



**Progressive
Primary
school 1
Sofia**



Academic Integrity Policy

Primary Stage (PYP)

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Mission of PPS1

The progressive school aims to build free and responsible individuals, capable of independently determining the meaning of their lives, possessing knowledge, skills and attitudes to realize them together.

To achieve this goal, the school creates a challenging educational environment that places the student at the center. The curriculum, developing integral knowledge, skills, attitudes, habits and a rich common culture open to the world, motivates students to be active explorers with a lifelong learning mindset. The school creates an open community with shared values and works with experts, organizations and institutions to implement policies and programs for quality and progressive education.

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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner profile

The progressive school recognizes the purpose of International Baccalaureate programs to develop internationally minded people who, recognizing their common human nature and shared concern for the planet, help build a better and more peaceful world.

As IB students we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPILED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

4. Policy objectives

Our understanding is that academic integrity is a shared responsibility and applies to all members of our community. The purpose of this policy is to set out the principles and expectations of academic integrity in our school, according to the school's values and the requirements of the IBO. The policy applies to all students, teachers, parents and staff, emphasizing the importance of academic integrity in the learning and teaching process.

5. Definition and principles of academic integrity

5.1. Definition: Academic integrity includes compliance with ethical norms and moral principles related to the learning process such as creating authentic and original work, respecting the authorship and intellectual property of others, following guidelines for using sources, citations and references, avoiding any forms of cheating, plagiarism, falsification of information and other violations of academic standards.

5.2 Principles of Academic Integrity:

Honesty: Members of the learning community must present their own work, ideas, and knowledge, and acknowledge the contributions of others through proper citation.

Trust: Building an atmosphere of trust between students and teachers is essential to creating a responsible learning environment.

Responsibility: Each member of the school community bears personal responsibility for his behavior and must realize that violating academic integrity disrupts not only the learning process, but also his own development.

Fairness: Each member of the school community must respect the rules and be fair to the work and behavior of other members of the community.

6. Examples of academic misconduct

Plagiarism: Unknowingly or knowingly presenting/appropriating someone else's work or ideas as one's own, without proper acknowledgment and citation, with a claim of ownership for benefit.

Cheating: Using support materials or devices without permission, copying from another student, or obtaining information in an unethical manner.

Falsification of data: Forging or fabricating information or results presented in academic work.

Collaboration beyond what is allowed: Working with other students on assignments or exams where this is not allowed.

7. Responsibilities

7.1. Responsibilities of the school

The school promotes academic integrity in the PYP programs by:

- regularly discussing the importance of appropriate support for learners with parents

- ensuring that parents and learners understand what the IB learner profile attributes mean
- clarifying what will happen if the submitted work is not owned by the learner.

7.2 Responsibility of teachers

Teachers promote academic integrity in the PYP by:

- age-appropriate modeling of recognition of the work of others during learning and when using materials and resources during learning activities
- creating assignments that rely on creativity and application of the child's skills rather than simply gathering facts
- developing assessment criteria that assess and reward student skills, not just performance
- teaching ways to acknowledge the work/words of others, such as using quotation marks in writing for example
- providing reflection time for students to assess their writing and assess whether they have been honest
- provide/use appropriate examples of academic integrity, to share with students from: class work, self-study, group work, project work and more.

7.3 Student Responsibilities

- comply with agreements related to the responsible use of information technology and media resources
- follow the given instructions for individual and group work
- follow age-appropriate expectations and practices regarding referencing, quoting, and paraphrasing.
- provide a list of resources used during the PYP exhibition
- exemplify the IB learner profile and PYP attitudes related to academic integrity in their classroom and homework practices, in group work and in other activities

7.4 Responsibilities of Parents

Parents (or legal guardians) play an important role in promoting academic integrity by:

- familiarize themselves with the Academic Integrity Policy and discuss it with their children
- model academic integrity by setting examples in their own work and serving as role models for their children
- constructively discuss academic integrity with teachers and administrators and contribute to its promotion in the school
- by promoting a culture of academic integrity at all levels of the school, adults in the school community ensure that students are aware of both the importance and requirements of academic integrity

8. Preventing of violation

The school understands that primary education related to IB learner profile attributes, development of ATLs skills, and modeling of academic integrity by adults in the community plays a fundamental role in the prevention of academic integrity violations. The school and teachers engage in activities related to the prevention of violations of academic integrity rules, such as:

- organize regular discussions and lessons on academic integrity.
- include training on correct citation of sources and academic standards
- encourage critical thinking and the creation of original work.

9. Procedures for violations of academic integrity at the Primary stage

Teachers, students and administration are encouraged to take responsibility for following the Academic Integrity Policy by reflecting on approaches to creating and assessing their own work. In this context, monitoring for following and adhering to the principles of the Policy, in which we proceed from personal and academic integrity, is a process of consistent, student-led behavior.

However, for established violations of academic integrity, the school may impose the following sanctions:

- first offense:
 - for the student copying: the student should do the assignment again and reflect with the teacher. Parents are informed.
 - for the student who allowed another to copy from his work: the student reflects with the teacher on why this was wrong. Parents are informed.
- second offence: a meeting is arranged between the pupil, teacher and PYP coordinator who have a conversation with the pupil and enter into a written support agreement. Parents are informed.
- third offense: work is not graded. A meeting is held with the student, teacher, PYP coordinator and parent, where the actions taken so far are reflected upon and a new agreement is drawn up for responsibility and support for the student.

10. Reviewing and Updating the Policy

The Academic Integrity Policy will be reviewed at the beginning of the 2025-2026 school year.

11. Resources

The following resources/references were used to create the Academic Integrity Policy:

Academic integrity policy

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>

<https://school1.transform.bg/nachalen-etap/obrazovatelni-celi-nachalen-etap/>