



# MANCHESTER<sup>®</sup> INTERNATIONAL SCHOOL

## **IB CONTINUUM ACADEMIC INTEGRITY POLICY AND PROCEDURES**

## A Note for Parents

Dear parents,

At Manchester, our school policies are in alignment with the IB's philosophies, standards, and practices. The major objective of our policies is to reflect the values of the IB mission and learner profile.

The Academic Integrity Policy, at our school is integral to our mission of fostering a culture of honesty, responsibility, and ethical scholarship within our school community. This policy outlines our expectations regarding academic integrity, emphasizing the importance of originality, respect for intellectual property, and adherence to the principles of ethical conduct in all academic endeavours.

At our IB school, we believe that upholding academic integrity is crucial for creating a fair and equitable learning environment. Our policy not only guides students in understanding what constitutes academic dishonesty, such as plagiarism and unauthorized collaboration, but also helps them develop the skills necessary for responsible research, citation, and self-expression.

All our policies are interlinked and provide path to uphold the attributes of learner profile and its values. The interconnection between the policies were elaborately explained in all our policy documents. We have included the procedures and processes associated with each policy.

We developed the content and structure of our policies, through discussion the stakeholders. These are the policies that the IB has recommended:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Thank you, in advance, for reading these policies thoroughly.

## CONTENT

Our Principles

Participants in Policy Making

Academic Integrity and the Learner Profile

Connections to other IB Policies

- Academic Integrity and Language
- Academic Integrity and Admission
- Academic Integrity and Inclusion
- Academic Integrity and Assessment

Cycle of Review

IB Standards and Practices for Admission

References

# ACADEMIC INTEGRITY POLICY

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## OUR PRINCIPLES

Our Academic Integrity Policy in the IB program is grounded in key principles that foster a culture of honesty, respect, and responsibility. We uphold the belief that all students should engage in their academic work with integrity, taking ownership of their learning and respecting the intellectual contributions of others. This includes the commitment to originality, where students are encouraged to express their own ideas and perspectives while properly citing sources and giving credit where it is due. Our policy emphasizes the importance of collaboration, guiding students to work together ethically while maintaining individual accountability. By instilling these principles, we aim to prepare our students not only for academic success but also for their roles as principled global citizens in a diverse and interconnected world.

## IB MISSION

*The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging 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.*

## OUR MISSION

At Manchester International School, our mission embodies a commitment to fostering a dynamic and innovative educational environment. We wholeheartedly embrace the pursuit of excellence as we inspire and challenge every student to attain their utmost potential. We do this by tailoring our educational approach to each individual's functional level, thereby laying a sturdy groundwork of essential skills, knowledge, and values.

This foundation equips each student with the tools necessary to metamorphose into a well-rounded, highly educated, and productive adult, capable of gracefully navigating the intricacies of our ever-evolving global landscape.

# ACADEMIC INTEGRITY POLICY

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## OUR VISION

Embracing its legacy as the best school of India, Manchester International School aspires to transcend conventional boundaries by nurturing empathetic and innovative global citizens. Our commitment lies in cultivating individuals who excel as discerning thinkers, collaborative problem solvers, and proactive contributors, all within the realm of truly world-class education.

At Manchester International School, we pledge to continuously ignite an intrinsic drive in our students, inspiring them to relentlessly pursue their loftiest aspirations, regardless of their chosen paths. Our vision extends to holistically nurturing each child, encompassing physical, intellectual, emotional, social, and cultural dimensions by:

- Providing tangible learning tools and fostering opportunities for exploration, discovery, and comprehension.
- Creating a nurturing educational environment where learning is both enjoyable and an integral part of life.
- Empowering children to learn how to learn, rather than simply learning what we teach.
- Cultivating motor skills and coordination, encompassing both gross and fine muscular control, through diverse indoor and outdoor activities.
- Enhancing communication skills through the medium of music, dance, literature, drama, and creative arts.
- Promoting a healthy lifestyle through exercise, relaxation, a balanced diet, and personal hygiene.
- Encouraging the development of positive relationships with peers and family, emphasizing the values of sharing and caring.
- Our distinctive vision shapes a future where Manchester International School stands as a beacon of holistic education, propelling students towards excellence and global citizenship.

# ACADEMIC INTEGRITY POLICY



## 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:

<p><b>INQUIRER</b></p> <p>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</p>	<p><b>KNOWLEDGEABLE</b></p> <p>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</p>
<p><b>THINKER</b></p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>COMMUNICATOR</b></p> <p>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.</p>
<p><b>PRINCIPLED</b></p> <p>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.</p>	<p><b>OPEN-MINDED</b></p> <p>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.</p>
<p><b>CARING</b></p> <p>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.</p>	<p><b>RISK-TAKER</b></p> <p>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.</p>
<p><b>BALANCED</b></p> <p>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.</p>	<p><b>REFLECTIVE</b></p> <p>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.</p>

## ACADEMIC INTEGRITY POLICY

### It is the policy of Manchester that

- All IB stakeholders at MIS, i.e. the students, teaching and non-teaching faculty, parents, Librarian & other admin staff and leadership team are aware of the policy document and the scope, expectations and best practices of academic honesty.
- The IB students of MIS will produce and submit their own, authentic work for all coursework and assessments, including and not limited to class tests and assignments, internal assignments, external assignments and examinations.
- The students understand the significance and purpose of acknowledging others work and are aware of, and will use standard methods of referencing, bibliographies etc. as and when needed. Students understand and follow the rules and regulations of the school and the IB, pertaining to conduct of examinations.
- Students understand the terms 'collaboration' and 'collusion' and are always expected to submit original work.

### This Policy aims to:

- Set standards for best practices in academic honesty and link it to the school's philosophy, which lay emphasis on developing personal integrity along with academic rigor.
- Guide students in their understanding of what constitutes academic honesty and dishonesty.
- Encourage students to ask for help from their teachers, Coordinator or other Staff, when in doubt about academic policy guidelines and practices.
- Explain to the students that they have the 'duty of care' and highest responsibility to ensure that their work meets academic honesty guidelines.
- Detail the penalties and consequences in case of breach of any academic honesty guidelines.

### What is academic Honesty?

Academic honesty demonstrates the principle of producing original and authentic work by students. While referencing, students give full acknowledgement to the words, ideas, creative material and intellectual property of others. It also includes the expected conduct during the examinations.

### Use of AI Tools in Academic Work

The responsible and ethical use of AI tools (e.g., ChatGPT) is crucial maintaining the academic integrity. When using AI to assist with academic work, students must follow these guidelines:

- **Proper Attribution for AI Usage**

When AI tools are used in the creation of academic work, students must clearly reference the AI tool, including the prompt used and the date of generation. This ensures transparency in authorship. Failure to provide proper attribution will be considered academic misconduct.
- **Responsible Use of AI**

AI tools should be used as aids to enhance learning, not as substitutes for personal understanding or original thought. Students are expected to demonstrate their own knowledge, critical thinking, and originality. The use of AI to generate full sections of work without proper citation, or to develop research questions or entire essays, is prohibited.
- **Transparency and AI References**

Students must document how AI tools were used in their work. This can include a short statement at the end of the assignment explaining the role AI played in the process, or by providing a transcript of interactions with the AI tool. Transparency in the use of AI is essential to avoid misconduct.
- **Teacher Guidance on AI Usage**

Teachers will guide students on appropriate and ethical use of AI tools, ensuring that students understand when and how to use AI responsibly. Teachers may also test student understanding of AI-assisted work through oral questioning if AI-generated work is suspected.

## **Ongoing Review of AI Tools**

As AI tools continue to evolve, the school will periodically review and update its policies to reflect best practices in AI usage, ensuring alignment with IB guidelines and ethical standards.

## **IB Guidelines on AI Tools**

These guidelines align with IB policies on academic integrity and the ethical use of AI tools, ensuring that all work submitted for IB assessments is authentic and meets IB standards.

## **Digital Tools and Technology Usage**

Students are expected to use all digital tools responsibly, whether for research, collaboration, academic submissions. Tools such as plagiarism detection software, research databases, and collaboration platforms must be used ethically, in line with academic honesty principles. Misuse of any digital tool, including using it to gain an unfair advantage or bypass original thinking, will be considered academic misconduct.

## **Academic Misconduct:**

**‘Academic Misconduct’** is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages other students) in one or more assessment components.



## Categories of academic misconduct:

**Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

**Collusion:** Collusion is defined as students helping each other in completing an assigned task without teacher's approval or knowledge, and one student's work is copied or submitted for assessment by another.

**Duplication of work** includes submitting the same work, completely or partially, in two different parts of the IB assessment process (Example: Including Economics Internal Assessment (IA) essay partially or completely used in Economics Extended essay).

Fabrication of data falsifying, misrepresenting or inventing data or information to support an argument, experiment or opinion.

## Academic misconduct also includes

- Falsifying a CAS record by producing the pictures / reflections of the experiences which were not undertaken by the student
- Copying the information directly from the internet or from a fellow student. · Passing on the information or examination paper among the students during the examination. · Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes, etc.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Copying the work of another candidate with or without their permission.
- Referring to or attempting to refer to, unauthorized material that is related to the examination. · Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another candidate.
- Writing offensive material in an answer script.
- Stealing or circulating examination papers.
- Using an unauthorized calculator during an examination.
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations.

## The role of the school

- Establish an Academic Honesty policy.
- Provide teachers with effective training opportunities in learning and sharing best practices in academic honesty.
- Ensure teachers and students are aware of and adhere to the school's academic honesty policy. Share with legal guardians the aims of the academic honesty policy.

# ACADEMIC INTEGRITY POLICY

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- Ensure all stakeholders understand academic honesty best practices and the IB students are aware of the consequences if they engage in academic misconduct.
- Ensure the competent authorities review the Academic honesty policy every year.

## **The responsibilities of each IBDP student:**

- The students need to submit authentic work (homework / assignment / project / assessments). Where necessary the work should be fully and correctly acknowledged.
- The students need to review their own work before submission for assessment. Failing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or submission of their work to the IB.
- The students need to comply with all internal school deadlines. This may help in revising work that is of doubtful authorship.
- Once a student has 'signed off' the official IB DP cover sheet, indicating that an internally assessed piece of work is authentically his/hers, there is no opportunity to re-submit different work, if the first submission is deemed to be plagiarized.
- The students need to be aware that teachers have the right to refuse to sign their cover sheet, if they have reasons to believe the authenticity of completed work, and if the student cannot prove their ownership to the teacher's satisfaction, or the satisfaction of the IB DP Coordinator. The IB will accept the teacher's/school's decision in this regard.
- It is the student's responsibility, if academic misconduct is suspected, to prove that all pieces of work are his/her own, and have not been plagiarized. However, the student will be given ample opportunities to prove that his work is authentic.

## **Responsibilities**

### **School Responsibility**

Provide clear guidance on how to give credit for using other people's ideas and original work using the writing conventions of MLA (Modern Language Association) Have a system for recording violations and actions taken.

# ACADEMIC INTEGRITY POLICY

## Participants Responsibilities

Student	Teacher	Parent
<ul style="list-style-type: none"> <li>• Practice the attributes of the IB Learner Profile</li> <li>• Read and understand the Academic Honesty Policy</li> <li>• Be honest in presenting all their school work</li> <li>• Always cite when you borrow ideas or words from others</li> <li>• express ideas in your own words</li> <li>• Support your classmates without letting them copy your work</li> <li>• Express your own individual learning even when working in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Model the attributes of the IB Learner Profile</li> <li>• Model developmentally appropriate practices in academic honesty</li> <li>• Provide clear guidelines for learning tasks</li> <li>• Promote the benefits of properly conducted research and respect for the creative efforts of others</li> <li>• Design learning tasks that require thinking skills, and are not able to be completed by simply copying or falsifying information</li> <li>• Ensure that all their students understand a task's requirements and Follow through with appropriate consequences when encountering instances of academic dishonesty</li> <li>• Use anti-plagiarism tools as teaching instruments in raising awareness of academic honesty</li> <li>• Make clear what the expectations are regarding academic honesty, such as referencing, work cited pages, etc.</li> <li>• Scaffold larger tasks, with opportunities to submit interim work or with milestone checks, to help students maintain their own 'voice' in completing these tasks</li> <li>• Keep records of infringements and take appropriate actions</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce the attributes of the IB Learner Profile</li> <li>• Read and understand the Academic Honesty Policy</li> <li>• Understand the benefits of properly conducted research and encourage/model the School's academic honesty expectations</li> <li>• Distinguish between reasonable support in your child's work and doing the work for them.</li> <li>• Give feedback by asking questions, not giving answers to your kids.</li> </ul>

# ACADEMIC INTEGRITY POLICY

## How to avoid academic Misconduct during homework and Internal assignments

- Students should note down the instructions and deadline carefully given by the teacher for the homework / assignment.
- Students should only check with their respective subject teacher about assignments/ homework and not their classmates.
- Students should also consider the given task as an individual work unless otherwise specified.
- Students assigned to group work are expected to plan and divide the task equally among all group members. Students are advised to allocate adequate time for the planning process and have regular meetings to ensure that everyone is on the same page. Reports, answers, etc. pertaining to the group project must be kept confidential.
- In case students envisage that they will not be able to finish the given homework/assignment, ask their subject teacher to extend the deadline, if possible. The students may show the evidence of progress made till date on the given task. However, students should not expect the extension of deadline on submission day without even starting it. It will not be considered. Late submissions will deprive the student of timely feedback from the teacher.
- Coming to sources, the students should keep a track of sources that they have used to complete the given homework / assignment. In case of paraphrasing or summarizing from any of the sources, students should not forget to cite it clearly.
- During the examination, students should ensure to go through the answer script, cover their answer and focus only on their paper.

### Responsibilities of parents / guardians of the student

- Encourage them to plan each assignment well in advance and not procrastinate • Provide support with the scheduling of their work, as they may have assignments in multiple subjects to complete in any given period of time during the IB course.
- Communicate clearly and often with the school/DP Coordinator/subject teachers, so that they understand the requirements of the Diploma Programme and what is expected of students.
- Encourage them to ask their teacher for advice if they are having difficulty with their work.

### The responsibilities of an IB teacher:

- IB teachers should ensure that all resources (worksheets, books, presentations, posters, images etc.) used in their teaching and learning process are acknowledged.
- Teachers should guide the students in following the academic honesty by helping them understand the importance and benefits of it.
- Teachers should be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, uncharacteristically error free or characteristic of an experienced academic than a secondary school student.
- Subject teachers are in the best position to identify work which may not be the authentic work of the student. Teachers are expected to read and check candidates'

# ACADEMIC INTEGRITY POLICY

work for authenticity before submission. This refers to all internal assessments and submissions.

- Teachers are strongly encouraged to use Turnitin to check major assignments, and must use plagiarism checking software, such as Turnitin, for checking final versions of the Extended Essay and the TOK essay, before submission.
- Any issues of authenticity arising from plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the DP Coordinator
- If the Coordinator or subject teacher has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject, may not be authentic, that work may not be accepted or submitted for assessment.
- The school may make further decisions, in line with its own code of conduct, which may include expulsion, in addition to, or even prior to, the suggested course of action noted above.

## Implementation of Academic Misconduct

<p><b>July</b> (During Inset programs)</p>	<p><b>Teacher orientation:</b> All the staff (existing and newly recruited teachers) will be introduced to MIS Academic Honesty policy, to ensure all the educators are on the same page in their understanding of the policy procedures.</p>	<p>Coordinators and IBDP core team</p>
<p><b>August 1st week</b></p>	<p><b>Parent orientation:</b> Academic Honesty policy details will be shared with the parents considering the importance of their role in the implementation process.</p>	<p>HOS &amp; Coordinators.</p>
	<p><b>Student orientation:</b> Teachers share the Academic Honesty policy details with the students and discuss the same with them.</p>	<p>Coordinators and subject Teachers.</p>
<p><b>August – November</b></p>	<p><b>Observation period:</b> During this period teacher will fill in the 'Academic Misconduct record', if any. See Appendix 1</p>	<p>Coordinators and Subject Teachers.</p>

# ACADEMIC INTEGRITY POLICY

<b>After the First semester examinations</b>	<b>Review meeting 1:</b> Academic honesty record will be reviewed and a plan of action will be drafted.	HOS, Academic director and Coordinators
	<b>Review meeting 2:</b> The plan of action will be shared with the teachers and discussed.	Coordinators & Subject Teachers.
<b>2<sup>nd</sup> Semester (December – April)</b>	Implementation of the plan of action.	Coordinators & Subject Teachers.
<b>May</b>	Final review of the Academic Honesty policy.	the HOS, Academic director and Coordinators

## Support from the school to our students

- All students and their parents/guardians will be acquainted with Academic Honesty Policy in the orientation session held at the beginning of the academic session. The DPC and subject teachers must take every opportunity to reiterate the policy throughout the school year. All students will be helped in understanding the various tools and technology available for preventing any unwitting academic misconduct.
- Students will be familiarized the process of investigation and consequences in case they found in breach of the policy by the school.
- The Librarian and the library staff are invaluable resources who can provide support and assistance in terms of research, and the correct use of citations.
- Candidates will be provided with the ‘Conduct of Examinations’ document and this will be discussed in detail by the Coordinator, prior to the commencement of exams.

## Monitoring and Sanctions

All stakeholders of MIS IBDP Programme are encouraged to demonstrate the values of personal integrity, ethical behaviour and sound moral judgment in the teaching and learning process, which in turn, should result in an environment where monitoring of academic honesty is consistent, ongoing and non-invasive. To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise.

Internal Sanctions	External Sanctions
<p>Generally, refer to the tasks and assignments set as class work or homework, including assignments and projects which are not included for awarding the final IB Diploma.</p>	<p>External Sanctions deal with the assessments or examinations which specifically count for the award of the IB Diploma: Internal assessments, final exams, TOK assessments, CAS documentation and Extended Essay.</p> <p>The school obliged to follow any sanction imposed by the IBO for infringement of academic honesty guidelines.</p>

## Internal Sanctions

Internal sanctions may be imposed by the school for infringement of academic honesty guidelines relating to homework, class work, and internal school exams, which do not count for the award of final IBDP grade or Diploma.

Academic misconduct is identified either by the subject teacher in any class work or homework, assignments, or by the invigilator during examinations.

Investigation Process	
1st Offence	<ul style="list-style-type: none"> <li>- The issue will be reported to the IBDP Coordinator.</li> <li>- The IBDP Coordinator will open an investigation with the help of subject teacher/ invigilator and class teacher</li> </ul>
	<ul style="list-style-type: none"> <li>- Student will be asked to give a written statement of his stand on the issue.</li> <li>- Student will be given a chance to justify his/her actions and prove their innocence.</li> <li>- If required, students will have the right to choose a parent or teacher to advocate on behalf of him / her during the discussions with the IBDP Coordinator.</li> <li>- During the investigation if proven guilty, student will have to re-do the assigned class work / homework. In case of an examination or class test, student will reappear for it. A reminder-note, debriefing the importance of academic honesty will be sent to parents/legal guardians.</li> </ul>

# ACADEMIC INTEGRITY POLICY



<p>2nd Offense</p>	<ul style="list-style-type: none"><li>- The issue will be directed to the IBDP Coordinator.</li></ul> <p>The IBDP Coordinator will open an investigation with the help of subject teacher/ invigilator and/or class teacher.</p> <ul style="list-style-type: none"><li>- Student will be asked to give a written statement of his stand on the issue</li><li>- Student will be given a chance to justify his/ her actions and prove their innocence.</li><li>- If required, students will have the right to choose a parent or teacher to advocate on behalf of him / her during the discussions with the IBDP Coordinator.</li><li>- During the investigation if proven guilty and if it is a second offence, the student will be awarded 'zero' in that particular assignment or examination. Parents/legal guardians will be called in for a discussion with the IBDP Coordinator and the Head of the school/ Principal.</li><li>- The student will have to re-do the assigned class work / homework. In case of an examination or class test, student will reappear for it. A reminder-note, debriefing the importance of academic honesty will be sent to parents. The second offence will be recorded in the student profile.</li></ul>
<p>3rd Offence</p>	<p>If a student is found guilty of a 3rd breach of academic honesty, he / she will not get any credits in the respective subject. If required, students may be recommended for withdrawal from the school.</p>



# ACADEMIC INTEGRITY POLICY

Groups	Assessment in subject area	Possible areas of academic honesty breach	Measures to be considered/ consequences
1	Written Tasks, Individual Oral Commentary, Further Oral Activity	<p><b>Written Task</b>-Students can use ideas of seniors to write the WTs or they could collude with friends who study the IB in a different school or state and submit the same tasks.</p> <p><b>Individual Oral Commentary</b> - doesn't have any chance of plagiarism as the student doesn't know which text he/she will get in the exam.</p> <p><b>Further Oral Activity</b>- These tasks have very low risk of plagiarism as they are presentations based on the texts studied in the course</p>	Students submit their proposals to be approved by the teacher, before starting the assignment. The teacher/s can then quiz the student on the topic, the approach to be used, the structure of the assignment etc. This can be a checking to see that the ideas presented are the student's own ideas. Finally, a software like turn-it-in check can be used to authenticate the writing before submitting it to the IBO.
2	Individual Oral	Making lengthy notes during the preparation time and reading it out during presentation. Taking more time than recommended/ allotted time. Bringing additional resources (laptops, smart phones...)	Students will be trained from the year 1 with the requirements of the Individual Oral Process. Secondly, during the Individual Oral, IBDP coordinator will be overseeing the procedures to ensure the integrity of the academic honesty. In case of academic honesty breach during the Individual Oral, a brief about will be added while submitting the IA form to IB.

3	Individual Exploration	<p><b>Plagiarism:</b> · Submission of work of another person which could include ideas, pictures, information or anything that has been produced by someone else Collaboration and Data collection. Sharing of data without the knowledge or approval of the teacher, IBDP.</p> <p>Falsifying data or submitting secondary data as primary data</p>	<ul style="list-style-type: none"> <li>• The students are required to fully and correctly acknowledge others' work and use standard methods of referencing, bibliographies. Students work is subject to verification with the use of appropriate software. The actual recording and processing of data must be undertaken independently by the students.</li> <li>• Teachers are expected to maintain a continuous check on the progress of the students' work to ensure the authenticity of their work.</li> <li>• Demonstration of data collection to teacher and repeat data collection in case of suspicion of breach</li> </ul>
4	Lab reports, individual investigations, experimental write-ups	<p><b>Plagiarism:</b> Copying lab reports or investigations from past students, online sources, or peers.</p> <p><b>Falsifying Data:</b> Manipulating or fabricating experimental data to match expected results.</p> <p><b>Unauthorized Collaboration:</b> Working with peers on individual investigations or sharing results without permission.</p>	<ul style="list-style-type: none"> <li>• Require students to maintain a detailed lab journal, including raw data and personal observations.</li> <li>• Regularly monitor students' progress and ask them to explain their methodology and data collection.</li> <li>• Use plagiarism detection tools like Turnitin for text-based sections of lab reports.</li> <li>• If data falsification is suspected, students may need to repeat the experiment under supervision.</li> </ul>

# ACADEMIC INTEGRITY POLICY



5	Internal assessments (mathematical explorations), problem-solving tasks	<p><b>Plagiarism:</b> Copying explorations or solutions from peers, online sources, or textbooks.</p> <p><b>Using Unauthorized Resources:</b> Relying on external solutions or software tools without proper citation or explanation.</p> <p><b>Unauthorized Collaboration:</b> Collaborating on individual tasks meant to be done independently.</p>	<ul style="list-style-type: none"> <li>• Teachers should conduct regular check-ins, asking students to explain their problem-solving process and mathematical reasoning.</li> <li>• Ensure proper citation and attribution for external resources, including mathematical software like GeoGebra or Desmos.</li> <li>• In case of suspected dishonesty, students may be required to demonstrate their understanding of the mathematical concepts through one-on-one discussions.</li> </ul>
6	TOK Essay, TOK Presentation	<p>Students can use ideas of seniors to write the essay or they could collude with friends who study the IB in a different school or state and submit the same essay with few minor modifications.</p> <p>TOK Presentation- This task has a very low risk of plagiarism as they are presentations based on the AOKs, WOKs and RLS studied in the course</p>	<p>Students must be encouraged to submit their essay proposals to be approved by the teacher, before starting the first draft the teacher/s can then quiz the student on the topic, the approach to be used, the structure of the assignment, the RLS, KQs, AOKs, WOKs used etc. The teacher can also check the draft to see if the student has used his own notes, presented at the proposal stage.</p>

## Final Points to Remember

Academic Honesty is valued highly by MIS, by the IB, by universities and employers. Academic malpractice is viewed as a serious transgression of the values that MIS seeks to impart and uphold. There can be no tolerance of deliberate academic dishonesty.

Students must have a full understanding of the IB’s approach to Academic Honesty and we strongly recommend that students read this Academic Honesty Policy in conjunction with the full IB Guide to Academic Honesty which is available on the IBO’s website.

Students should be aware that the IB randomly checks candidates’ work for plagiarism using a web- based plagiarism prevention service.

## Academic Honesty Policy revision:

All the policies of the school are working documents in progress and subject to revision once a year.

## Access to Stakeholders:

All the policies will be available for reference in the Library, published in the school’s website and copies will be available in the Coordinator’s office too.

## Participants in the drafting of the policy

<p><b><u>Governing Body representation</u></b>  <i>a. The Correspondent</i></p>	<p><b><u>Pedagogical team</u></b>  <i>a. Head of School</i>  <i>b. Program Coordinators</i>  <i>c. Heads of Department</i></p>	<p><b><u>Partnership team</u></b>  <i>a. Subject Faculties</i>  <i>b. Invited Parents</i></p>
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## Academic Honesty Contract

By signing this contract, you will be recognizing that students who breach the Academic Honesty Contract are subject to disciplinary action by the school and may be disqualified, by the International Baccalaureate Organization, from pursuing IB courses.

1. I will always work independently on schoolwork that is required to be completed alone. I am aware it is not permitted to receive unauthorized assistance on any IB work being submitted for internal or external assessment.
2. I will always use my own words and ideas on IB work and will give proper recognition to original authors when used. I understand that plagiarism is strongly forbidden. This is using the words or ideas of others, in whole or in part, and submitting it as one’s own without giving proper credit to the original authors.



# ACADEMIC INTEGRITY POLICY

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3. I will respect the ethical requirements of tests and examinations. I am aware it is not permitted to consult any unauthorized information during tests or exams and that it is not permitted to communicate exam information or answers during or following an exam.
4. I will always use accurate information. I am aware it is not permitted to falsify or fabricate data or observations on any work (being part of my internal assessment, Extended Essay or any other form of IBO or in school assessment)
5. I will submit original work for every class and for every assessment (whether submitted to IBO and/or school). I am aware it is not permitted to turn in an original paper or project more than once for different classes or assignments.
  - a. I have read and understand this Academic Honesty Contract. I will follow the rules stated above. I have read and understood the IB General Rules and Regulations.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Signature

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I have read and understood this Academic Honesty Contract and have discussed it with my son/daughter. I agree to encourage compliance with the rules stated above. I have read and understood the IB General Rules and Regulations.

Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Signature

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## ACADEMIC INTEGRITY AND THE LEARNER PROFILE

**Inquirers:** The inquirers attribute of the learner profile promotes curiosity and a love for learning. In the context of academic integrity, this means that students should approach their studies with integrity and diligence, conducting thorough research and respecting the work of others. Inquirers learn to value the knowledge gained from credible sources and understand the significance of using that knowledge responsibly, reinforcing the tenets of academic integrity.

**Principled:** One of the key attributes of the IB learner profile is being principled. This attribute emphasizes honesty, fairness, and respect for the rights of others. In the context of academic integrity, being principled means that students commit to ethical practices in their academic work, such as producing original content, properly citing sources, and avoiding plagiarism. This principle is foundational for creating a culture of trust and respect within the learning community.

## CONNECTIONS TO OTHER IB POLICIES

### ACADEMIC INTEGRITY AND ADMISSION POLICY

The Academic Integrity Policy and the Admission Policy of our school are interconnected in fostering a learning environment that values honesty, responsibility, and ethical behavior from the outset of a student's journey. Here's how they relate:

1. **Shared Core Values:** Both policies emphasize the importance of personal responsibility, respect for others, and ethical conduct. The Admission Policy seeks students who align with the school's values, including integrity and a commitment to learning. The Academic Integrity Policy reinforces these values by ensuring that students maintain honesty and authenticity in their academic work once they are admitted.
2. **Commitment to Ethical Learning:** The Admission Policy looks for students who show potential for inquiry-based learning, critical thinking, and global-mindedness. These qualities are nurtured through the Academic Integrity Policy, which ensures that students engage in ethical research practices, collaboration, and independent learning, fostering a culture of respect for knowledge and the learning process.
3. **Inclusive Support:** Both policies emphasize inclusivity. The Admission Policy ensures that students with diverse needs, including those with special educational needs (SEN), are given equal opportunities. Once admitted, the Academic Integrity Policy supports these students by providing guidance and resources to help them meet the academic integrity standards, ensuring they thrive in an environment of fairness and equity.
4. **Foundation for Future Success:** By embedding integrity in the Admission Policy, the school sets clear expectations for incoming students regarding the ethical standards they will be held to throughout their academic journey. The Academic Integrity Policy then upholds these expectations, creating a consistent framework that supports students' personal and academic development, ensuring they not only succeed but do so with honor.

# ACADEMIC INTEGRITY POLICY

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## ACADEMIC INTEGRITY AND INCLUSION POLICY

At our IB school, both the Academic Integrity Policy and the Inclusion Policy are built on a shared foundation of fairness, equity, and respect for all students. The Inclusion Policy ensures that every student, regardless of their background, learning style, or special educational needs, has access to an equitable learning environment. In tandem, the Academic Integrity Policy guarantees that all students maintain honesty and ethical standards in their work, allowing achievements to reflect genuine effort and learning.

By fostering an inclusive culture where diverse learning needs are met, we reduce the pressure that could lead to academic misconduct. With appropriate support in place for all learners, especially those with special educational needs (SEN), students are empowered to demonstrate their true abilities, without resorting to unfair practices such as plagiarism or cheating. Together, these policies uphold a level playing field where integrity and inclusion are core values in every aspect of school life.

## ACADEMIC INTEGRITY AND LANGUAGE POLICY

The Language Policy and the Academic Integrity Policy are both rooted in fostering authentic learning and communication. The Language Policy promotes the development of language skills that allow students to engage meaningfully in academic discourse and express their ideas clearly. The Academic Integrity Policy ensures that these expressions of knowledge and ideas remain authentic, promoting original thinking and ethical use of language in both written and spoken work.

By ensuring that students develop strong language skills, we empower them to communicate effectively and avoid unethical practices like plagiarism. With the ability to express themselves accurately and creatively in the language of instruction, students are more likely to produce work that reflects their own understanding, aligning with the values of academic honesty.

## ACADEMIC INTEGRITY AND ASSESSMENT POLICY

The Assessment Policy at our school outlines various forms of evaluation, including projects, exams, and collaborative work, to assess student understanding in different contexts. The Academic Integrity Policy ensures that students complete these assessments with honesty and respect for intellectual property. Both policies emphasize the importance of submitting original work that accurately represents the student's own learning journey.

For assessments to be meaningful, they must reflect the student's authentic understanding. The Academic Integrity Policy provides clear expectations for how students should approach assessment tasks ethically, while the Assessment Policy ensures that these tasks are designed to challenge students' independent thinking and creativity, reducing the likelihood of academic misconduct.

# ACADEMIC INTEGRITY POLICY

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## CYCLE OF POLICY REVIEW

The policy will be reviewed annually during INSET days as per the curriculum review cycle.

## IB STANDARDS AND PRACTICES FOR ADMISSION

Our Academic Integrity policy has been aligned with the new IB Standards and Practices, which became effective October 2020. Please note the related standards below.

**Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)**

**Culture 3.1:** The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

**Culture 3.2:** The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

**Culture 3.3:** The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

**Culture 3.4:** The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

**Culture 3.5:** The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

**Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)**

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)



## REFERENCES

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