



THE TOP
IB SCHOOL
IN HYDERABAD
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BY TIMES OF INDIA



SREENIDHI
EDUCATIONAL GROUP



SREENIDHI
INTERNATIONAL SCHOOL
KINDLE THE LIGHT WITHIN



ACADEMIC HONESTY POLICY

Approved By: **Sreenidhi Board of Directors**

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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 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.

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 honesty within the school.
- Ensuring all students are aware of the consequences of academic dishonesty.
- Keeping themselves familiar with the MLA referencing style.
- Following the academic dishonesty procedure when that becomes necessary.

Parents

Responsible for:

- Reading the Academic Honesty Policy and discussing it with their children.
- Modeling academic honesty and serving as role models for their children.

Students

Responsible for:

- Taking ownership of their own learning.
- Acknowledging and properly crediting sources of information when used in research.
- Using their own 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 uses approved materials in an examination if advised to do so by an instructor. Submits their own work and does not copy from another student.

III DEFINITIONS

- **Malpractice:** A behaviour 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 other 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** include trademarks, licensed designs, labels, moral rights, and copyright. These should be known and are legally protected.

VI ACADEMIC HONESTY 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 honesty 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 honesty. 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 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 the MYP. This is achieved in focused lessons taught as part of the homeroom programme. Teachers re-enforce this teaching in 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 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 offences, 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)

Diploma Programme:

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

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

The Diploma Programme at Sreenidhi acknowledges MLA style for referencing, bibliography and citations. Each classroom teacher will clarify the requirement of the subjects through subject guides and classroom instruction. This will help the student understand Academic Honesty in context of the individual subject.

V ACADEMIC MISCONDUCT

Primary Years Programme:

If a student makes a mistake, they will be counseled 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 and Diploma Programme:

Teachers and the school are responsible for establishing and communicating to students expectations for academic honesty and the student's conduct on the course. The teacher will be responsible for investigating any incident of academic dishonesty or misconduct, determine the circumstances, and take appropriate action. Examples include but are not limited to the following:

First Offence:

- If it is found that the academic dishonesty is unintentional (academic infringement), 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 of parents.
- Requiring work affected by the academic dishonesty 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

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 judgment 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 unauthorized 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 unauthorized 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.

