strawberry fields
HIGH SCHOOL

Policy for Promoting Academic Honesty and Integrity

Dr. Seuss

Today you are **YOU**,
that is **TRUER** than true.
There is **NO ONE** alive
who is **YOUER** than **YOU**!

Date of Review: June 2023
Next Review Date: June 2025

Policy Review Committee:
Director, Principal, Vice Principal, High School Coordinator, IB DP Coordinator, Middle School Coordinator, Junior School Coordinator, Arshpreet Kaur (Educators), Supreet Khurana, Manpreet Kaur (Parents), Rayhaan Lehal, Chaharika Uppal (Students)

"It is better to deserve honours and not have them than to have them and not deserve them."- Mark Twain

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Strawberry Fields High School

Education for Strawberry Fields High School is a dynamic process which, through reflective and contextual pedagogy, takes along students, educators and parents on an inviting journey that explores the worlds of intellectual, emotional and spiritual learning. Our immersive approach helps children discover their potential and apply their talents, to connect better to the world around them. It inspires and equips them to become lifelong learners who are responsible and compassionate world citizens.

The International Baccalaureate Organization (IB)

The International Baccalaureate Organization 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 IBO 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 (International Baccalaureate Organization, 2016).

Council for the Indian School Certificate Examinations (CISCE)

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence (Council for Indian School Certificate Examinations, 2013).

Chapter 1. Philosophy and Principles

1.1 Our View on Academic Integrity and Honesty

Our school aims to inspire students to be responsible and compassionate citizens of the world, of which integrity and honesty are an integral part. While on the journey of intellectual, emotional and spiritual learning, they will learn how important academic honesty, and honesty, in all that they do is vital and ethical.

In a technology-driven world, knowledge, and its acquisition is dynamic and interdisciplinary. Rather than focusing on the accumulation of knowledge, it is essential for students to develop the abilities to research, inquire, ask questions, and formulate their own opinions. We expect our students to be lifelong learners, who will assimilate knowledge from a variety of fields.

We believe that the responsible and conscientious use of academic resources will facilitate productive and cooperative sharing of knowledge. In the right manner, students can tap into valuable resources to enhance their understanding of various subjects and topics. While maintaining academic honesty, students can establish an environment that values and fosters creativity and provides intellectual satisfaction.

As a school that offers students the freedom to choose their preferred course of study, we recognize that this places the responsibility of independence and self-reliance on the student. Increased academic course load and competition may lead students to experience emotional pressures from a variety of sources, such as cultural, peer-pressure, and parental expectations. However, we strive to establish an academic environment that carefully guides students to learn and complete their assessments honestly and authentically. Through age-appropriate measures, we intend to instil a righteous sense of integrity among all our students from junior school. Subsequently, when our students progress to higher classes, they adhere to the principles of academic integrity involuntarily and naturally.

In addition to preventing students from breaching academic honesty, we aim to caution students against the hazards of breaching integrity in out-of-school activities, such as illegal music downloads and peer-to-peer file sharing.

1.2 IB View on Academic Integrity and Honesty

Academic honesty is a central element of the IB Learner Profile, in which students are expected to cultivate knowledge, and share a common humanity and respect for others. In particular, IB learners are groomed to be:

- Principled, and act with integrity and honesty in every personal and professional endeavour.
- Inquirers, who develop sound, meaningful and conscientious skills for independent research that are based on careful reasoning.
- Thinkers, who make analytical, ethical and compassionate decisions.
- Open-minded, who are habituated to actively seeking and evaluating different viewpoints. They should then critically consider these facts and opinions to shape their own understanding.
- Caring, and respect others' achievements, views and experiences.
- Risk-takers, who seek alternative methods and consider unusual circumstances for analyzing issues.
- Reflective, who appraise their own performance and dynamically formulate their opinions.

IB students are expected to develop their self-management, social, communication, thinking and research skills, while acting with honesty and integrity.

In cases where students fail to act with integrity during examinations and/or coursework, the IB has detailed policies to deal with such incidents.

In the context of the primary level of the International Baccalaureate Primary Years Programme,

Academic Honesty can be defined as consistently approaching all school-related tasks with unwavering honesty and integrity. This encompasses taking full responsibility for one's own work, showing respect for the contributions of others, and refraining from copying assignments from peers, books, or online sources. It is crucial for students to discern between drawing inspiration from others and duplicating their work. Properly acknowledging and citing sources is not only expected but also indispensable in maintaining academic integrity.

By nurturing a deep-rooted commitment to integrity, respect, and authenticity during the primary years, we can cultivate within our young learners a robust character and instill in them an ethical framework of values and principles. This foundation will not only benefit their later school years but also extend to their lives beyond the educational setting.

As indicated by Marilyn Price-Mitchell, a Developmental Psychologist, integrity and the associated behaviors such as honesty, honor, respect, authenticity, social responsibility, and the courage to stand up for what is right are not innate qualities in children. Instead, they are acquired through a process of cultural socialization, influenced by various aspects of a child's life. Within the school environment, students develop these values and behaviors through interactions with adult role models and peers, particularly through their understanding of the principles of academic integrity. Learning about integrity in the classroom setting empowers students to extend these principles to other areas of their lives.

The development of children's integrity is shaped by treating them with respect and dignity, actively listening to their emotions and concerns without passing judgment. By acknowledging and praising students for exemplifying their values, beliefs, and principles through their actions, we affirm their worth as ethical individuals, transcending mere grades or test scores (Price-Mitchell, Edutopia, 2015).

According to the IBO, the purpose of developing a well-defined Academic Honesty and Integrity is as follows:

- ❖ To foster a culture of academic integrity where students understand the importance of originality, responsible information sourcing, and intellectual honesty.

- ❖ To promote a sense of personal responsibility and accountability among students, encouraging them to take ownership of their learning and achievements.

- ❖ To develop critical thinking skills by emphasizing the value of independent thought, analysis, and synthesis of ideas.

- ❖ To cultivate a supportive and inclusive learning environment where students feel safe to express their own ideas and respect the ideas of others.

- ❖ To prepare students for lifelong learning by instilling transferable skills such as proper citation, research methods, and the ability to evaluate sources for credibility and relevance.

- ❖ To empower students to become responsible digital citizens, understanding the ethical use of technology and respecting intellectual property rights.

- ❖ To establish a common understanding and consistent approach to academic honesty among all stakeholders, including educators, students, and parents.

- ❖ To ensure fairness and equal opportunities for all students by discouraging any form of cheating, plagiarism, or academic misconduct.

- ❖ To align with the IB PYP philosophy of inquiry-based learning, fostering intellectual curiosity and integrity in the pursuit of knowledge.

- ❖ To collaborate with parents as partners in education, providing resources and guidance to support their role in promoting academic honesty at home.Top of Form

1.3 CISCE View on Academic Integrity and Honesty

Similar to other examination boards, the CISCE expects students to approach and conduct their examinations and coursework in an honest manner. Like the IB, the CISCE also has formal guidelines to handle instances of academic misconduct.

1.4 Purpose

The aim of this policy is to detail how we plan to inculcate a widespread and deep-rooted ethos of Academic Integrity in our school. We expect this value of academic honesty to be embedded in the way that educators teach students and the work that students produce. We expect that our educators will model this virtue of academic integrity and lead by example. We also seek the support of the parent community to establish an academically responsible community. The policy will also detail procedures on to handle situations where it seems that Academic Honesty has been breached.

Chapter 2. Background - Why Adhere to Academic Honesty?

Academic honesty pertains to every aspect of student learning and assessment. There are two key features that constitute the basis of academic honesty.

2.1 Intellectual Property

Intellectual property is defined as 'the creations of the mind' (World Intellectual Property Organization). There are many instances in which one might encounter intellectual property: inventions, literary and artistic works, symbols, names and images used in commerce. Depending on the nature of the creation, intellectual property can be further classified into Industrial Property and Copyright.

Industrial Property
The major form of industrial property in the scientific world is patents. A patent is an exclusive ownership that is awarded to the creator of a novel invention for a limited period of time, for example 20 years. Inventors of scientific discoveries, usually apply for patents to protect their work from being used illegally.

Because patents recognize the inventor's novel contribution, they are vital for encouraging innovation and ownership. Creations that are protected with a patent may not be reproduced commercially, used, distributed or sold without the permission of the patent owner's consent.

Trademarks are another form of industrial property that indicates the producer of a particular product. Trademarks enable consumers to immediately identify the manufacturer of the product that they are interested in. They protect the manufacturer by granting it exclusive right to identify their goods or services, or to authorize use by other people in exchange for payment. Trademarks may be a combination of letters, words, holograms, symbols or distinct packaging. In addition to trademarks in the commercial world, they may also be used by members of an association to indicate products with a desired level of quality, e.g. ISO certification.

Manufacturers of an industrial creation or handicrafts may apply for industrial design. This form of industrial property protects only the novel ornamental and aesthetic aspects of items, and guards against its illegal imitation. The functional or technical aspects of a creation could additionally be protected by a patent, for example.

A geographical indication is often used to mark goods that are from a particular origin and possess qualities that are endemic to that location. For example, the geographical indication 'Tuscany' may be used on a bottle of olive oil to highlight that the oil has been produced in a specific, reputed part of Italy. Thus, through geographical indications, consumers are immediately able to identify the unique characteristics of a product. These indications are authorized by national laws (World Intellectual Property Organization).

Copyright
Copyright laws are designed to protect the literary and artistic works of authors, researchers and artists. Related copyright laws protect the works of performers, broadcasters and music recording companies. Both these types of laws are instrumental in protecting the unauthorized use of a wide spectrum of creative works, including novels, poems, research papers, computer programs, advertisements, films, television programs, paintings, sculptures, maps, architectures and technical drawings.

Copyright laws control:
- The unauthorized reproduction of copyrighted materials in all forms
- The public communication or broadcasting of copyrighted material
- The translation of copyrighted work into any other languages
- The adaption of such material into other media (World Intellectual Property Organization)

To keep pace with technological advancements and the widespread use of the Internet, copyright laws have expanded to control the irresponsible dissemination of information in the cyberspace. For example, articles in online journals and on websites are copyrighted and must be used responsibly.

The existence of intellectual property laws signify that others' intellectual, creative or commercial work must be respected. Hence, whenever copyrighted material is used by someone other than the creator, credit must be appropriately attributed to the creator.

2.2 Authenticity

Authenticity, or the virtue of being 'real' or 'genuine', lies at the heart of all successful and meaningful academic practice (Merriam Webster, 2015). However, we believe that authenticity in academic work cannot be achieved without the parallel holistic development of one's value systems, beliefs, identity and the 'true self' (Vannini and Williams, 2009). We strongly encourage our students, all across the school, to reason critically, formulate their own opinions and undertake decisions in scholastic environments that simulate many real-world scenarios.

According to Vannini and Williams, 'authenticity is rooted in creativity and self-expression rather in conformity to social forces' (2009). It naturally follows that authenticity is the cornerstone of all aspects of pedagogy, learning, and assessment. To do justice to our students' education, we aim to promote a culture of academic authenticity: helping them realize and acknowledge the distinction between their views/work and that of somebody else, and cultivate their own creative work with a firm sense of confidence.

Chapter 3. What is Academic Malpractice/Misconduct and How to Avoid it

Academic honesty can be more clearly understood by considering cases of academic malpractice or misconduct. The IBO defines malpractice as 'behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components' (General Regulations: Diploma Programme, 2019).Students may engage in academic malpractice or misconduct unintentionally or intentionally. Rather than penalize a student for violating the principles of academic honesty, we aim to promote those practices that would avoid such behaviour at the outset. Hence, it is imperative that students are aware of those practices that can violate the principles of academic honesty:

3.1 Plagiarism

The IBO defines Plagiarism as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism (Academic Honesty, 2016). Plagiarism can occur, for example, when a student borrows an idea from another published source, but fails to attribute credit to the source.

This form of malpractice can be avoided by properly referencing or citing the source. The accepted form of citation used across SFHS is either the American Psychological Association (APA 6) or the Modern Language Association (MLA 8). In these forms, works from another source must be as detailed below:

- In-text citation: In APA format the source must be referenced at the end of the sentence by including the published author's last name/organization's name and year of publication in parentheses. In MLA format the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text.
- Bibliography: a reference to this external source must also be included in the bibliography at the end of the document. In the APA and MLA format, if a reference spills over to the next line, the subsequent lines are indented.

The bibliography at the end of the document is a properly presented list of all the external sources used by the author.

For the IB Primary Years Programme, the School will adhere to the APA guidelines for referencing and citations.

<u>APA Citation Examples</u>
Some of the examples below have been excerpted from The Purdue OWL: APA Style.

Print Sources
For a printed book:

General Format

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*.
      Location: Publisher.

E.g. To Kill A Mockingbird', by Harper Lee
   ● In-text citation: (Lee, 1988)
   ● Bibliography:
      Lee, H. (1988). *To Kill A Mockingbird*. New York City, NY: Grand Central
            Publishing.

For an edited printed book, such as 'Consequences of Growing Up Poor', edited by G.J. Duncan and J. Brooks-Gunn.

   ● In-text citation: Duncan, Brooks-Gunn, 1997
   ● Bibliography:
      Duncan, G. J., and Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing
            up poor*. New York, NY: Russell Sage Foundation.

Online Sources
For online sources, the APA recommends citing the source along with its Digital Object Identifier (DIO), rather than its URL, when it is present.

For an online journal article with a DIO:

General Format:

Author, A. A., and Author, B. B. (Date of publication). Title of article.*Title of Journal,
      volume number,* page range. doi:0000000/000000000000 or
      http://dx.doi.org/10.0000/0000

E.g.: 'Toward effective poster presentations: An annotated bibliography', by D. Brownlie:
   ● In-text citation: (Brownlie, 2007)
   ● Bibliography:

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing, 41*, 1245-1283. doi:10.1108/03090560710821161

Note that in this case, the name of the journal has been italicised, and is followed by the volume number, page range and DOI.

For an online journal article without a DOI:

General Format:

Author, A. A., and Author, B. B. (Date of publication). Title of article.*Title of Journal, volume number*. Retrieved from http://www.journalhomepage.com/full/url/

E.g. The journal article, 'A Buddhist response to the nature of human rights', I.A. Kenneth:
- In-text citation: (Kenneth, 2000)
- Bibliography:
  Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics, 8*. Retrieved from http://www.cac.psu.edu/jbe/twocont.html

For information from an online website:

General Format

Author, A. (Date of publication). Title of article [format description, e.g. slides, video]. Retrieved from http://url

When there is no author, the reference begins with the title of the article.

Title of article. (Date of publication). Retrieved from http://url

E.g. An article entitled, 'Water is Everywhere' on a website by the New York University, without a date of publication:
- In-text citation: (Water Is Everywhere, n.d.)
- Bibliography:
  Water Is Everywhere. (n.d.). Retrieved from https://www.nyu.edu/pages/mathmol/textbook/whatiswater.html

MLA Citation Examples
Some of the examples below have been excerpted from The Purdue OWL: MLA Style.

Print Sources
For a printed book:

General Format

Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Year.

E.g. 'The Kite Runner', by Khaled Hosseini
- In-text citation: (Hosseini 67)
- Bibliography:
  Hosseini, Khaled. *The Kite Runner*. Bloomsbury Publishing, 2018.

For a source with two authors, order the authors in the same way they are presented in the book:

E.g. 'The Allyn and Bacon Guide to Peer Tutoring', by Paula Gillespie and Neal Lerner.
- In-text citation: (Gillespie and Lerner 9)
- Bibliography:
  Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn & Bacon, 2000.

Online Sources
For online sources, the MLA recommends DOIs should be used instead of URLS when available, if DOI is not available include a URL or web address to help readers locate your sources. However, MLA only requires the www. address, so eliminate all https:// when citing URLs. MLA uses the phrase, "Accessed" to denote which date you accessed the web page when available or necessary.

For an online journal article: If a DOI is available, cite the DOI number instead of the URL.

General Format:

Author's Last name, First name. "Title of the article." *Title of the journal*, Numbers (such as a volume and issue number), Publication date, Page numbers. *Title of the database*, URL or DOI.

For an online journal article without a DOI:

E.g.: 'Research in Youth Culture and Policy: Current Conditions and Future Directions.', by Nadine Dolby:
- In-text citation: (Dolby)
- Bibliography:
  Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal*, vol. 6, no. 2, 2008, www.socwork.net/sws/article/view/60/362. Accessed 20 May 2009.

For an online journal article with a DOI:

E.g. The journal article, 'Love and Courtship in Mid-Twentieth-Century England', Claire Langhamer:
- In-text citation: (Langhamer 176)
- Bibliography:

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal,* vol. 50, no. 1, 2007, pp. 173-96. *ProQuest*, doi:10.1017/S0018246X06005966.

For information from an online website:

General Format

Author's Last name, First name. "Title of Individual Web Page." *Title of Website*, Publisher, Date, URL. Date of access (if applicable).

E.g. A web page titled, '3 Ways to Hack Your Environment to Help You Create' affiliated with the Huffington Post, with a date of resource creation:
- In-text citation: (Fosslien and West)
- Bibliography:
   Fosslien, Liz, and Mollie West. "3 Ways to Hack Your Environment to Help You Create." *Huffpost Preposition Endeavor*, Huffington Post, Dec. 7, 2016, www.huffingtonpost.com/entry/3-ways-to-hack-your-environment-to-help-you-create*us*580f758be4b02444efa569bc.

Using an external source to substantiate one's work is a significant component of any academic endeavour. When using information or ideas from another source, students must learn to paraphrase. Paraphrasing is a skill that allows a student to restate the meaning of someone else's work by using different words. When a student is paraphrasing ideas from the work of another entity, an in-text citation at the end of the sentence should be provided, and the source should also be listed in the bibliography at the end of the sentence. This is different from simply copying someone else's work and changing just a few words, an act which can be classified as plagiarism.

Furthermore, when a student is using words directly from an external source, they must be in single quotation marks. An in-text citation at the end of the sentence should indicate the source of the words, and the source should also be listed in the bibliography at the end of the sentence. Even with direct quotation, however, a student must not extensively quote an external source; any piece of academic coursework must be the student's own work.

In subjects like Visual Art, students may be inspired by the works of others. Such inspiration is acceptable as long as the work of others is properly acknowledged.

There are a variety of sources that students can use to corroborate their own work, including images, videos, and audio podcasts. For more information on how to cite these sources using the APA citation style, please refer to the website stated in the Appendix.

3.2 Collusion

The IBO defines collusion as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another (Academic Honesty, 2016). Thus, students must be cautious about sharing their documented work with other diploma students.

Collaboration vs Collusion

According to the IBO, collaboration occurs when a group of students work together to achieve a common motive, with 'shared information'. Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another (Academic Honesty, 2016). Collaboration facilitates intellectual cooperation and understanding; however, the work submitted by the student as external or internal assessments must be his or her own interpretation of the shared information.

While most components in the IB DP are meant to be the student's independent work, under the supervision of the respective educator, there are certain components in which collaboration with other students is permitted. For example, in Group 4 subjects, collaborative data collection may be allowed. In such a case, in the follow-up report, the abstract, introduction, interpretation and conclusion must be the student's own work. This means that the group of students can only share the data, but may not work collaboratively on writing their reports. Even while sharing data, students must clearly state this collaboration via the Declaration of Honour form that will accompany every assessment component.

3.3 Duplication of Work

The IBO defines duplication as 'the presentation of the same work for different assessment components and/or Diploma Programme requirements' (Academic Honesty, 2016).For example, when a student submits a piece of work to fulfil an economics internal assessment and then uses the same work as part of his/her Extended Essay, this is considered malpractice. Hence, students need to produce original and distinct work for each of their assessment components.

3.4 Data Fabrication

If a student fabricates data to fulfil assessment components, this will be regarded as malpractice. Every piece of experimental work presented must be produced by the student.

3.5 Employing Other Unfair Means

Using unjustified means to gain an advantage in coursework and assessments or affect the results of another candidate constitutes malpractice. Such means include:

- Using authorized aids, such as mobile phones and other electronics, during examinations. At SFHS, students will be given the opportunity to declare unauthorized aids at the beginning of every examination.
- Engaging in misconduct during examinations
    - Disrupting the examination
    - Cheating: exchanging information with other students during the examination
    - Not complying with the invigilators instructions
    - Falsifying a CAS record
    - Stealing examination papers
    - Impersonating another candidate

      ○ Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations(Academic Honesty, 2016).

In the spirit of maintaining an academically sound environment, it is imperative for educators and coordinators to be aware of their own actions that could be viewed as malpractice by the IBO and/or CISCE:

- The unauthorized rescheduling of an examination
- Failing to keep the examination papers secure prior to an examination
- Opening examination paper packets prior to an examination
- Providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the Diploma Programme
- Leaving candidates unsupervised during an examination
- Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations(Academic Honesty, 2016).

The IBO and CISCE have a stringent policy for handling cases of academic malpractice. For each examination session, the IBO subjects a sample of the students' work from each school to a web-based plagiarism detection service. In all cases of violation, the IBO / CISCE will be the final authority on the consequence. Hence, it is vital that both students and educators familiarize themselves with proper academic practice.

Chapter 4. SFHS Resources for Promoting Honest Academic Practice

Academic integrity is of utmost importance in our school community, and we strive to instill a sense of responsibility and ethical behavior in our students. At SFHS, we recognize academic dishonesty as the act of presenting others' work or ideas as one's own. While we understand that teaching and reinforcing academic honesty requires continuous effort and guidance, we believe in providing our students with the necessary tools to cultivate integrity throughout their educational journey.
At SFHS, we align our practices with the attributes of the IB Learner Profile and the PYP attitudes to promote academic honesty. These approaches are integrated into various aspects of learning, including classroom and homework practices, group work, and other activities. Therefore, we endeavor to provide supportive resources and training to educators to help them develop students into principled learners.

At SFHS, we realize the benefits of cooperative and conscious exchange of knowledge. We also appreciate the importance of establishing a balance between authenticity of a student's work and the use of external sources. Thus, we employ practices across the school to make students more conscious of the distinction between their own work and that of somebody else.

Our school community collaborates to create a supportive and joyful learning environment. Educators play a crucial role in supporting students through various means, including:

- ❖ Designing Meaningful Tasks: Educators create tasks that allow students to work independently or with appropriate scaffolding. These tasks foster authentic learning experiences and encourage students to take ownership of their work.

- ❖ Clarifying Students' Responsibility: Educators clarify students' responsibility for their own work by laying down the guidelines for individual and group work, age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing.

- ❖ Ethical Use of Information: During inquiry projects, activities, and assessments, Educators engage students in discussions about the ethical use of information. Emphasis is placed on personal responsibility and the value of producing authentic work.

- ❖ Narrative Feedback and Feedforward: Educators provide students with narrative feedback and feedforward, helping them reflect on their performance in formative and summative assessments. This feedback aims to guide students towards improvement and reinforce the importance of academic honesty.

- ❖ Regular Communication with Parents: Educators maintain clear and regular communication with parents, articulating any issues related to their child's academic honesty. This communication includes expectations and steps for corrective actions.

- ❖ Role Modeling: Educators serve as role models by giving credit to others for their work and consistently citing sources in their teaching. This practice emphasizes the importance of integrity and authenticity in academic endeavors.

- ❖ Extending Beyond Primary Years: Students are informed and reminded about the significance of personal responsibility and academic honesty as they progress across the educational continuum. This understanding ensures that these values become an integral part of their lifelong learning journey.

Approaches to Academic Honesty in the PYP at SFHS:

- ❖ Providing Examples and Models: The PYP facilitators exemplify academic honesty through their teaching, demonstrating the application of approaches to learning and ethical practices in different learning contexts.

- ❖ Clear Communication: We ensure that all members of the school community are aware of the expectations and guidelines related to academic honesty. These expectations are communicated at an age-appropriate level for students to understand and follow.

- ❖ Cross-Cultural Understanding: Recognize and address cultural and language differences to ensure a shared understanding of academic honesty amongst all stakeholders.

- ❖ Developing Tools: We develop tools across the curriculum to support academic honesty. Educators engage with students during learning activities, fostering collaborative interactions and providing opportunities for evaluation and reflection. We foster collaboration among educators to reinforce academic honesty in all teaching, learning, and assessment practices.

- ❖ Building Understanding: Students are guided through brainstorming sessions to deepen their understanding of academic dishonesty, intellectual property, plagiarism, and authentic authorship. These discussions help them distinguish between honest academic practices and misconduct.

❖ Emphasizing Ethical Use of Information: Students are encouraged to ethically use information during the PYP Exhibition, a culminating project. Special attention is given to understanding and applying ethical principles in research and information sharing.

❖ Engaging Parents: Parents are actively involved in the process of understanding and recognizing academic honesty. They are encouraged to reinforce these values at home and collaborate with the school in maintaining a culture of integrity.

Students are initiated to the APA 6 or the MLA 8 style of citations, both in-text and bibliographies. They are gradually taught to use appropriate form of Referencing and citation routinely in coursework from Grade 9 onwards.

Note:
This policy governs all forms of internal and external assessment ie IB and ICSE/ISC in all subjects at our school. All educators are expected to develop the skills and ethics to practice academic honesty.

In the appendix there is a table with practical examples that educators are developing to provide assistance in supporting students to be academically honest.

Chapter 5. Responsibilities

The establishment of an honourable academic community requires the active contribution of every stakeholder.

Students and parents are required to sign a 'Declaration of Honour' at the beginning of the IB Diploma Programme and the ICSE/ISC courses pertaining to all their work during the two / four years. In addition, students are also required to sign a 'Declaration of Honour' which will accompany every assessment component.   Samples of these forms can be found in the Appendix.

For instances of malpractice, a reporting form is also available in the Appendix for staff members.

Principal's Responsibilities
- Understand the principles of academic honesty and how to apply it to educational contexts
- Acquire knowledge on how to conduct academic research responsibly
- Acquire knowledge on how to cite different types of sources appropriately
- Model the principles of academic honesty, attributing credit to others for the work they have accomplished
- Understand the different elements of academic malpractice
- Understand the consequences of malpractice in the IB curriculum
- Formulate and review a policy on dealing with academic malpractice within the school
- Encourage practices that maintain academic integrity across the school
- Lead the investigation of cases of malpractice within the school

- Cooperate with the IBO and CISCE to investigate incidents of malpractice in Grades 9, 10, 11 and 12

DP Coordinator

- Understand the principles of academic honesty and how to apply it to educational contexts
- Acquire knowledge on how to conduct academic research responsibly
- Acquire knowledge on how to cite different types of sources appropriately
- Model the principles of academic honesty, attributing credit to others for the work they have accomplished
- Understand the different elements of academic malpractice
- Understand the consequences of malpractice in the IB curriculum
- Formulate and review a policy on dealing with academic malpractice within the school
- Encourage practices that maintain academic integrity across the school
- Participate in the investigation of cases of malpractice within the school
- Cooperate with the IBO to investigate incidents of malpractice in Grades 11 and 12
- Monitor cases of malpractice within the school
- Provide support to educators to handle cases of malpractice
- Communicate the importance of academic honesty to the parent community
- Answer any queries about academic honesty from within the school community
- Construct a framework for ensuring academic honesty across subjects during the Extended Essay project
- Provide an updated submission calendar to both students and educators to inform them about deadlines

Principal's/ Coordinator's CISCE Responsibilities

- Understand the principles of academic honesty and how to apply it to educational contexts
- Acquire knowledge on how to conduct academic research responsibly
- Acquire knowledge on how to cite different types of sources appropriately
- Model the principles of academic honesty, attributing credit to others for the work they have accomplished
- Understand the different elements of academic malpractice
- Understand the consequences of malpractice in the CISCE curriculum
- Formulate and review a policy on dealing with academic malpractice within the school
- Encourage practices that maintain academic integrity across the school
- Lead the investigation of cases of malpractice within the school
- Cooperate with the CISCE to investigate incidents of malpractice in Grades 9, 10 11 and 12

Educators' Responsibilities
- Understand the principles of academic honesty and how to apply it to educational contexts
- Acquire knowledge on how to conduct academic research, both print and electronic, responsibly
- Acquire knowledge on how to cite different types of sources appropriately
- Regularly communicate to the students the importance of academic honesty

- Disseminate information on how to cite references, both in-text and bibliography
- Model the principles of academic honesty, attributing credit to others for the work they have accomplished. This virtue becomes particularly significant when educators use external sources to enhance their instruction. This practice is also important to observe when providing candidates with reference material.
- Understand the different elements of academic malpractice
- Verify that students' work being submitted for assessment is indeed their own, and that they have acknowledged others' work
- Actively participate in the detection of malpractice e.g. be vigilant for a change in the students' writing styles
- Devise internal assessments that are distinct from previous assessments
- Provide support during Extended Essay projects
- Encourage assignments that involve problem-solving, hypothesizing, comparing, and analyzing, rather than the mere acquisition of information. This practice will produce more differentiated student assignments.
- Create a formative assessment structure that includes opportunities for assignment planning and self-evaluation. This could mean developing a thesis, evaluating the validity of sources, planning an investigation, provide personalized critique, encourage higher-order thinking to solve problems, and allocate time for in-class research.
- Repeatedly caution students against academic negligence, to prevent students from using material from the Internet without proper citation
- Report suspected cases of malpractice to the Coordinator in a timely manner using the 'Academic Malpractice Form' in the Appendix

Students' Responsibilities
- Understand the basic principles of academic honesty and how to abide by it
- Use research tools responsibly
- Pledge to complete all assessment components in an honourable manner
- Seek help for citing and referencing
- Take sole responsibility for ensuring that the work in all assessment components is authentic
- Ensure that the work or ideas of others are fully acknowledged
- Comply with all school deadlines and practices
- Report cases of collusion or malpractice that they are aware of
- Sign a school honour code for every assessment undertaken that verifies the authenticity of the assessment

Parents' Responsibilities
- Understand the principles and importance of academic honesty
- Sign the 'Declaration of Honour' with their child at the beginning of the IB Diploma Programme course
- Positively reinforce these principles among their children
- Cooperate with the school management in encouraging and instilling academic honesty among the student community

Librarians' Responsibilities

- Be fully aware of copyright laws, referencing conventions and plagiarism
- Create an atmosphere that positively encourages the principles of academic integrity
- Guide students on to cite and reference properly
- Formally document citing techniques in the library
- Validate research results on request by the students
- Help students locate, evaluate and use information accurately and appropriately
- Be aware of both technical and print search tools

Chapter 6. Consequences of Academic Misconduct

6.1 SFHS

At SFHS, we are committed to shaping our students into morally responsible and compassionate global citizens. Leading by example, we believe in handling any instance of academic misconduct in a gentle, non-abrasive manner. Thus, any indication of academic misconduct will be investigated with an overarching focus of trying to the determine cause of malpractice and supporting the student through this experience.

When any case of malpractice is detected by the educator, he/she is encouraged to have an informal conversation with the student to find out more about the thought process of the student while completing the assignment/assessment. Thereafter, the educator immediately informs the academic integrity committee which comprises of the Coordinator and the IB DP Head which further investigates the context of the malpractice and decided the further course of action. Cases of malpractice during the Cyclical Tests, Mid-Year and Year End Examinations are required to be recorded by way of filling the Malpractice Form.

If the malpractice occurs during project work, the DP Coordinator / Coordinator will grant the student another opportunity to complete the assignment. The time available for re-submission will be at the discretion of the DP Coordinator / Coordinator. If the malpractice occurs during an internal examination or class test, an interaction with the parents will follow to alert them about the issue and prepare for remedial action. If the malpractice occurs during an external assessment, appropriate action will be undertaken in alignment with IBO / CISCE guidelines.
On repeated account of malpractice, several counselling sessions will be mobilized to identify the cause of the malpractice and determine remedial action, e.g. additional learning support.

For all IBDP coursework and oral components (non-written examination components), teachers and supervisors follow the flow diagram (figure 1) below as a standard practice for checking authenticity of the candidate's work.
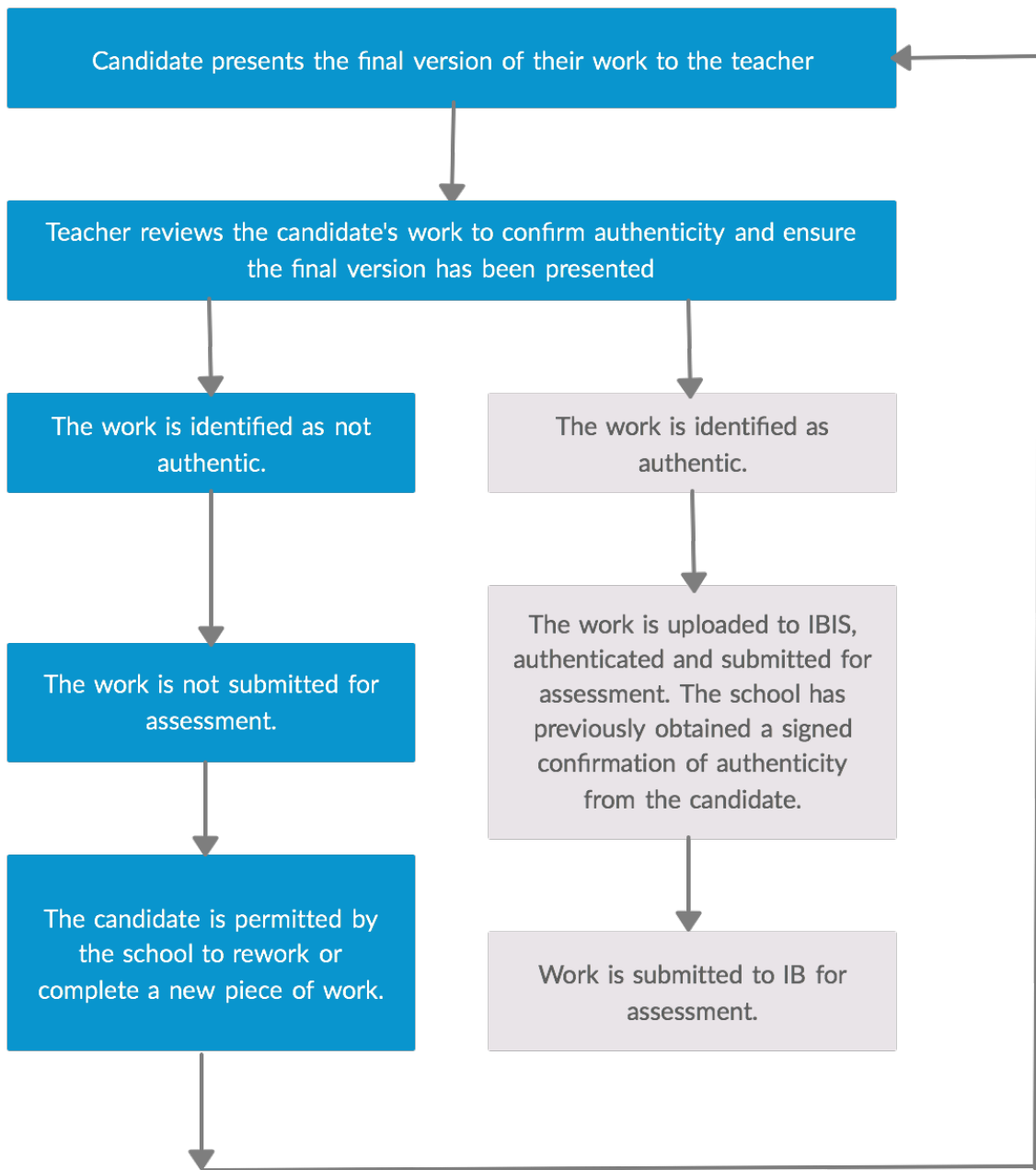
Figure 1: The authentication process (Diploma Programme Assessment Procedures, 2020)

<u>For PYP Learners</u>**:**

For PYP Learners, the consequences of academic misconduct are designed to counsel and further educate students to build sensitivity and strengthen their moral compass, to help nurture them into principled learners. To that end, pre-emptive efforts are embedded to prevent occurences of academic misconduct and the consequences will be from among the following:

Consequences of academic misconduct in Grade 5 of PYP

- ❖ We have established a process to address incidents of academic misconduct. Our approach involves open communication and appropriate consequences, taking into consideration the

emotional and psychological factors of our students. The consequences are as follows:

- ❖ Discussion and Guidance: The teacher and PYPC (Primary Years Programme Coordinator) will engage in a constructive conversation with the students involved, addressing the incident and its implications on their learning journey.

- ❖ Opportunity for Correction: Students will be given the opportunity to rectify their error and learn from it. We believe in fostering a growth mindset where students understand the importance of acknowledging their mistakes and taking corrective measures.

- ❖ Reflective Session: If necessary, a reflective session will be conducted to help students understand the impact of their actions on themselves and others. This reflective process is essential in promoting self-awareness and personal growth.

- ❖ Age-Appropriate Consequences: We recognize the importance of considering the developmental stage of our students when administering consequences. Consequences will be designed to maintain a balance between accountability and the emotional well-being of the students.

- ❖ Remedial Action: Any action taken as a consequence of academic dishonesty will be closely monitored to ensure that the student is guided toward adopting the right practices. The focus will be on providing time-bound and supported assignments to help the student regain confidence in producing original work.

6.2 IB

Before Submission
The DP Coordinator will offer the student an additional opportunity to complete the assessment. Depending on the nature of the assessment and when the malpractice has been detected, the student may be given a shorter period of time to complete the task.

After Submission
Through our vigilant detection process, the school aims to extinguish cases of misconduct before the final submission stage. If there is a case of malpractice, however, the DP Coordinator will inform the IBO immediately and submit a written report that details the investigation. Candidates who are suspected of misconduct will be given an opportunity to present their position through a written statement to the IBO. The case of malpractice will be adjudicated by a subcommittee of the Final Award Committee, composed of IB officials, school representatives and examiners.

The penalty accorded to these cases depends on the severity of the misconduct. In extreme cases, the IBO may not issue a grade for the subject concerned and may possibly prohibit the student from sitting examinations in future sessions. It follows that when no grade is issued for the subject, the student will not be awarded the Diploma.

If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the

Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable(General Regulations: Diploma Programme, 2019).

For more information on the consequences of malpractice in an IB component, please refer to the two IB documents in the Appendix.

6.3 CISCE

If malpractice occurs in an assessment component of the CISCE, the student's work will be subject to guidelines outlined in the CISCE document, 'Rules for the Conduct of Examinations at a Centre for Indian Certificate of Secondary Education, Indian School Certificate and the Certificate of Vocational Education Examinations for the Use of Conveners, Heads of Schools, Supervising Examiners, Inspectors of Centres and Invigilators'.

Chapter 7. Procedures for Recording, Reporting and Monitoring

Across the school, we have implemented stringent methods of documenting and monitoring cases of academic malpractice. When a student is suspected of academic malpractice, the concerned educator has an informal chat with the student. The educator records his/her observations on a form in the Appendix. The case is then forwarded to the Coordinator and Principal for their observations.

Review and Distribution

This document is made available to parents and students via the school website, school portal, Managebac and email. It is also available for reference in the office of the DP Coordinator, Principal and ISC/ICSE School Coordinators.

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Appendix

APA 6 Citation Style

For more information on the APA Citation Style, please refer to 'The Purdue OWL: APA Style' website available fromhttps://owl.english.purdue.edu/owl/section/2/10/.

A hardcopy of the Purdue OWL APA Citation Style Format is available in the school library for reference.

MLA 8 Citation Style

For more information on the MLA Citation Style, please refer to 'The Purdue OWL: MLA Style' website available
fromhttps://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_f
ormatting_and_style_guide.html

A hardcopy of the Purdue OWL MLA Citation Style Format is available in the school library for reference.

IB Academic Honesty

For more information on the consequences of breaching the principles of academic honesty within the IB curriculum, please refer to the two documents stated below, which are available in the DP Coordinator's office.

Academic Honesty, 2016.

Academic Honesty in the IB Educational Context, 2016.

Supporting Students with Academic Honesty in All Subjects

All Subjects	• When starting a piece of work, first start with the bibliography. • When starting to read/take notes from a text/article/website etc. make a note of it in the bibliography FIRST.
English Language and Literature	• Encourage students to be meticulous with citations when using quotes – even when note taking and drafting. • Encourage students to make references of texts in their bibliography even if they are read for inspiration.
French and Hindi	• In the internal oral assessment, ensure that students do not in their preparation notes write out the oral presentation – they should be supporting notes. • Feedback by the educator on written external assessment should be on how to improve the piece of work and should not be annotated or edited by the educator.
Economics	• Diagrams, tables and data used need to be cited. • In group work, ensure that all students write their own reports even if they collected their data together. Students need to acknowledge collaborative work on the SFHS Honour Code accompanying the project.

	• Fabrication of data – educator should be aware of the stresses and reasons for students feeling the need to fabricate data. The educator should be sensitive and constantly remind students through the assessment process about the needs of being academically honest and producing work that is original and useful to society. Emphasize the importance of all members of society reporting accurate results.
History	• There are a variety of sources, and all need to be acknowledged, print or digital – books, websites, voice recordings, documentaries, movies, interviews, photographs, etc.
Psychology	• Study in psychology requires referring to a variety of theories – the skill of paraphrasing would be useful to teach to students. • In group work ensure that all students write their own reports even if they collected their data together. Students need to acknowledge collaborative work on the SFHS Honour Code accompanying the project. • Fabrication of data – educator should be aware of the stresses and reasons for students feeling the need to fabricate data. The educator should be sensitive and remind students through the assessment process about the needs of being academically honest and producing work that is original and useful to society. Emphasise the importance of all members of society reporting accurate results.
Biology	• In group work ensure that all students write their own reports even if they collected their data together. Students need to acknowledge collaborative work on the SFHS Honour Code accompanying the project. • Fabrication of data – educator should be aware of the stresses and reasons for students feeling the need to fabricate data. The educator should be sensitive and remind students through the assessment process about the needs of being academically honest and producing work that is original and useful to society. Emphasise the importance of all members of society reporting accurate results. • Students should endeavour to interpret and explain scientific phenomena in their own way. Using published literature for justification of their explanation is acceptable and even encouraged. However, this literature must be acknowledged in proper APA or MLA format.
Chemistry	• In group work ensure that all students write their own reports even if they collected their data together. Students need to acknowledge collaborative work on the SFHS Honour Code accompanying the project. • Fabrication of data – educator should be aware of the stresses and reasons for students feeling the need to fabricate data. The educator should be sensitive and remind students through the assessment process about the needs of being academically honest and producing work that is original and useful to society. Emphasise the importance of all members of society reporting accurate results. • Students should endeavour to interpret and explain scientific phenomena in their own way. Using published literature for justification of their explanation is acceptable and even encouraged.

	However, this literature must be acknowledged in proper APA or MLA format.
Physics	• In group work ensure that all students write their own reports even if they collected their data together. Students need to acknowledge collaborative work on the SFHS Honour Code accompanying the project. • Fabrication of data – educator should be aware of stresses and reasons for students feeling the need to fabricate data. The educator should be sensitive and remind students through the assessment process about the needs of being academically honest and producing work that is original and useful to society. Emphasise the importance of all members of society reporting accurate results. • Students should endeavour to interpret and explain scientific phenomena in their own way. Using published literature for justification of their explanation is acceptable and even encouraged. However, this literature must be acknowledged in proper APA or MLA format.
Environmental Systems and Societies	• In group work ensure that all students write their own reports even if they collected their data together. Students need to acknowledge collaborative work on the SFHS Honour Code accompanying the project. • Fabrication of data – educator should be aware of stresses and reasons for students feeling the need to fabricate data. The educator should be sensitive and remind students through the assessment process about the needs of being academically honest and producing work that is original and useful to society. Emphasise the importance of all members of society reporting accurate results. • Students should endeavour to interpret and explain scientific phenomena in their own way. Using published literature for justification of their explanation is acceptable and even encouraged. However, this literature must be acknowledged in proper APA or MLA format.
Computer Science	• Educators should continually emphasise the importance of intellectual property, particularly in the field of computer science with constant real life examples. • Educators can teach students how to reference the use of software. • In group work ensure that all students write their own reports even if they collected their data together. Students need to acknowledge collaborative work on the SFHS Honour Code accompanying the project.
Mathematics	• During the exploration phase educators should ensure that all students maintain a record of all resources used for inspiration and research to be placed in the bibliography. • Fabrication of data – educator should be aware of the stresses and reasons for students feeling the need to fabricate data. The educator should be sensitive and remind students through the assessment process about the needs of being academically honest and producing work that is original and useful to society. Emphasise the importance of all members of society reporting accurate results.

Visual Arts	• It is common in visual arts to be inspired by other artists' pieces of work – provide examples on how to attribute inspiration taken, for instance, by mentioning it in the title of the work. • Assist students in referencing photographs and works of art.
Theory of Knowledge	• When making an oral presentation reminds students on how to reference sources used – by orally mentioning them while going through the presentation or written on the presentation. • All ideas and arguments by others must be acknowledged even if you are not using a direct quote, whether read in a book or if emerged in class during a discussion.

Academic Malpractice Form IB

Name: _____ Class: _____

Subject: _____

Educator: _____

Assessment/Assignment: _____

Observations:

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Educator's Signature: _____ Date _____

IB Diploma Programme Coordinator

Observations:

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Signature: _____ Date _____

Head of School/ Chief Academic Officer

Examples of Malpractice, from the IBO Document on Academic Honesty, 2016:
- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- 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
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate, such as
  - Taking unauthorized material into an examination room
  - Misconduct during an examination,
  - Falsifying a CAS record.

Penalties for Malpractice:

If the malpractice occurs during project work, the Coordinator will grant the student another opportunity to complete the assignment. The time available for re-submission will be at the discretion of the Coordinator. If the malpractice occurs during an internal examination or class test, an interaction with the parents will follow to alert them about the issue and prepare for remedial action. If the malpractice occurs during an external assessment, appropriate action will be undertaken in alignment with IBO / CISCE guidelines.

For IB assessment components, the penalty accorded to these cases depends on the severity of the misconduct. In extreme cases, the IBO may not issue a grade for the concerned subject and may possibly prohibit the student from sitting examinations in future sessions. It follows that when no grade is issued for the subject, the student will not be awarded an IB Diploma. Even after grades have been issued, the IBO reserves the right to investigate reports of malpractice, and withdraw grades when applicable.

Honour Pledge:

I, _____, pledge to complete all assignments/assessments honourably, refraining from any form of malpractice. I pledge to report any occurrence of malpractice, which I am aware of, to the Coordinator. Abiding by the principles of academic honesty will foster an environment that nurtures intellectual freedom and trust, two qualities that are essential to the success of each student in the program. By compromising the principles of academic integrity, the aims of the IB / CISCE Program and the school community are poorly served.

Please sign below that you have read and understand the 'Policies on Promoting Academic Honesty and Integrity, 2020'.

Print Student Name: _____

Expected year of graduation: _____

Student Signature: _____   Date: _____

Parent Signature: _____   Date: _____

Academic Malpractice Form
MIDDLE SCHOOL / ICSE / ISC

Name: _____ Class: _____

Subject: _____

Educator: _____

Assessment/Assignment: _____

Observations:

Educator's Signature: _____ Date _____

High School Coordinator / Middle School Coordinator

Observations:

Signature: _____ Date _____

_____   _____
                Principal   **Head of School**

_____   _____
                     Date   Date

Declaration of Honour

'Integrity is Doing the Right Thing – Even When No One is Watching' – C.S. Lewis

Honour Pledge:

I, _____, pledge to complete all assignments/assessments honourably, refraining from any form of malpractice. I pledge to report any occurrence of malpractice, which I am aware of, to the Coordinator. Abiding by the principles of academic honesty will foster an environment that nurtures intellectual freedom and trust, two qualities that are essential to the success of

each student in the program. By compromising the principles of academic integrity, the aims of the IB / ICSE / ISC Programmes and the school community are poorly served.

Please detail any collaborative efforts, if any:

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│                                                               │
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Please sign below that you have read and understand the 'Policies on Promoting Academic Honesty and Integrity, 2020'.

Print Student Name: _____

Year of graduation: _____

Student Signature: _____   Date: _____

This declaration will be signed by the student and will accompany every submission during the IB Diploma Programme. In the case of the ICSE / ISC programme this declaration will be signed by the student at the beginning of the session.