ACADEMIC INTEGRITY POLICY

Approved By   :   Sreenidhi Board of Directors

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1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

The IB aims to develop inquiring, knowledgeable, 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.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners 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.

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.

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.

2. PURPOSE OF THIS DOCUMENT

Sreenidhi's Academic Integrity Policy reaffirms the school's commitment to pursuing ethical academic practices to underline the values of respect and educational rigour. It will define the guidelines that ensure academic integrity is positively reinforced and the role that each member of our community has to play in this process, and further outline the procedure for handling incidents of academic disintegrity.

3. ESSENTIAL UNDERSTANDING OF THE DOCUMENT

The Academic Integrity Policy is a living document, its evolution and informed by research, best practice, external requirements, and discussions among staff members. It is a whole-school policy, collaboratively written and reviewed every two years. Each set of stakeholders has responsibilities in relation to its creation and implementation. The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the Primary Years Programme (PYP), be reinforced during the Middle Years Programme (MYP) and cemented later through the Diploma Programme (DP) and Career-related Programme (CP).

Academic Staff
Responsible for:
- Making sure that the policy is completed and communicated clearly to the entire school community, especially to the students.
- Promoting good practice and a culture of academic integrity within the school.
- Ensuring all students are aware of the consequences of academic disintegrity.
- Keeping themselves familiar with the MLA referencing style.
- Following the academic dishonest procedure when that becomes necessary.

Parents
Responsible for:
- Reading the Academic Integrity Policy and discussing it with their children.
- Modeling academic integrity and serving as role models for their children.

Students
Responsible for:
- Taking ownership of their learning.
- Acknowledging and properly crediting sources of information when used in research.
- Using their vocabulary and speech in all tasks.

An academically honest student:
- Recognizes the origins of other people's work.
- Knows how to build a list of cited works using MLA format.
- Adheres to study laws and internal assessments by not speaking with, seeking assistance from, or supporting any other participant while the assessment is ongoing.
- Only use approved materials in an examination if advised to do so by an instructor. Submits their work and does not copy from another student.

4. DEFINITIONS

- **Malpractice**: A behavior that results in, or may result in, one or more assessments of an unfair advantage for a student.

- **Plagiarism:** This is described as portraying another person's ideas or work as the student's own.

- **Collusion:** This is defined as supporting another student's malpractice, such as copying or allowing another student to copy or submit his work for assessment.

- **Duplication of work:** This is defined as presenting the same work for different assessment components.

- **Certain examples of malpractice** include any behavior that achieves an unfair advantage for a student or affects certain student's results (examples include taking unauthorized material into an exam room, negligence during an exam, or falsifying a CAS record).

- **Intellectual property** includes trademarks, licensed designs, labels, moral rights, and copyright. These should be known and are legally protected.

5. ACADEMIC INTEGRITY IN VARIOUS PROGRAMMES

Primary Years Programme:
At Sreenidhi, the PYP teachers and students work together, inquiring and constructing their own understanding through critical thinking skills. Academic integrity is rooted in the IB Learner Profile and its attributes are shared and communicated to all stakeholders. Teachers aim to instill an understanding and respect of academic integrity. All subject teachers develop understanding, highlight the importance of completing one's own work, promote best practices, and identify skills that need to be developed. PYP students learn to give credit to another's work. They acknowledge their sources in an appropriate format to their grade level. For example, a student in lower primary may give a verbal acknowledgment to the source, while those in upper primary will indicate their sources in a written format.

Middle Years Programme:
In order to promote consistency of application, the school librarian is the lead person for teaching academic integrity across the MYP. This is achieved in focused lessons taught as part of the homeroom programme. Teachers reinforce this teaching in their classes and monitor the application of age-appropriate academic integrity practices within their subject.

Minimum Expectations

Class	Minimum standard (expectations)	Main focus of teaching
MYP 1	• List of URLs used • attempted paraphrasing	• Paraphrasing, • Choice of sources • MLA formatted reference list • Use of referencing tools • Collusion vs Collaboration
MYP 2	• MLA reference list (with errors) • Paraphrasing in-text • Attempt to acknowledge source • No collusion	• MLA reference list (Refresher) • Paraphrasing (Refresher) • Collusion/Collaboration refresher • Acknowledgement of source in-text • Analysis of source
MYP 3	• MLA formatted reference list • Paraphrasing in-text • Acknowledge sources in text • No collusion	• MLA In-text citation • Use tools for in-text citation • Source Management • OPVL source analysis • Exam and test practices
MYP 4	• MLA formatted reference list • MLA in-text citation (with errors) • Use source management tools • No collusion • Good examination conduct	• MLA In-text citation (Refresher) • OPVL Refresher • Referencing less used sources • Exam and test practices (Refresher)
MYP 5	• MLA formatted reference list • MLA in-text citation • Use source management tools • No collusion	• Full Referencing (refresher) • Examination practice (refresher)

The librarian conducts academic integrity workshops for teachers during teacher orientation and for
parents during open house sessions and on the e-Assessment parents' evening.

Reporting of Malpractice
Reporting of Malpractice will be done using the Academic Malpractice Report. This will be passed on to the Homeroom teacher for centralized record keeping. For serious or repeat offenses, the Coordinator will be informed. Further actions may be appropriate due to data available to the homeroom teacher or due to the seriousness of the malpractice.

Consequences of Malpractice
When judging the seriousness of malpractice, the following factors will be taken into consideration:
- Student's intent
- Student's background
- Student's previous malpractice infringements

The consequences of malpractice will be dealt with on a case-by-case basis. They may include but are not limited to

- Redoing the task after being educated on the correct practices
- Receiving a zero for the assignment

- Parent notification
- Withdrawal from examination (internal or external)
- Non-submission of work for external coursework (e-Portfolio)
- Reporting the incident to the International Baccalaureate Organization
- Withdrawal from examination registration (e-Assessment)

Career-related and Diploma Programme:

We expect our Diploma and Career Programme students to embody academic integrity not only during the years of their CP and DP but throughout their lives.

The teaching and learning in the two programs focuses on developing positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically. Expectations are clear in their in terms of students understanding their responsibility for producing authentic and genuine individual and group work and how to correctly attribute sources, acknowledging the work and ideas of others; they are expected to be aware of the responsible use of information technology and social media observing and adhering to ethical and honest practice during examinations. The CP and DP at Sreenidhi acknowledge MLA style for referencing, bibliography and citations. Each classroom teacher will clarify the requirements of the subjects through subject guides and classroom instruction. This will help the student understand Academic integrity in context of the individual subject.

6.   ACADEMIC MISCONDUCT

Primary Years Programme:

If a student makes a mistake, they will be counselled by their homeroom teacher and allowed to redo or revise their work. If there are repeated cases of willful academic misconduct in Grades 4 and 5, the situation may need to be referred to the Primary Principal.

Middle Years Programme:

Teachers and the school are responsible for establishing and communicating to students expectations for academic integrity and the student's conduct on the course. The teacher will be responsible for investigating any incident of academic disintegrity or misconduct, determine the circumstances, and take appropriate action. As per the academic integrity guide "All stakeholders involved in IB education must meet the expectations and do what is required to embrace, promote and maintain academic integrity to ensure a fair and genuine assessment process" Keeping that in mind, SIS include few behaviours of student academic misconduct and school maladministration that will qualify as offence -

First Offence:
- If it is found that the academic disintegrity is unintentional (academic infringement), the
- the teacher will advise the student on ways to avoid such mistakes in the future.
- Administering a lower or failing grade on the affected assignment.
- A record will be kept as per student code of conduct

Second Offence:
- Reprimanding the student orally or in writing including informing parents.

- Requiring work affected by academic to be redone. The teacher needs to ensure that the work produced is student's own work.

- The work that is deemed to be academically dishonest will receive zero as a grade with no opportunity to re-submit.

Third Offence:
- The Programme Coordinator will discuss with the student and take decisions based on interviewing the candidate and keeping all the gathered facts in mind.
- Recommending to the Senior School Principal that the student be put on probation or suspended.
- Removing the student from a particular course or subject.
- Informing the requisite Examination Board and abiding by their decision regarding Consequences and grading for external assessments

When completing school work, students must also adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation

Malpractice in internal and external examinations:
A candidate must not interact with any other applicant during an exam or any other times specified by the invigilator. Failure to comply with this regulation can result in a judgement of malpractice with the appropriate action taken by the school or examining board. Any work completed during an exam and submitted for review must be the candidate's authentic work. Any copying, conspiracy, Plagiarism, connection to unauthorised content, or contact between candidates can constitute Malpractice, resulting in the school or the examining board taking appropriate action. If a candidate finds that he or she has accidentally taken unauthorised material into an examination, this material must be given to the invigilator immediately. Failure to do so may result in the candidate being investigated for malpractice.

Diploma Programme (DP) and Career-related Programme (CP):

At Sreenidhi International School, we are committed to fostering an environment of academic integrity, integrity, and ethical scholarship as part of our core values. The Academic Integrity Policy aligns with the International Baccalaureate (IB) philosophy, which emphasises the importance of integrity in all forms of academic work. This policy applies to all students enrolled in the IB Diploma Programme (DP) and Career-related Programme (CP)

Academic integrity refers to the practice of making ethical decisions, such as producing authentic work, acknowledging others' contributions, and respecting intellectual property. For DP and CP students, academic integrity is essential to ensure fairness, transparency, and the value of the IB qualification.

- All work submitted by students should be their own. This includes essays, assignments, projects, presentations, and examinations.
- Students must appropriately reference all sources and acknowledge contributions from others, including ideas, texts, images, data, and digital material.
- Students must follow all guidelines and rules set by the IB and the school for internal and external assessments.

Academic misconduct is any behaviour that gives an unfair advantage or affects the integrity of the IB assessment process. This includes, but is not limited to:

1. Representing someone else's ideas or work as one's own without proper acknowledgment.
2. Supporting malpractice by another student, such as allowing one's work to be copied or submitted by another.
3. Submitting the same work for different assessments or components.
4. Creating or altering data or results.
5. Using unauthorised materials, devices, or other aids in an examination or assessment.
6. Behaving in a manner that could undermine the fairness or authenticity of assessment, such as impersonation or disrupting an examination.

All students must understand what constitutes academic integrity and ensure their work complies with IB standards. Students must ensure that all work submitted is their original effort. This includes independent thinking, research, and creativity. Students should learn and apply proper referencing techniques (e.g., MLA, APA, Chicago) consistently in their work. When in doubt, students should seek clarification from teachers or coordinators on what is considered appropriate practice.

If academic misconduct is suspected, an investigation will be initiated by the IB Coordinator (DPC/CPC), involving the subject teacher and other relevant staff. The student will be called for a meeting to discuss the matter. The incident will be documented, and evidence of misconduct will be reviewed. Depending on the severity and nature of the misconduct, consequences may include:

● Re-submission of the work with appropriate corrections.
● Reduced or zero marks for the assignment or component in question.
● Notification to parents and placement on an academic probation period.
● For serious breaches, such as during official IB assessments, the matter may be referred to the IB, potentially resulting in disqualification from the examination or program.

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