



ACADEMIC HONESTY POLICY

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School Mission

- To develop and nurture global citizens,
- To inculcate an understanding of interconnectedness of all life and the living,
- To develop compassion beyond one's immediate surroundings,
- To understand and respect the differences,
- To help acquire skills of Critical thinking, Communication, Collaboration, Creativity.

School Vision

“To create an empowered, inspired and progressive community of students who achieve and contribute positively towards humanity at large”.

Purpose

The purpose of this document is to create a good academic learning environment in the school where students produce original work and respect the work of others. The policy is designed to foster individual proficiency in making knowledge, understanding and thinking transparent for all students. K.R. Mangalam Global School is committed to helping students undertake academically honest practices in both their personal and academic lives.

Academic integrity is a responsibility of the whole school community. By making the school's commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the school community.

This policy will be used as a working document to inform students and teachers as to what actions constitute academic dishonesty and the consequences that accompany such actions.

Use it as a raw material to teaching and upholding the value of academic honesty and eliminate as far as possible in all cases of academic dishonesty.

IB Learner Profile

IB students are encouraged to develop international-mindedness and recognize their common humanity and shared guardianship of the planet to help create a better and more peaceful world. The following attributes should be embraced by students in the program.

1. **Inquirers:** Students nurture curiosity, develop skills for inquiry and research. They learn independently and with others. They learn with enthusiasm and sustain love of learning throughout life.
2. **Knowledgeable:** Students develop and use conceptual understanding, explore knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.
3. **Thinkers:** Students use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.
4. **Communicators:** Students express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.
5. **Principled:** Students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Students also take responsibility for their actions and consequences.
6. **Open-minded:** Students critically appreciate their own cultures and personal histories, as well as the values and traditions of others. Students seek and evaluate a range of points of view and are willing to grow from the experience.
7. **Caring:** Students show empathy, compassion and respect. They have a commitment to service, and act to make a positive difference in the lives of others and in the world around them.
8. **Risk-takers:** Students approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
9. **Balanced:** Students understand the importance of balancing different aspects of their lives- intellectual, physical and emotional - to achieve well-being for themselves and others. They recognize interdependence with other people and with the world in which they live.
10. **Reflective:** Students thoughtfully consider the world and their own ideas and experiences. They work to understand their strengths and weaknesses in order to support learning and personal development.

What is Academic Honesty?

International Baccalaureate (IB) programmes encourage students to inquire and think critically and creatively and present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent.

Students need to understand how knowledge is constructed and consequently their own role in furthering knowledge construction and building understanding. An essential aspect of this is an understanding of the technical aspects of academic honesty, of citing and referencing.

Academic honesty is an essential principle of IB's academic programmes that enhances the organization's credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".

By displaying academic honesty students are reflecting the IB Learner Profile. The four main attributes that reflect academic honesty are: –

Principled: We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Caring: We show empathy, compassion and respect.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned and ethical decisions.

What is Academic Malpractice?

The IB regulations define academic malpractice as "*deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct*" (*Academic Integrity 2019*)

Categories of "academic malpractice"

- **Plagiarism** is defined 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.

- **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. Likely to happen when working collaboratively such that the student work shows similarity.
- **Misconduct** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the 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.
- **Duplication** of work is defined as the presentation of the same work for different assessment components. This could be partial or complete duplication. -

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- **Peer plagiarism** – This constitutes copying work from another student or even where the student has lent or facilitated other students work.
- **Exam room misconduct:** Communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage; Non-compliance with the invigilator's instructions such as a disruptive behaviour during an examination; removal of secure materials such as examination papers, questions and answer booklets, from the examination room; Impersonating a candidate.
- **Falsifying data:** Creating or altering data which have not been collected in an appropriate way.
- **Submitting work commissioned, entirely edited or heavily edited by, or obtained from a third party.** Third party could include, but is not restricted to friends, family members, other students, tutors, or services of other bodies that do essay writing or copy-editing services, pre-written essay banks or online tools such as file sharing sites.
- **Inclusion of inappropriate, offensive, or obscene material** such as comments or graphic material or any work that shows disrespect of personal, political and/or spiritual values, and/or contain offensive remarks about race, gender, or religious beliefs and excessive or gratuitous violence or explicit sexual content
- **Failing to report** an incident of academic misconduct to the school authorities.
- Gaining access to IB examination papers before examination's scheduled time.
- Forgery or falsification for grades, grade reports, certificate or marksheets.

Cheating and plagiarism do not reflect the high standards of character, citizenship, and integrity so highly valued at K.R. Mangalam Global School and reflected in our school's mission statement. Academic misconduct of any kind undermines the learning environment and will not be tolerated.

PROMOTING ACADEMIC HONESTY AT K.R. MANGALAM GLOBAL SCHOOL.

Why is it important to promote academic honesty?

- Because lack of academic integrity undermines the philosophy of any educational programme.
- Because intellectual property borders have blurred and students are not clear who owns the information available on the internet.
- Because students engaging in academic misconduct miss the “learning opportunity”.
- Because those who breach the regulations of academic work will find it easy to contravene the conventions in other fields.
- Because the threat of any form of penalty is not diminishing the amount of academic misconduct cases.

Ways to Promote Academic Honesty

- The Academic Honesty is to be modelled and explicitly taught during the teaching and learning process.
- Value and reward the learning process.
- Participation and Creativity to be encouraged.
- Encourage reflection on the learning process and support students in developing skills and attitudes required for completing their task in an academically honest manner.
- A presentation on Academic Honesty is made as a part of induction to students, parents and staff.
- Academic Honesty Posters and best school practices are displayed in and around whole school.
- Students use school soft boards to demonstrate their understanding of Academic honesty.
- The school Librarian presents the Academic Honesty requirements to students and plays a vital role in teaching different styles of citations to students/staff during a specifically designated period in the school timetable.
- Students and Parents read through the policy and thereafter sign the ‘Academic Honesty Pledge’ (Please refer Appendix 1)

RESPONSIBILITIES OF STAKEHOLDERS

As we see our school as a community, we strongly believe that each of the community members are responsible for promoting Academic Honesty.

The role of The Head of School

The Head of the School is responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school and is responsible to:

- Establish practices to develop, effectively implement and regularly review the academic honesty policy and using it as a focal point for setting a school-wide culture that values honest and ethical academic practices.
- Provide teachers with effective training opportunities. Ensuring new staff is inducted to have a clear understanding of the policy and its importance in the school culture. Provide guidance and support to reduce cases of academic misconduct and also during enforcement of rules and investigation of academic misconduct.
- Foster a school environment that upholds academic integrity and ensures teachers and students adhere to the school's academic honesty policy and the IB regulations.
- Ensure all examinations and assessments are conducted keeping in mind the IB guidelines.
- Ensure that the school establishes clear expectations with the parents by keeping them informed about school practices with regard to academic honesty.
- Ensure teachers, students and parents understand academic honesty and consequences as IB students if they engage in academic misconduct.

Overseeing functioning of the programme coordinators who are responsible for investigating reported cases of academic misconduct and notifying the IB as per the procedures outlined by the IB. Thereafter supporting any investigation in this regard.

The role of Programme Coordinators

As pedagogical leaders, focusing on processes for managing academic integrity incidents, programme coordinators are also responsible to:

- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers and candidates are aware of IB requirements concerning academic honesty and have access to the school's academic honesty policy and other IB regulations and guides.
- Coordinating with the school management for a budget that helps to maintain a pool of resources for training teachers, stocking the library, printing of policies and guides, plagiarism checking software and other equipments.
- Agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Coordinate the conduct of IB Examinations in school; Ensure candidates and invigilators are provided with relevant information about examination regulations whether written or on-screen examinations; ensuring compliance with secure storage of confidential IB material policy.
- To help the whole school staff, students and parents see academic honesty as a larger set of values and skills that promote lifelong learning. Regular meetings, awareness campaigns and training programmes must be in place to promote a two-way dialogue.
- To support and act on the school's policy on good academic practices and provide students with advice whenever necessary;
- Ensure good academic practices are embedded in teaching and learning to support students to learn the necessary skills and demonstrate the same in their work.
- Explain what constitutes Academic Misconduct and the subsequent consequences that follow.
- To receive any cases of academic misconduct and accordingly act, inform school administration and IB, as appropriate. In case of 'incidents related to examinations – written or on-screen examinations contact the IB within 24 hours of the examination to report the incident.

The role of the Teachers

Focusing on processes for managing academic integrity teachers are also responsible to:

- Have an extensive understanding and knowledge of the regulations, policies and subject guides in order to provide the right support and guidance to the students.
- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted. Have a definitive allocated time for this ,for e.g.a weekly session, some dedicated hours in the library and subject teacher sessions.

School's preferred convention is

- Discuss the benefits of submitting assignments that are correctly referenced.
- Make sure all shared materials (handouts, presentations etc.) are correctlyreferenced.
- Design assignments that do not lend themselves to academic misconduct.
- To explain what academic honesty means in specific terms, and the value of honest scholarly work.
- To regularly engage with students during learning activities to provide opportunities for student/teacher interactions that are collaborative as well as evaluative. Consider appreciating and incentivizing the practices that value honesty and integrity. As much as possible, academic integrity practices must form part of our teaching and learning.
- To engage in collaborative planning with other teachers, including specialist teachers, to agree on expectations and teaching strategies for promoting academic honesty through all teaching, learning and assessment practices.
- To explain to the students what constitutes academic misconduct and the consequences .
- To set age-appropriate expectations and practices regarding references, citations, quotations and paraphrasing.
- To model academically honest practices in the creation of their own teaching materials (e.g., correctly citing images, text etc. used in presentations, example papers, etc.);
- To support students create their own timelines in line with the teacher and school timelines for submissions that helps in planning a manageable workload. This must allow for submission of 'draft/s' well before the submission of final piece.
- To emphasize that the process of learning is as important as the final product generated.
- To consider assessing the candidates understanding and conduct with regard to academic integrity and suitably create a supportive environment of good academic practice by giving them opportunities to learn. Its important to keep in mind student's prior experiences in this regard.
- To encourage engagement by establishing clear and engaging learning objectives and assessment practices while also providing time for individual evaluations of progress to avoid social comparisons or performance differences (Stephens and Wanggaard 2011).
- To identify whether work submitted by the student is authentic work and as required bythe guidelines provided by the IB. In this regard teachers must use their professional judgement of the work produced being student's authentic work. 'Turnitin' and other online services must be used to check student's submissions to ensure that academic honesty is upheld.
- To report any case of academic misconduct that has arisen to the Programme Coordinator or concerned school authority and support subsequent investigations.
- Ensure student work is appropriately submitted to the IB.

The role of the Students

Focusing on processes for managing academic integrity incidents, students must support the school programme coordinators and teachers and are expected to:

- Have a full understanding of the school's policies, subject specific guidelines and IB regulations and abiding by these.
- Understanding 'plagiarism' and taking steps to learn effective citing and referencing.
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
- Duly citing and referencing their work, giving credit to used sources in all work submitted to the school or IB for assessment in written and oral materials and/or artistic products. This also includes acknowledging help or support received during the process of completion.
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copyediting services, pre-written essay banks or file sharing websites
- Abstain from giving undue assistance to peers in the completion of their work .
- Show a responsible use of the internet and associated social media platforms.
- In group or collaborative work, be aware of own participation as well as acknowledging role of other students. To work collaboratively and respectfully within a group and share information with honesty.
- Take ownership of own learning and actively seek guidance when unsure.
- To communicate knowledge in his/her own words, summarize key understanding from different sources of information.
- To develop their approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) in all of their units of inquiry.
- Exemplify the IB learner profile in their classroom and homework practices, in group work, and in other activities and not taking credit for work that is not their own.
- Summarize understanding from audio-visual material in his or her own words. Signing a declaration that all work submitted and uploaded for assessment is their own authentic work.
- Every student at K.R. Mangalam Global School is required to accept and sign the Academic Honesty pledge (refer Appendix 1). This is shared with the student and he parents through the Programme Handbook.
- Present information in the assemblies, gatherings, presentations and exhibitions with proper citations.
- Developing and sharing the classroom essential agreements on Academic Honesty.
- Have a clear understanding of school and IB's expectations in terms of the conduct of the written or on-screen examinations and adhere to ethical and honest practices.

Essentials for acknowledging sources

- The school follows MLA 8 style of referencing. Students are not expected to show expertise in referencing, but are expected to demonstrate that all sources have been acknowledged consistently.
- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

The role of the Parents or Legal Guardians

Focusing on processes for managing academic integrity, parents are expected :

- To read and understand the school policy on academic honesty and other IB regulations and guidelines and discuss these with their child.
- To be a role model for their children in the issues addressing academic honesty;
- To support the academic honesty philosophy of the school.
- To communicate with the student about the values of moral and ethical behaviour.
- Motivate and support students at home to be original in their work by restricting adult involvement to as much is appropriate. Encourage them to seek guidance and support from teachers as and when needed.
- Encourage effective time management by wisely planning their work.
- Support the student's efforts, but not edit, type, or in any other way do the work.
- Constructively discuss academic honesty with school teachers and administrators and contribute to the school values with regard to academic honesty.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Seek clarity on what constitutes academic misconduct and the subsequent consequences.

EXAMPLES OF CONVENTIONS FOR CITING AND ACKNOWLEDGING ORIGINAL AUTHORSHIP

Citing a Print book with one author

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

Only the most essential information is included (author's name, book title, publisher, and date). Note that the city of publication is not needed, and the medium of publication is eliminated.

Citing an article from a scholarly Journal

Kincaid, Jamaica. "In History." *Callaloo*, vol. 24, no. 2, Spring 2001, pp. 620-26.

Identifies the volume (24), the number (2), and the page numbers (620-26) of the scholarly journal, rather than leaving those numbers without clear explanation.

Inclusions of URLs

It is highly recommended to include a URL in the citation. Even if it becomes outdated, it is still possible to trace the information online from an older URL.

Omit "https://'" or "https://'" from the URL when including in citation.

Inclusions of films and television

It's a Wonderful Life. Directed by Frank Capra, performance by James Stewart et al., RKO, 1946.

OR

Capra, Frank, director. *It's a Wonderful Life*. RKO, 1946.

Citing a thesis

Dow, Thomas Patrick. *Younger Sons, Bastards, and Devils: Revising Patriarchy through Models of Balanced Authority in Charlotte Brontë, Emily Brontë, and William Thackeray*. 2006. Loyola U, PhD dissertation.

Citing a website

Eaves, Morris, et al., editors. *The William Blake Archive*. Library of Congress, 1996-2013, www.blakearchive.org/blake/.

Citing a conference paper

Freed, Barbara F., editor. Foreign Language Acquisition Research and the Classroom: Proceeding of the Consortium for Language Teaching and Learning Conference, Oct. 1989, *U of Pennsylvania, Heath, 1991*.

Citing a newspaper article

Krugman, Andrew. "Fear of Eating." *New York Times*, Late ed., 21 May 2007, p. A1.

PROGRESSIVE EXPECTATIONS FROM THE STUDENTS

Students of KRMGS are expected to know the appropriate methods to acknowledge a source. Students are taught to acknowledge the sources in an age-appropriate manner through information literacy skill-based activities. The school has adopted the Modern Language Association (MLA) 8 style of referencing guide in all the subject areas. These guidelines are clearly defined and communicated to students. The Librarians in collaboration with the homeroom and subject facilitators develop the research and referencing skills that are identified in the PYP transdisciplinary skills and the MYP/DP approaches to Learning. In addition, the teachers ensure that MYP and DP students follow the MLA style 8th edition slides as displayed in the library to include the MLA handout with guidelines in the research journal. The table given below standardises the age appropriate expectations and progression in this context.

	PYP	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5	DP1 & 2
Works Cited expectations MLA 8	<p>Give credit to people when working in groups</p> <p>Record the author(s), title, publisher and date of publication (Year 5)</p> <p><u>For interview:</u> record the name, address, role of the person and the date of the interview</p> <p><u>While conducting an experiment:</u> record the equipment and method used, the results and conclusions</p> <p><u>For an art piece:</u> record the title, artist and reference (museum, recording) if appropriate</p>	<p>Alphabetical order</p> <p>Author; Title; Publisher; Date of access if no date for the resource; Correct Capitalization; URL</p>	<p>Alphabetical order</p> <p>Author; Title; Publisher; Date of access if no date for the resource; Correct Capitalization; punctuation marks, URL</p> <p>Correct format for the type of the resource</p> <p>Focus on Books with one and two authors</p>	<p>Alphabetical order</p> <p>Author; Title; Publisher; Date of access if no date for the resource; Location; Correct Capitalization; URL</p> <p>Correct format for the type of the resource</p> <p>Correct formatting of the Works Cited & paper - typeface, line spacing, indentation, punctuation, page numbering, Headings</p> <p>Focus on Books with multiple authors</p>	<p>Alphabetical order</p> <p>Author; Title; Publisher; Date of access if no date for the resource; Location; Correct Capitalization; URL</p> <p>Correct format for the type of the resource</p> <p>Correct formatting of the Works Cited & paper - typeface line spacing, indentation, punctuation, page numbering, headings;</p> <p>Annotated bibliography</p>	<p>Alphabetical order</p> <p>Author; Title; Publisher; Date of access if no date for the resource; Location; Correct Capitalization; URL</p> <p>Correct format for the type of the resource</p> <p>Correct formatting of the Works Cited & paper - typeface line spacing, indentation, punctuation, page numbering, headings; Title page;</p> <p>Attempt at an Abstract.</p> <p>Annotated Bibliography</p> <p>Visible evidences in the Personal Project</p>	<p>Alphabetical order</p> <p>Author; Title; Publisher; Date of access if no date for the resource; Location; Correct Capitalization; URL</p> <p>Correct format for the type of the resource</p> <p>Correct formatting of the Works Cited & paper - typeface line spacing, indentation, punctuation, page numbering, headings; Title page;</p> <p>Able to write an abstract where required ; Annotated bibliography wherever applicable</p>

In text referencing	Quotation marks	Attempts to cite in text quotations .	Attempts to cite in text quotations ; Attempts in text referencing for paraphrasing.	Correct in text citation of quotations ; Attempts in text referencing for paraphrasing. Attempts correspond in text citations with Works Cited entries	Correct in text citation of quotations ; Correct in text referencing for paraphrasing; In text citations correspond with Works Cited Entries.	Correct in text citation of quotations ; Correct in text referencing for paraphrasing; In text citations correspond with Works Cited Entries.	Correct in text citation of quotations . Correct in text referencing for paraphrasing; Correct in text referencing format. In text citations correspond with Works Cited Entries.
When a Works Cited and in text referencing is required	Anywhere the students research and use others ideas or information. (Class tasks Presentations Culminations PYP exhibition)	Anywhere the students research and use others ideas or information.	Anywhere the students research and use others ideas or information.	Anywhere the students research and use others ideas or information.	All assignments where research and the use of others' ideas and information takes place.	All assignments where research and the use of others' ideas and information takes place. Personal project. ePortfolios	All assignments where research and the use of others' ideas and information take place. This includes Research projects, Extended Essay, Internal assessments, etc.

DEALING WITH ACADEMIC DISHONESTY

I. Good practices when dealing with Academic Misconduct:

- In case of academic misconduct, an attempt to understand the context should be made. This policy must not be viewed only for punishments and penalties by students and staff.
- At the same time, the school must not ignore and must take into consideration all serious cases of violations of academic honesty depending on the degree to which a case has been committed. (Please refer to the section 'What is Academic Malpractice')
- All students shall be treated the same way for the same type of violation without any bias or partiality. No discrimination on any basis is allowed.
- All students must be given an opportunity to be heard and provide a written statement to present their version.

- The school must act in a transparent way in all matters related to breach and investigation and must keep relevant stakeholders informed. At the same time, anonymizing the information wherever necessary.

II. Person/s to investigate and deal with instances of academic dishonesty

The Programme Coordinator receives any cases of academic misconduct and accordingly informs school administration. Thereafter forming an 'investigating committee' that may include the following members:

- Head of School
- Examination Invigilator
- Subject Teacher
- The Examination Team

III. Procedures for dealing with policy breaches by students

- A teacher/invigilator suspects malpractice and provides evidence to justify his or her suspicion. Example –
 - Case 1. A member of staff randomly checking assessment material identifies possible plagiarism using Turnitin.
 - Case 2. An invigilator discovers that candidate was receiving information via a pair of wireless headphones from another candidate, who was in a different exam room.
- The Programme Coordinator conducts an investigation into the matter at school level and determines the severity of the case. (Refer section IV Penalties)
- The Programme Coordinator informs IB.
 - Case 1. The coordinator suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.
 - Case 2. The coordinator informs IB that malpractice may have taken place during an examination (written or on-screen examinations) within 24 hours of the examination.

- Each student, for whom a decision on academic dishonesty case has been made, has a right to appeal the decision to the ‘investigating committee’.
- The ultimate decision made by the investigating committee is final and irrevocable.

IV. Penalties

Penalties for misconduct will be addressed depending upon the severity of each case of violation which will form the basis of assessing the degree and the consequential penalty.

First Degree violations include –

A make-up school assignment submitted for school assessment purpose. For first degree violations one or more procedures may be chosen.

- A verbal warning to the student and a communication to parents explaining the misconduct and the possible consequences of repeated violation.
- Candidate could be allowed to re-submit the assignment as per guidelines.

Second Degree violation is a more serious offence. Example: Use of one or more paragraphs (40-50 consecutive words approx.) of another’s ideas and or works without proper in text citation and referencing.

For Second degree violations one or more procedures may be chosen.

- Letters and student declaration in the student’s academic file detailing the offense.
- Notification to Honors and awards department.
- Communication to parents informing the offense and the consequences.
- Holding the decision on letters of recommendations requested to be issued.

Third Degree indicate major violations to the Academic honesty principles of the school. These may include the majority of a student’s work being taken from another source/s without acknowledging original author; use of a purchased paper or another’s materials as one’s own; In addition, a third-degree violation occurs when a student has been found guilty of plagiarism in a prior instance as well.

In case of incident related to examination, student should be allowed to continue with the examination in question, unless his/her presence in the examination room is disruptive to other students. The student’s examination script should be submitted for assessment to the school examination team as usual.

Under such instances, a committee meeting will be held to discuss one or more procedures that may be followed:

- A recommendation that no grade be given for the original assignment.
- A letter in the student’s academic files detailing the offense along with student declaration.
- Cancellation of Honors and awards received.
- Student may be suspended or even expelled from school.

Action by IB (as stated in the publication ‘Academic Integrity, IB 2019):

- ‘The school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case’
- If the work submitted is for IB assessment and this final piece of work has ‘plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an “F” on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned’.
- ‘If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices’ (*Please refer to the appendices in Academic Integrity, IB 2019*)
- ‘If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student’s results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student’s grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.’
- ‘The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:
 - retake in six months, depending on subject availability
 - retake in 12 months
 - no retake allowed, but award of grades in subjects not affected by the incident.’

Revision and Implementation of the Policy

The revision is to be done annually and is scheduled for May 2022. The Pedagogical Leadership team along with the school staff to review the policy.

The school community comprising of the members of the management team, principal, coordinators, students, parents, teachers and other school staff are responsible for the effective implementation of the policy.

All school policies are communicated to the teachers, students and parents through regular communication and are uploaded on the school website.

Links to other policies

Admissions Policy - students/ guardians are expected to sign an undertaking and a contract authenticating the originality of their documents and credential submitted.

Assessment Policy – Fair and authentic submission of all assessments.

Inclusion Policy – School and parents submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations.

References

1. Academic Honesty Policy –IBO
2. Academic Honesty in Diploma Programme
3. Academic Honesty in the IB educational context
4. Academic Honesty – principles to practice (IB Africa, Europe and Middle East Regional Conference 2014 document)
5. English School Mosco
6. Academic Integrity_2019_IB
7. Exhibition guidelines 2008 IB

Appendix 1



Academic Honesty Pledge

Dear Students,

As required by the Academic Honesty Policy of K.R. Mangalam Global School, you must accept and sign a pledge on academic honesty. It aims to strengthen the level of honesty in our academic work as it relates specifically to the provisions contained in the Academic Honesty Policy that set forth the prohibitions against cheating, plagiarism, and improper submission of written work. The objective is however to develop positive behaviours that helps you complete your work carefully, honestly and authentically.

You are not expected to show expertise in referencing, but are expected to demonstrate that all sources have been acknowledged using a standard style consistently so that credit is given to all sources used (audio-visual material, text, graphs, images and/or data published in print or in electronic sources), including sources that have been paraphrased or summarized. The school uses MLA 8 style of referencing. When writing text, you must clearly distinguish between his or her words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography. It is also expected that the minimum information for work you submit includes: name of author, date of publication, title of source and page numbers as applicable

The school, including all teachers will always continue to guide you on issues related to academic honesty and will help you to understand requirements and expectations. **We wish you success in all your academic work!**

Tick if you have access to the Academic Honesty Policy of the school

You are required to accept and sign this pledge:

I, a student of K.R. Mangalam Global School, recognize that the School expects me to be honest in all my academic work. I accept this Policy and understand that my failure to comply with my commitment may lead to a disciplinary action by the School.

Student (name, as in the passport)

Grade level

Date

Parent (name)

Signature

K.R. MANGALAM GLOBAL SCHOOL_ Academic Honesty