



ACADEMIC INTEGRITY POLICY

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I. 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.

(From IB Website)

Amity Global School, Noida Mission statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, so as to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer, and one who enhances his or her academic, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School, Noida Vision statement:

To inspire and enable every individual to flourish and have an innovative and deep learning experience.

II. IB Learner Profile:

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.

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.

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.

Principled: 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.

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.

III. Cambridge Learners Attributes:

Confident

Cambridge learners are confident in working with new ideas and information. They are confident in taking calculated risks and do not allow anyone to take them for granted. They are very keen to evaluate and explore ideas in a structured and critical way.

Reflective

Cambridge students recognize themselves as learners. They are concerned with the products and processes of their learning and develop the strategies that can help them to be lifelong learners.

Responsible

Cambridge students are responsible and take ownership of their learning. They set targets for themselves and hold on to their intellectual integrity. The students are supportive and collaborative. They are respectful of others and understand that their actions have impacts on others as well as on their environment.

Engaged

Attributes of a Cambridge learner prepares them to make a significant difference in their lives as well as in the society, by encouraging them to be engaged intellectually and socially.

The diversified Cambridge curriculum gives the students the opportunity to indulge into a more collaborative environment thus giving them regular chances to share their knowledge and thoughts in front of their peers.

Innovative

Cambridge Learner attributes strengthens students' innovative framework by bringing a play into the curriculum and creating unique connections to the courses.

IV.Philosophy:

In today's world where information is proliferated through various medium students need to be aware of the validity and reliance of it. As inquirers they work towards developing skills of inquiry, research and reflection. Furthermore, this knowledge is then applied in their academic assignments in a constructivist approach to illustrate their depth of understanding of that topic. This is enhanced by being principled in their approach by acting with honesty and integrity. In order to ensure that when students utilize their creative and critical thinking skills it is done in a responsible manner within a safe learning environment. Academic Honesty is practiced as part of the school culture.

According to IB "An academic honesty policy ensures that a school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work."

Our school's mission statement is aligned with IB philosophy:

"Our mission is to nurture young minds through a sound educational programme which is sensitive to the multicultural ethos, so as to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his/her academics, social and sporting skills, thereby developing into a well- balanced personality."

We aim to ensure that students learn to illustrate integrity and honesty in all their work. Through this the students become 'principled' in their action and work. They exhibit this through acknowledging other people's ideas and maintaining fair practices during examinations. Thus, they accept responsibility for their actions and their consequences. They become 'reflective' towards their approach to the world and the ideas and experiences shared by others.

Students shall receive credit for the work that is a result of their own efforts. They shall adhere to the values and behavior that are part of the school culture and environment. Through this the students acquire values like honesty, integrity, respect, fairness, trust and responsibility. These values become an essential part of their being which shall guide their current and future actions in an ethical manner throughout their life thus making them 'active, compassionate and lifelong learners'.

V. Objective of Academic Integrity Policy:

The primary objective of this policy is to create an environment wherein academic honesty is respected and procedures and penalties governing academic misconduct are clearly enumerated, well understood and followed. The policy is intended for our current/potential students, teachers, administrative staff, parents and other stakeholders of the school. Through this policy, the school endeavors to make the learners and all concerned aware of the importance of academic honesty and the consequences of any malpractice behaviour.

At AGSN, we place a great value on academic principles, personal integrity and values. We believe that the concept of academic honesty is applicable to learners of all ages and transcends to all disciplines. We encourage teachers and students to conduct themselves in a responsible way and expect all students to be balanced in their approach to learning. Thus, cultivating an ethos where the traits charted in IB learner profile is nurtured throughout students' scholastic years and give them a value-based foundation for life.

VI. What is Academic Honesty?

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering and stealing. It also includes giving or receiving unauthorized assistance from any other person or using any source of information that is not common knowledge without due acknowledgement. Academic honesty must be seen as set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is one of the building blocks of foundation on which any educational institution succeeds in achieving its mission.

VII. Academic honesty at Amity Global School, Noida

1. Acknowledging and citing all ideas and work of others.
2. Undertaking research honestly and producing authentic piece of work.
3. Showing proper conduct during examination.
4. Acting with integrity in all aspects of teaching and learning.

VIII. What is academic misconduct?

Academic misconduct is any action or attempted action that results in or may result in, the student or any other student gaining an unfair academic advantage over the other in any assessment components.

“Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Different forms of misconducts are listed below:

1. Plagiarism-It implies direct copying of academic material and information from different available resources without acknowledging it. This includes, but is not limited to words, ideas, pictures, works of art/or any electronic media.
2. Collusion- This is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.
3. Duplication of Work- This is defined as the presentation of the same work for different assessment components.
4. Paraphrasing- This is defined as the restatement of someone’s work in another form. For it to be allowed, the source needs to be acknowledged.
5. AI tools- Usage of the AI tools without any reference falls under the category of academic dishonesty.
6. Disregarding the Examination Code of Conduct-This is defined as disregard of guidelines as established by CIE/IBO with respect to examination code of conduct.
7. Communication- about the content of an examination before 24 hours after the examination with others outside the cohort taking the examination.
8. Disregarding the Examination Code of Conduct-This is defined as disregard of guidelines as established by current international program with respect to examination code of conduct.
 - Students should not communicate with others once they have entered the examination room.
 - Students should not impersonate another student, and all work submitted should be their authentic work.
 - If unauthorized material has been taken to the examination hall, then it should be handed over to the Coordinator or Invigilator immediately. This otherwise would lead to breach of the examination code of conduct.

- Students cannot borrow stationary, calculator, etc. from other students during an examination.
- Students cannot try to obtain information regarding the examination or share the details of the paper 24 hours after the examination.

IX. Academic Honesty-In The Early Years

At AGSN, the objective of the Early Years Program’s academic honesty policy is to instill foundational values of integrity, respect, and responsibility in young learners. This is achieved by helping them understand and practice the importance of truthfulness, originality, and respect for the work of others in an age-appropriate manner.

Strategies to Introduce Academic Honesty in Early Year Program-

- **Storytelling and Books:** Reading stories and giving examples of academic honesty.
- **Role-Playing Activities:** Set up scenarios where children can practice giving credit to others or ask for help appropriately.
- **Collaborative Activities:** Foster teamwork where each child has a defined role, emphasizing the value of each contribution.
- **Art and Creativity:** When children are inspired by others' work, help them to phrase acknowledgments. Display posters or create a class pledge about being honest and respectful with work.

X. Academic Honesty-PYP Students

Objective – At AGSN, the objective of the integrating Academic Honesty in PYP (Primary Years Programme) is to foster a culture of integrity and respect for the intellectual property of others. It supports the development of students who are principled and understand the importance of academic honesty in their educational journey. The goal is to ensure that students engage in their learning with the principle of academic integrity and its five fundamentals—honesty, trust, fairness, respect, and responsibility.

By aligning Essential Agreements with the IB Learner Profile and ATL Skills, the PYP fosters a holistic approach to student development, ensuring students not only acquire knowledge but also develop key personal, social, and academic skills for lifelong learning.

Essential Agreements-

- We will be open minded to understand the importance of academic honesty in our work.
- We will be principled by acknowledging the help taken from parents, teachers, older students and friends and by giving credit to other people working in the groups.
- We will be reflective of our actions and acknowledge all sources that we use for our assignments and presentations.
- We will work collaboratively in groups to share new information to enhance our communication skills.
- We will be Inquirers and look for various sources of information (books, magazines, websites, videos, ppt, images) to gather new information and share our understandings to develop research skills.
- We will be principled and not copy our classmate’s work without his/her permission. Also, we will not present someone’s other work as our own when working in groups.
- We will be responsible for the use of information technology and AI tools to support, not replace our learning.
- We will be risk-takers as we will listen to and read about ideas but will try to present our own new work and answers developing our thinking skills.
- We will cite our sources and acknowledge when AI tools or generated content (like text, images, or data) that have been used. Also, we will not explore websites which are not instructed by our teachers.
- We will write a bibliography to show where our information came from.
- We will focus on our work and complete the given assignments on time to develop our social skills.
- We will be responsible for our words and actions (individually and collectively).

Roles and Responsibilities of various stakeholders in PYP (Primary Years Program) in accordance with academic honesty policy– In the Primary Years Programme (PYP), promoting academic honesty is a shared responsibility of teachers, librarians, parents and other members of the school community. They play a critical role in ensuring that students understand and practice academic honesty in a way that aligns with PYP’s core values. Their roles in fostering academic honesty are interlinked, as they provide guidance, modelling, and support for students.

Teachers and Librarian in PYP (Primary Years Program) –

- Supporting and explaining the School's Academic Honesty Policy to students and ensuring they understand what constitutes plagiarism, the importance of using sources correctly, and how to generate original work.
- Establish an environment where students feel comfortable seeking help with academic honesty concerns and asking questions about how to properly use information.
- Teaching students how to find, evaluate, and use reliable and credible sources for their research.
- Provide guidelines on how students should engage with digital tools, cite online resources, and collaborate effectively and honestly.
- Keeping themselves apprised about referencing styles and methods of promoting academic honesty.
- Being attentive towards malpractice, and “cut/ copy and paste” from the Internet or any published source.
- Collaborate with other teachers to ensure that academic honesty is promoted consistently across all subjects. Assist other teachers in addressing instances where academic dishonesty is suspected, helping students to reflect on their actions and learn from mistakes.
- Ensure parents are engaged in the process and provided with regular and frequent examples of the academic honesty policy.

Parents in PYP (Primary Years Program) –

- Read the Academic Integrity Policy and discuss it with their children.
- Support their children in becoming independent learners. This includes encouraging them to complete assignments on their own, think critically, and use their own ideas and knowledge, while guiding them to ask for help when needed.
- Guide their children in using online resources ethically. This includes teaching children how to avoid plagiarism, respect others' intellectual property, and use information responsibly.
- Teach their children to value others' work. This includes not copying others' work or using someone else's ideas without giving proper credit.
- Constructively discuss academic honesty with teachers and administrators and contribute to the school discourse about academic honesty and how to promote it.

An academically honest PYP student should/should not

DO's	DON'Ts
<ul style="list-style-type: none"> a) Acknowledge any help taken from parents, older students and friends. b) Look at and read books to gain new information. c) Communicate new knowledge in his/her own words. d) Begin to assimilate knowledge from several sources into independent ideas and understandings. e) Understand copying as cheating. f) Begin to work collaboratively in groups to share information. g) Acknowledge sources in Bibliography. h) Follow all assessment rules. i) Understand that downloading or copying from electronic sources without permission is cheating. 	<ul style="list-style-type: none"> a) Present parent or other persons' work as his/her own. b) Copy whole sentences from a book or print material onto his or her own paper. c) Copy classwork from another student. d) Pass off another student's work as his or her own when working in groups. e) Copy another student's homework or allow another student to copy his/her homework without permission. f) Do homework for another student.

XI. Academic Honesty in Cambridge International Education (CIE)

The school promotes academic honesty in Cambridge Lower Secondary, IGCSE and AS/A levels by making every student understand that they are not -

2. Copying from another candidate's work.
3. Allowing one's work to be copied or submitted for assessment by another student, i.e. Collusion.
4. Involved in Plagiarism by failing to acknowledge sources and/or submitting another person's work as if it were their own.
5. Seeking, obtaining, receiving, exchanging or passing on confidential exam materials by any means.
6. Involved in any deliberate destruction and theft of another's work.
7. Pretending to be someone else or arranging for another person to act as a proxy in an exam.
8. Involved in cyber-crimes such as hacking passwords or any mails of the teachers or students. Ensure selection and use of online tools best suited to their communication goals.

As per the policy, teachers are recommended not to:

- a) Assist candidates in the production of coursework, over and above the permissible limit.
- b) Allow candidates unsupervised access to coursework, exemplar materials, whether provided by a former candidate or from school itself.

Avoidance of plagiarism

1. Students must be taught the meaning and significance of plagiarism.
2. Candidates should provide references for all source materials used in their research.
3. For coursework submissions, the candidate is required to sign a declaration stating that the coursework is their own work and the teacher must countersign to confirm that he/she believes the same.

XII. Academic Honesty in International Baccalaureate Diploma Programme (IBDP)

Skill Development

Academic honesty skills are planned and implemented keeping student growth in mind. The tasks assigned by facilitators are modelled and practiced by the students under their supervision. The process is part of the school culture and is visible throughout. Under the guidance of the librarian effective citation and referencing sessions are made available to the students. As 'inquirers' they are channeled towards developing research skills and working independently. They learn to establish reliability and validity of the source of information before using it and acknowledging it.

Thus, students being 'principled – exhibit respect for the dignity and rights of people everywhere. They take responsibility for their actions and consequences'.

Roles and Responsibilities of various stakeholders:

How Facilitators and Librarian of Diploma Programme support the students:

- Facilitators and Librarian shall be part of the compilation and review of the policy.
- The librarian will conduct a session for students and teachers on Referencing and Citation including sharing of the document – Effective citing and referencing.
- A sample citation and referencing exercise shall be given to the students to ensure full comprehension of the above process by the librarian.
- Using Turnitin.com for creating a similarity/AI report which can be used to monitor and authenticate the work submitted by the student.
- Remind the DP students of the importance of formulating their own ideas on the topic and a plan with a timeline for the Extended Essay before consulting other sources. Without this preparation, the Extended Essay might appear as a collection of other people's ideas. This increases the temptation for the student to present it as their own work. They should be clear about academic honesty.
- If a group is being dominated by one member the teacher can apprise the group that although the data collection was done as a group, each member must write up an individual report.

- All teachers are responsible in emphasizing the importance of acknowledging sources in oral presentation and written work. This can be achieved by including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the presentation. They should refer to the IB document – Effective citing and referencing to gain further knowledge of this.
- As internal assessments deadlines approach, the teacher can reiterate the importance of reporting data accurately and ensure that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating data could have far-reaching consequences as a case of academic misconduct. This document would be used both for all assignments, Extended Essay, TOK essay and Internal Assessment submissions for respective subjects.

How Parents/Legal Guardians of Diploma Programme support their children:

- Parents must accept and participate in the fulfilment of academic integrity policy.
- Apart from guidance and motivation, parents have to make sure that academic work is original.
- Encourage them to have a plan for each assignment with action plan and deadline for achieving the target before the school due date.
- Provide support with the scheduling of their work so that self-management process can be developed, as they may have many assignments to complete.
- Establish an open level of communication with the school so that they understand the requirements of the Diploma Programme and what is expected of students.
- Motivate them to take teacher support if they are having difficulty with their work.

How school ensures implementation of Academic Honesty Policy:

- Fairness and consistency shall be maintained at all times.
- Library, librarian and teachers shall be there to guide the students ensuring implementation of the policy.
- In-school sessions shall be taken by librarian or any other person well-equipped professionally to help keep abreast.

- Turnitin is used for Similarity check.
- Parents shall be made aware of these practices through the website and school documents that shall be signed by them regarding the same for Extended Essay, TOK, CAS and Internal Assessment that will be uploaded as e-coursework.
- This policy shall be reviewed every 2 years.
- Orienting parents /legal guardians and making them a participant in the thorough implementation of the academic integrity policy.
- School is also required to orient parents about the changes in the IB academic integrity policy from time to time.
- School also needs to ensure that policies regarding academic misconduct and maladministration are clearly defined.
- Every stakeholder (teachers, admin staff, support staff, parents and students) are oriented with academic misconduct and maladministration policies.

How students are responsible for implementation of Academic Honesty Policy:

- Students are responsible and accountable in adhering to this policy and its code of conduct.
- Students shall be part of understanding that their responsibility in recognizing how teaching and learning promotes ethical code of conduct on their part.
- They shall be held accountable for being principled in their approach to assignments.
- All work should highlight and reflect acknowledgment of the work being submitted through citation and referencing where required.

Measures taken to provide education and support:

Good practice—recommendations for students as per IBDP

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.
- Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for them, and it shows the student's understanding of the importance of the sources used.
- For more detailed information on styles for citations and referencing students will refer to the IB document – Effective citing and referencing as shared with them during Academic Honesty and Extended Essay session.
- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).

- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.
- Using Turnitin.com for creating a similarity report whereby plagiarism can be monitored and authenticity verified.
- During written or oral examination students should not try to copy any part of their work from other students.
- The Graphic Display Calculator shall be put in examination mode before the examination and students should follow this by submitting their calculators well in time before the examination.

Accessing sources: using electronic medium

Students should:

- Know appropriate search engines to use.
- Not rely exclusively on sources found on the internet (use library resources as well) like using online encyclopedias and other similar information websites.
- Critically evaluate the reliability and validity of the information presented on the internet.
- Keep a detailed record of all references in accordance with the IB's minimum requirements, ensuring that the URL of the source is written down correctly. This includes recording the date when the site was accessed.

Use of Artificial Intelligence (AI tools)

- In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography. Students should be clear that if they use the text (or any other product) produced by an AI tool— by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023).
- The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.

XIII. Procedure, reporting, recording and monitoring

In case a teacher feels that any of the above acts have led to a breach of academic honesty then the following procedure shall be followed:

- The teacher should first be completely assured that the behavior on the part of the student is a breach of the code of conduct. Then the teacher shall give in writing to the coordinator the details of the circumstances that have prevailed.
- The coordinator will have an informative discussion with the teacher and look at the evidence being provided to substantiate the breach.
- Investigation shall be conducted by the coordinator with both the parties and further looked upon by the principal.
- The teacher shall refrain from marking the assignment and the student shall rework and produce another one exhibiting his/her own work.
- In case this has occurred earlier then additional counselling shall be carried out.
- If this is a regular feature, then strong action shall be taken as deemed by the principal in accordance with the school policy.
- All such misdemeanors shall be recorded in the student's file.

XIV. Consequences of breach of Academic Honesty Policy

- When such misconduct is reported by teachers or by invigilators it shall be recorded in the central record of the student's file and may be put into the transcript if such actions are being carried out on a regular basis.
- Each incident shall be treated on a case-by-case basis.

- To ensure good practices when coming to a decision the student shall be given an opportunity to present his/her case in the presence of the person who has brought it to the notice of the school, parents of the student and senior administration of the school.
- All aspects of student's background, character history and history in terms of academic honesty, age and level of awareness, severity of the incident, intent or non-intent, or other factors shall be taken into consideration when deciding on the action to be taken.
- In case the work has to be submitted to IB as e-coursework it shall not be sent to IB and student will have to work on that again.
- In school the breach of academic honesty policy shall be reviewed by coordinators and principal.
- In oral or written IBDP Final Examination, if misconduct has been observed, then IB shall be notified through a full written account of the misdemeanor along with photographs of unauthorized material or videos of the misdemeanor. Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation.
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Step by step procedure (stated in the academic integrity policy matrix): -

First Offence:

1. The student will not be graded for the particular piece of work.
2. The teacher will contact the parent or guardian and inform them of the incident and of possible consequences for subsequent offenses.
3. Referral will be sent to an administrator/counsellor for recording.
4. If students commit additional infractions within the same academic year as the first one, regardless of whether they occur in the same class/subject, they will face penalties. These penalties will be imposed for both the second and third infractions.

Second Offence:

1. The student will not be graded for the particular piece of work.
2. The teacher will contact parents or guardians, and inform them of the incident and of possible consequences of subsequent offenses.
3. The student will receive a referral to an administrator or counsellor.

4. The student and administrator/counsellor will agree to a system designed to prevent subsequent incidents and inform the parents and other subject teachers of this decision.
5. Students may receive a 'malpractice' comment on the subject report card as per the discretion of the Head of School

Third Offence:

1. The student will not be graded for a particular piece of work.
2. A senior administrator/ Head of School will meet with the student, parent/guardian, teacher(s), and counsellor to review the school's policy and decide on an appropriate action.
3. The administrator will inform all the subject teachers of the student's third offense.
4. The student will receive a 'malpractice' comment in the semester report card from the administrator and a notice stating that this student has committed three offenses will be placed in the student's permanent record.
5. Students may be suspended from school for a period of time decided by the management.
6. Students who commit misconduct after the Third Offense will be expelled from the school. Any transcript information pertaining to the said student would include a reference to the expulsion and the reasons for expulsion.

The gravity of the consequences of academic dishonesty will depend on:

- The age of the student.
- The seriousness of the offense.
- Whether the occurrence was accidental, caused by carelessness or a deliberate action.
- Whether the occurrence contravenes the rules of an examination board.

XV. Members Involved In drafting the Policy

1. Head of School / Principal
2. Vice Principal
3. Coordinators of Primary, Middle, Senior School.
4. Librarians
5. Teachers

XVI. Reviewing of the Policy

The policy is in practice and in place. The committee will audit the policy every 2 years and bring about any changes unless certain situations demand immediate action. The committee reviewing the policy constitutes teachers, librarian, coordinators, and principal.

In conclusion, the main aim is to make students independent researchers working within the ethical boundaries. The goal is not to penalize them but to make them inquirers, researchers, knowledgeable and principled global citizens. They should learn to respect and appreciate intercultural diversities and have a global perspective. .

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VERSION 3.0

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IMPORTANT: All policies and documents are signed off by the Senior Leadership Team when approved.