



POLICY DOCUMENT

Guiding Practice • Inspiring Learning • Building Futures

ACADEMIC INTEGRITY POLICY

Policy Period: [2025 – 2027]

Skill Stork Early Learning Campus

POLICY NAME	Academic Integrity Policy
EFFECTIVE FROM	April 2025
REVIEW DATE	April 2027
VERSION	3.0

OUR SHARED COMMITMENT


LEARN


CARE


EXPLORE


COLLABORATE


INNOVATE

IB EYP FOUNDATIONAL PILLARS

At the heart of our Early Years programme – nurturing curious, confident and caring learners



1. EXPLORATION AND EXPRESSION

Children are naturally curious. We encourage them to explore ideas, express their thinking in many ways, and make meaning of the world around them.

WE VALUE

- Curiosity
- Creativity
- Communication
- Multiple ways of expression

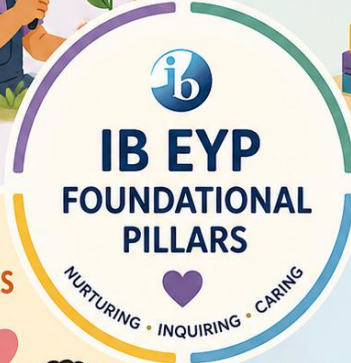


2. PLAY AND PERSONALISED LEARNING

Play is the engine of learning. Through play, children pursue their interests, take risks, and build understanding at their own pace and in their own way.

WE VALUE

- Play
- Choice
- Independence
- Agency
- Learner profile



3. RELATIONSHIPS AND RESPONSIBILITIES

Children learn through relationships. We foster a sense of belonging, empathy, and responsibility towards themselves, others and the world.

WE VALUE

- Belonging
- Empathy
- Respect
- Responsibility
- Community



4. LEARNING ENVIRONMENT

The environment is our "third teacher." We create safe, inclusive, inspiring spaces that promote well-being, exploration and meaningful learning.

WE VALUE

- Safety
- Inclusivity
- Inspiration
- Well-being
- Sustainability



Together, these pillars support the holistic development of every child, preparing them to thrive and make a positive difference in the world.



OUR IMAGE OF THE CHILD

At Skill Stork International School, we believe that every child is unique, full of potential and ready to make a difference.

COMPETENT

Children are confident in their abilities and believe in themselves.



CURIOUS

Children are inquisitive learners who explore the world around them.



CAPABLE

Children have the skills, knowledge and dispositions to take on challenges.



CREATIVE

Children express their ideas in multiple ways and think imaginatively.



RESILIENT

Children persevere through challenges and learn from their experiences.



ACTIVE CITIZENS

Children care for others, their community and the world, and take action.



We nurture the whole child so they can thrive today and become the changemakers of tomorrow. ♥



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.

School Mission Statement

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together, to create and sustain a world that is caring, open-minded, balanced and peace-loving by thinking globally and acting locally.

Our values

From learners to LEADERS

L- Learners for life

E- Efficient

A- Affectionate

D- Determined

E- Efficacious

R- Resilient

S- Self assured

1. Philosophy

At Skill Stork International School, academic integrity begins long before children learn to reference books or write research reports. In the Early Years, academic integrity is nurtured through the development of honesty, responsibility, respect, trust and fairness in everyday learning experiences.

We believe that young children are naturally curious and eager to explore the world around them. As they engage in play, inquiry and collaborative learning, they gradually learn that ideas have value, everyone's contributions deserve respect and learning is a personal journey rather than a competition.

Academic integrity in the Early Years is therefore viewed as a process of developing ethical dispositions rather than preventing misconduct. Children are supported to make honest choices, acknowledge the ideas of others, care for shared resources, communicate truthfully and take responsibility for their actions in ways that are developmentally appropriate.

This approach reflects the IB philosophy that integrity is not merely about avoiding misconduct but about developing principled learners who act with honesty, fairness and responsibility throughout their lives.

2. Purpose

The purpose of this policy is to:

- establish a shared understanding of academic integrity within the Early Years Programme;
- develop children's understanding of honesty, fairness and responsibility through everyday experiences;
- promote ethical behaviour in play, inquiry and collaborative learning;
- guide educators in modelling and teaching integrity in developmentally appropriate ways;
- strengthen partnerships with families in fostering ethical values;
- ensure that integrity is embedded within the culture of the Early Years learning community.

3. Guiding Principles

Academic integrity in the Early Years is built upon the following principles:

Honesty

Children are encouraged to tell the truth, admit mistakes, communicate openly, share their genuine thinking and recognise others work before using it.

Responsibility

Children learn to take responsibility for their actions, belongings, choices and contributions within the learning community.

Respect

Children recognise that other people have ideas, feelings, creations and belongings that deserve care and appreciation.

Trust

Positive relationships are built through honesty, consistency and reliability.

Fairness

Children learn to take turns, share resources, include others and value everyone's participation.

4. Academic Integrity in the Early Years

Academic integrity is demonstrated when children:

- communicate their own ideas and experiences;
- acknowledge when they receive help from adults or peers;
- care for classroom materials and shared resources;
- participate honestly in discussions and investigations;
- respect the work and creations of others;
- develop confidence to express their own thinking;
- recognise that learning involves making mistakes and trying again.
- begin to recognise and appreciate that stories, poems, songs, artwork, discoveries and inventions are created by others, such as authors, poets, artists, scientists and inventors, and learn to give appropriate acknowledgement in age-appropriate ways;

Children are not expected to understand formal plagiarism, referencing or citation conventions. Instead, educators intentionally introduce foundational concepts that will gradually prepare them for future academic expectations.

5. Developing Integrity Through Play

Play provides authentic opportunities for children to develop integrity.

During play, educators intentionally support children to:

- share materials fairly;
- negotiate disagreements respectfully;
- include others in play experiences;
- recognise everyone's ideas;
- acknowledge when another child's suggestion inspired their own thinking;
- care for classroom resources;
- solve conflicts honestly.

Rather than correcting behaviour through punishment, educators facilitate reflection and restorative conversations that help children understand the impact of their actions.

6. Developing Integrity Through Inquiry

Inquiry provides opportunities for children to learn that knowledge is constructed through questioning, observation and collaboration.

Educators encourage children to:

- ask authentic questions;
- investigate ideas independently;
- share observations honestly;
- recognise multiple perspectives;
- appreciate the contributions of others;
- communicate what they actually discovered rather than what they think adults expect to hear.

Children gradually learn that every person's ideas are valuable and deserve acknowledgement.

7. Integrity in Creative Expression

Children regularly communicate their understanding through drawing, painting, construction, music, movement, storytelling and dramatic play.

Educators encourage children to:

- create original work;
- explain the thinking behind their creations;
- appreciate the uniqueness of every child's work;
- celebrate diversity rather than comparison;
- avoid copying another child's work simply to produce an identical product.

The emphasis remains on authentic expression rather than perfection.

8. The Role of Adults

Children develop integrity by observing the behaviour of adults around them.

All adults within the Early Years community model integrity by:

- speaking honestly and respectfully;
- acknowledging the contributions of others;
- giving appropriate credit for ideas and resources;
- respecting confidentiality;
- using ethical digital practices;
- demonstrating fairness and consistency;
- admitting mistakes and modelling reflective practice.

Adults recognise that they are children's most significant role models for ethical behaviour.

9. Artificial Intelligence and Digital Resources

Artificial Intelligence and digital technologies may be used by educators to support professional planning, resource development and differentiated teaching. However, all use of AI must align with the school's Academic Integrity Policy and Child Protection Policy.

Educators must:

- verify the accuracy and appropriateness of AI-generated content before classroom use;
- adapt AI-generated materials to reflect the developmental needs and context of the learners;
- protect the privacy and confidentiality of children by never entering personally identifiable student information into public AI platforms;
- model ethical and responsible use of digital technologies.

Children in the Early Years do not independently use AI tools for learning tasks. Technology experiences remain purposeful, developmentally appropriate and centred on creativity, communication and exploration rather than content generation.

10. Roles and Responsibilities

Director

The Director ensures that the school's culture promotes ethical learning, allocates appropriate resources and supports the implementation of academic integrity across the school including the early years programme.

Principal

The Principal ensures consistent implementation of this policy, promotes professional learning and monitors the school's culture of integrity.

Early Years Coordinator

The Coordinator:

- supports teachers in embedding integrity within inquiry and play;
- provides guidance on ethical teaching practices;
- monitors implementation through observations and collaborative planning;
- facilitates professional learning related to academic integrity.

Teachers

Teachers:

- model ethical behaviour at all times;
- explicitly teach honesty, fairness and responsibility through everyday interactions;
- encourage authentic thinking and expression;
- facilitate restorative conversations when concerns arise;
- communicate with families regarding children's development of integrity.

Teaching Assistants

Teaching Assistants reinforce consistent expectations, model respectful interactions and support children in resolving conflicts constructively.

Parents and Families

Families are recognised as partners in developing integrity by:

- encouraging honesty at home;
- celebrating effort rather than outcomes;
- valuing children's authentic work;
- supporting responsible technology use;
- reinforcing respectful relationships.

11. Responding to Concerns

Instances that appear inconsistent with the principles of academic integrity in the Early Years are viewed primarily as opportunities for learning rather than misconduct.

When concerns arise, educators will:

1. observe the situation objectively;
2. discuss the incident with the child using developmentally appropriate language;
3. encourage reflection and restoration;
4. communicate with families where appropriate;
5. document repeated concerns;
6. collaborate with the Early Years Coordinator if additional support is required.

Concerns involving adults or repeated patterns of behaviour will follow the procedures outlined in the whole-school Academic Integrity Policy.

12. Monitoring and Review

Implementation of this policy will be monitored through:

- classroom observations;
- collaborative planning meetings;
- learning documentation;
- child wellbeing observations;
- parent feedback;
- professional reflections;
- annual policy review.

The policy will be formally reviewed each year, or earlier if required following updates to IB guidance or school procedures. This addresses the need for defined monitoring and review processes identified in your policy comparison.

13. Indicators of Success

The successful implementation of this policy will be evident when:

- children confidently express their own ideas and thinking;
- children demonstrate honesty in everyday interactions;
- children care for shared resources and respect the work of others;
- educators consistently model ethical behaviour;
- classrooms promote collaboration over competition;
- families understand and reinforce the school's expectations regarding integrity;
- integrity is embedded naturally within play, inquiry and relationships rather than taught as a separate subject.

POLICY REVIEW PROCESS

COLLABORATIVE • REFLECTIVE • IMPACTFUL

A structured process to ensure our policies remain relevant, effective, and aligned with our mission, values, and the needs of our community.



Aligned to
Vision & Mission



Inclusive
Stakeholder Input



Evidence Based
& Practical



Supports Student
Learning & Well-being



Continuous
Improvement

1

**INITIAL
REVIEW**



Evaluate the policy against key criteria.

- Purpose and alignment
- Clarity and language
- Implementation and procedures
- Monitoring and evidence
- Review and improvement cycle

ASK:



- Is the policy clear, relevant, and practical?
- Is it being implemented effectively?
- How do we know?

2

**STAKEHOLDER
REVIEW**



Different perspectives create stronger policies.

TEACHERS



Classroom
Perspective

Focus:
Practicality,
Implementation,
Classroom Impact

**ACADEMIC
COORDINATORS**



Programme
Perspective

Focus:
Programme Alignment,
Monitoring, Systems
& Accountability

PARENTS



Home-School
Perspective

Focus:
Communication,
Support, Partnership
& Child Development

PRINCIPAL



Whole School
Perspective

Focus:
Compliance, Resources,
Consistency & School
Improvement

**DEAN
(STUDENT AFFAIRS)**



Student Well-being
Perspective

Focus:
Student Impact, Equity,
Agency, Rights &
Well-being

DIRECTOR



Strategic
Perspective

Focus:
Strategic Alignment,
Future Readiness,
Governance & Growth

We listen, reflect and integrate diverse voices to strengthen our policies.

3

**POLICY
QUALITY
AUDIT**



Check for essential policy elements.

- ✓ Purpose Statement
- ✓ Scope
- ✓ Guiding Principles
- ✓ Roles & Responsibilities
- ✓ Procedures
- ✓ Timelines
- ✓ Communication Plan
- ✓ Monitoring Mechanisms
- ✓ Documentation Requirements
- ✓ Review Cycle
- ✓ References
- ✓ Version Control



Ensure the policy
is complete,
clear, and
actionable.

4

**GAP
ANALYSIS**



Identify what's missing and what needs improvement.



Identify Gaps

- What is missing?
- What is unclear?
- What is outdated?



Improve

- What can be strengthened?
- What new requirements should be included?

5

**ACTION
PLANNING**



Plan actions to strengthen and implement the policy.



Define
Actions



Assign
Responsibility



Set
Timeline



Determine
Success
Indicators

6

**FINAL
RECOMMENDATION**



Make an informed decision.



Approve
without
changes



Approve with
minor
revisions



Major
revisions
required



Rewrite
required



**TOGETHER, WE CREATE POLICIES
THAT INSPIRE LEARNING,
WELL-BEING AND EXCELLENCE.**



REVIEW CYCLE

Most policies are reviewed annually.
Some are reviewed every 2 years.



**REVIEW
REFLECT
IMPROVE**

Better Policies. Better Future.

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