest way. Teachers should align expectations and strategies to promote academic integrity, with support of other school staff, such as librarians.

BIS faculty will:

- Have a clear understanding of what constitutes academic misconduct and follow the BIS Academic Honesty Policy at all times.
- Provide clear instructions and requirements for each task, providing students with the tools and skills required to conduct ethical research. Teachers must guide students in proper research, writing, and referencing practices.
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Ensure students are following school requirements in relation to MLA referencing.
- Observe student progress throughout the creation of their work, and students should be encouraged to submit a draft and, with the assistance of the teacher, identify areas where they have not cited correctly before submitting their final copy
- Design authentic assessments that encourage academic integrity.
  - o Use tasks where students have to resort to original scenarios or recent events
  - o Include methods to ensure that students provide evidence of the research process.
- Engage students in meaningful conversations about the use of AI, and ensure students clearly cite any AI-generated content.
- Monitor the authenticity of student work and follow the required steps if academic misconduct is questioned.

Parents/Guardians Responsibilities

Parents/Guardians have the responsibility to support their children to act in a principled way to avoid academic misconduct.

Parents/Guardians of BIS students, can support their son or daughter by:

- Support students in planning and organising their study and assessment tasks, while ensuring that all work submitted is entirely their own.
- Encourage students to take responsibility for understanding assignment requirements and seeking guidance from teachers when needed.
- Maintain open communication with the school to stay informed about programme expectations and academic honesty requirements.
- Reinforce the school's actions and guidelines in cases where academic misconduct occurs, helping students learn from the experience and uphold integrity.

Academic Misconduct

Student Rights in Relation to Academic Misconduct

When concerns over academic misconduct arise, students are treated fairly, and no conclusions are drawn until the relevant information has been reviewed. Any consequences for students who engage in academic misconduct will be distributed as a result of evidence being obtained and analysed. Students will have opportunities to learn from their mistakes and correct their conduct as outlined below. Should a student be engaged in academic misconduct procedures, they may request a supportive adult's presence (ie, parent, guardian, counselor, advisor, etc.).

Procedures for Suspected Misconduct

School Assessments

The procedure for if a student is suspected of academic misconduct at any stage of a formative or summative assessment is as follows:

1. The teacher suspects academic misconduct and gathers evidence.
2. The teacher meets with the IB Coordinator or Principal to review evidence and determine if next steps are warranted.
3. The teacher meets with the student one-on-one to ascertain if misconduct occurred, review the misconduct, and document the student's explanation.
4. If the authenticity of the work cannot be confirmed, the teacher will discuss with the student how to proceed depending on the offence number (see Table 2 - Consequences for Academic Misconduct).

5. The teacher contacts the student's parents/guardians to communicate the misconduct and consequences.

6. The teacher creates a Behavior Management entry on Toddle and includes the evidence of misconduct and the documentation of the student's response.

7. Teachers and students proceed to learn from the misconduct and correct their work per the offence number (see Table 2 - Consequences for Academic Misconduct).

External Assessments

The following steps should be followed for suspected academic misconduct on official IB coursework (i.e. Personal Project, Extended Essay, Internal Assessment)

1. Follow the steps above for *School Assessments*

2. Authenticate only genuine student work to the IB; if authenticity cannot be confirmed, the student must redo the work, or it cannot be submitted to the IB (Academic Integrity Policy).

Suspected academic misconduct on DP external assessments will follow the IB Academic
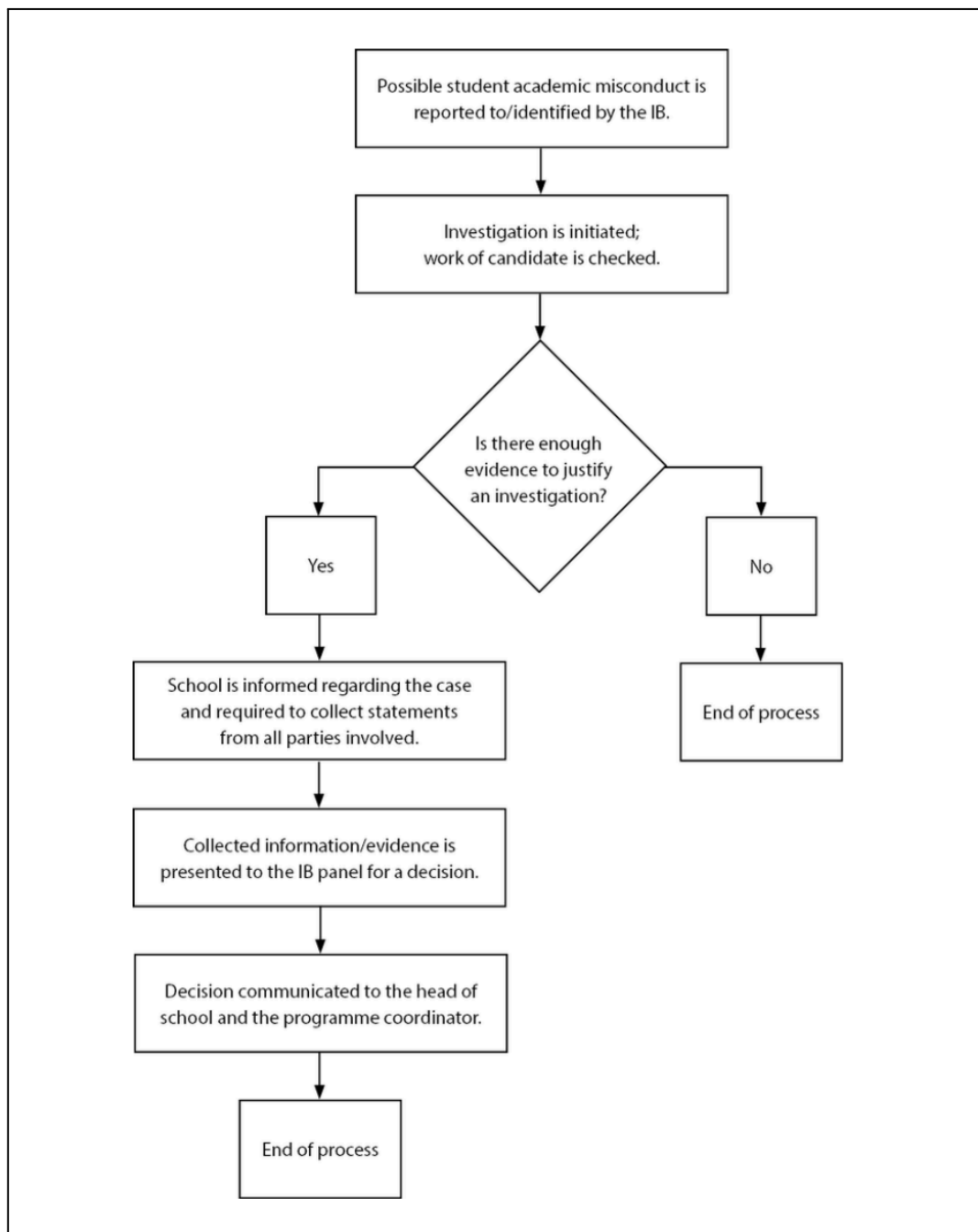
Integrity 2.1 Investigation flowchart:

Fig. 1 - Investigation flowchart. International Baccalaureate Organization. "Academic Integrity

Policy." International Baccalaureate Organization, 2019, p. 31.

Consequences of Academic Misconduct

- Incidents of academic misconduct are cumulative across courses, but do not carry over into the following academic year in grades K-8 (PYP and MYP 1-3).
- Incidents of academic misconduct are cumulative across grade levels and courses in grades 9-12 (MYP 4-5 and DP 1-2) regardless of the type of academic misconduct. E.g. If a student plagiarises as a first offence and is guilty of collusion for a second offence, then the consequences for a second offence will apply.
- The Head of School may use discretion to modify consequences for individuals at any stage.

Table 2 - Consequences for Academic Misconduct

Offence	Actions and Consequences
1	The first offence is a teachable moment. These steps will be taken: • The teacher reiterates, how to source the work correctly, and how to act with integrity in the future. • The student addresses the areas of concern and resubmits the task for normal evaluation OR completes an alternative assignment to be assessed on the same criteria. Teachers will make the final decision on which approach will be taken. • Parents/guardians will receive an email from the teacher explaining the details and consequences of the incident. • Incident is logged under 'Behaviour Management' on Toddle
2	For repeated violations of academic integrity: • The teacher instructs the student regarding the type of academic misconduct and how to act with integrity in the future. • The student addresses the areas of concern and resubmits the task for feedback only. • An achievement level of 'Not Assessed' (N/A) is awarded for all aspects of this task. • Parents/guardians will receive an email from the teacher explaining the details and consequences of the incident. • Incident is logged under 'Behaviour Management' on Toddle • The student meets with the Coordinator and/or Deputy Head of School to discuss their misconduct and the consequences of future incidents.
3	All of the above apply, and in addition: • The student, parents/guardians, teacher, Coordinator & Deputy Head of School meet to discuss. • A suspension from school will be enforced with the length to be determined by the administration. • The IB will be informed if the academic misconduct impacts on any IB regulations or procedures.
All further offences	All of the above apply, and in addition enrollment status of the student at BIS may be in jeopardy • The Coordinator, Principal and Head of School will decide on further education, suspension and/or expulsion

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