



SREENIDHI
EDUCATIONAL GROUP



SREENIDHI
INTERNATIONAL SCHOOL
KINDLE THE LIGHT WITHIN



ACADEMIC HONESTY POLICY

Approved By: Sreenidhi Board of Directors

Date Updated: December, 2020

Review Date: December, 2021

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1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

- **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.

- **Vision:** To create internationally minded, socially responsible global citizens.

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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.

I PURPOSE OF THIS DOCUMENT

Sreenidhi's Academic Honesty 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 honesty 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 dishonesty.

II ESSENTIAL UNDERSTANDING OF THE DOCUMENT

The Academic Honesty Policy is a living document; its evolution is informed by research, best practice, external requirements and discussions amongst faculty. 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.

Academic Staff

Responsible to:

- ensure the policy is communicated clearly to the entire school community and explained in detail to students at the beginning of each year by each teacher
- promote good practice and a culture of academic honesty within the school
- ensure all students are aware of the consequences of academic dishonesty
- inform themselves through regular review of the MLA referencing style
- follow academic dishonesty procedures when the need arises.

Parents

Responsible to:

- read the Academic Honesty Policy and discuss it with their students
- model academic honesty and serve as role models for their children.

Students

Responsible to:

- take ownership of their own learning
- acknowledge and properly credit sources of information when used in research
- use their own thoughts, ideas, vocabulary and expressions to demonstrate and communicate their understanding in writing, orally, visually or in products, of tasks, assignments or exams in a paper, performance, presentation, portfolio or product.

An academically honest student:

- recognizes the origins of other people's work
- demonstrates understanding of how to list cited works, using MLA format
- adheres to summative assessment requirements or exams by not speaking with, seeking assistance from, or supporting another participant during the assessment
- uses approved materials in an examination when advised to do so by an instructor
- submits original work and does not copy from another student's work.

III DEFINITIONS

- **Malpractice:** Behaviour that results, or may result, in one or more assessments that give an unfair advantage to a student.
- **Plagiarism:** Portraying another person's ideas or work as the student's own.
- **Collusion:** Supporting another student's malpractice, such as copying or allowing a student to copy and submit one's work for assessment.
- **Duplication of work:** Presenting the same piece of work for different assessments.

Certain examples of malpractice include:

- any behavior that seeks to create an unfair advantage for a student's results (i.e. taking unauthorized material into an exam, cheating, or falsifying a CAS record).

Intellectual property includes trademarks; licensed designs, labels, artwork, innovations; moral rights and copyright, which should be known and is legally protected.

VI ACADEMIC HONESTY IN VARIOUS PROGRAMMES

Primary Years Programme:

At Sreenidhi, PYP teachers and students work together inquiring and constructing their own understanding through critical thinking skills. Academic Honesty is rooted in the IB Learner Profile attributes and shared and communicated to all stakeholders. Teachers aim to instill an understanding and respect for academic honesty by developing understanding, highlighting the importance of completing one's own work, promoting best practices, and identifying skills that need to be developed. PYP students learn to give credit to another's work by acknowledging their sources in an appropriate format for their grade level. For example, a student in lower primary may give a verbal acknowledgement 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 honesty across MYP in focused lessons taught as part of the homeroom programme. Teachers reinforce this learning for their classes and monitor the application of age-appropriate academic honesty practices within their subject.

Minimum Expectations

Class	Minimum standard (expectations)	Main focus of teaching
MYP 1	<ul style="list-style-type: none"> • List of URLs used • attempted paraphrasing 	<ul style="list-style-type: none"> • Paraphrasing, • Choice of sources • MLA formatted reference list • Use of referencing tools • Collusion vs Collaboration
MYP 2	<ul style="list-style-type: none"> • MLA reference list (with errors) • Paraphrasing in-text • Attempt to acknowledge source • No collusion 	<ul style="list-style-type: none"> • MLA reference list (Refresher) • Paraphrasing (Refresher) • Collusion/Collaboration refresher • Acknowledgement of source in-text • Analysis of source
MYP 3	<ul style="list-style-type: none"> • MLA formatted reference list • Paraphrasing in-text • Acknowledge sources in text • No collusion 	<ul style="list-style-type: none"> • MLA In-text citation • Use tools for in-text citation • Source Management • OPVL source analysis • Exam and test practices
MYP 4	<ul style="list-style-type: none"> • MLA formatted reference list • MLA in-text citation (with errors) • Use source management tools • No collusion • Good examination conduct 	<ul style="list-style-type: none"> • MLA In-text citation (Refresher) • OPVL Refresher • Referencing less used sources • Exam and test practices (Refresher)
MYP 5	<ul style="list-style-type: none"> • MLA formatted reference list • MLA in-text citation • Use source management tools • No collusion 	<ul style="list-style-type: none"> • Full Referencing (refresher) • Examination practice (refresher)

The Librarian conducts academic honesty workshops for faculty during teacher orientation and for parents during open house sessions and the e-Assessment parents' evening.

Reporting of Malpractice

Reporting of Malpractice will be effected using the Academic Malpractice Report. This will be submitted to the Homeroom teacher for centralized record-keeping. For serious or repeat offences, the Coordinator will be informed. Further actions may be appropriate as per information available to the Homeroom teacher or the seriousness of the Malpractice.

Consequences of Malpractice

When judging the seriousness of Malpractice, factors to be taken into consideration are:

- student's intent
- student's history studying in IB programmes
- student's previous malpractice infringements

Consequences of malpractice will be dealt with on a case-by-case basis and may include, but are not limited to:

- reproducing 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)

Diploma Programme and Course Credits:

We expect our Diploma Programme and Course Credit students to embody academic integrity, not only during the years of their studies, but throughout their lives.

Teaching and learning in the DP focuses on developing positive behaviors that students need to demonstrate they complete their work carefully, honestly and authentically. The IB publication *Academic Honesty in the IB educational context, August 2014* is made available to students and they understand that it is imperative to be Academically Honest.

Diploma Programme and Course Credit students acknowledge MLA style for referencing, bibliography and citations. Each teacher will clarify requirements for their subject through subject guides and instruction to help students understand Academic Honesty in context.

V ACADEMIC MISCONDUCT

Primary Years Programme:

If a student makes a mistake, they will be counseled by their teacher and allowed to redo or revise their work. If there are repeated cases of willful academic misconduct in PYP4 or PYP5, the student may need to be referred to Learning Support and the Primary Principal.

Middle Years and Diploma Programme:

Faculty are responsible to establish and communicate expectations for academic honesty and students' conduct in academic submissions. Teachers are responsible to investigate all incidents of academic dishonesty or misconduct to determine the circumstances and take appropriate action.

Examples include, but are not limited to:

First Offence:

If it is found that the academic dishonesty is unintentional (academic infringement), the subject teacher will:

- advise the student on ways to avoid repeating such mistakes in future
- request the student to resubmit the work
- keep a record of the incident as per the Sreenidhi Code of Conduct.

Second Offence:

- reprimand the student in writing and inform the parents
- require work affected by the academic dishonesty to be reproduced by the student
- issue a grade of zero for the assignment deemed to be academically dishonest.

Third Offence:

- refer the incident to the Programme Coordinator for follow-up.

The Programme Coordinator will:

- discuss the Malpractice with the student and take a decision, considering prior incidents and accumulated facts
- inform the IB and abide by its decision regarding consequences and grading for external assessments.

Malpractice in internal and external examinations:

A student must not interact with another student during a closed summative assessment task or an exam, as specified by the invigilator. Failure to comply with this regulation can result in a judgment of Malpractice, followed by appropriate action taken by the school or the IB. Work completed during an exam and submitted for review must be the candidate's authentic work. Any copying, conspiracy, plagiarism, accessing of unauthorized content or contact between candidates can constitute Malpractice, resulting in the school or IB taking appropriate action. If a student accidentally takes unauthorized material into an exam, the material must immediately be given to the invigilator. Failure to do so will result in the student being investigated for Malpractice.

