



# Academic Integrity Policy

*Reviewed in July 2024*

## Table of Contents

<b>S.no</b>	<b>Content</b>	<b>Page Number</b>
1	Welcome Note	2
2	Message from the head of the school	3-4
3	School Mission and Vision	5
4	IB Mission Statement	6
5	IB Learner Profile	7
6	Programme Standard & Practices supporting the policy	8-9
6	What is Academic Integrity	10
7	Academic Malpractices	11-12
8	Promoting Academic Integrity at KRMGS	13-14
9	Support by the school management	15
9	Role of the Head of School	16
10	Role of Programme Coordinators	17-18
11	Role of Subject Facilitators	19
12	Role of Students	20-22
13	Essentials for Acknowledging Sources	23-24
14	Role of Legal Guardians	25-26
15	Examples of Conventions	27
16	Progressive expectations from students	28-29
17	Investigating Misconduct	30-31
18	Actions by IB in case of academic misconduct	32
19	Guidelines by IB regarding use of Artificial tools - ChatGPT	33
20	Bibliography	34

## **Welcome to the KRMGS family!**

The management and staff of K.R. Mangalam Global School warmly welcomes you to our community. We trust that your time with us will be filled with joy and fulfilment. Our goal is to create the best opportunities, fun-filled moments, and precious memories that will last a lifetime.

In today's interconnected world, predicting the exact careers your middle schoolers will pursue is challenging—they may end up in roles that don't even exist yet. This is why an International Baccalaureate (IB) education is more valuable now than ever before.

The Diploma Programme (DP) framework is designed to develop and refine essential skills that your child will use throughout their life. These include information literacy, self-management, and collaboration. Regardless of where your student's academic journey takes them, they will always need to be effective communicators and critical thinkers.

We look forward to partnering with you in this educational journey, ensuring your child is well-prepared for the future, no matter what it holds.



### **Message from the Head of the school**



**Ms. Suman Sharma**

At K.R. Mangalam Global School, we are committed to fostering a learning environment rooted in the core values of the International Baccalaureate (IB), where academic integrity is paramount. As we welcome our students across the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP), we emphasize the importance of honesty, respect, and responsibility in all aspects of their academic journey.

Academic integrity is not merely a set of rules, but a fundamental principle that guides our entire educational approach. It reflects our belief in the value of original thought, ethical conduct, and the fair treatment of all members of our learning community. By upholding these values, we ensure that our students not only achieve academic excellence but also develop into principled, reflective, and globally minded individuals.

This Academic Integrity policy outlines our expectations for all students and the steps we take to promote and maintain a culture of integrity within our school. It serves as a guide for understanding the responsibilities that come with being a part of the IB community and the consequences of academic misconduct. We believe that by instilling these principles early on, we empower our students to engage in authentic learning experiences, make ethical decisions, and contribute positively to the global society.

We encourage our students and parents to carefully review this policy and to actively engage in discussions about the importance of academic integrity. Together, we can create an environment where every student feels confident in their ability to produce original work, collaborate honestly, and respect the intellectual property of others.

As we embark on this educational journey, let us commit to maintaining the highest standards of academic integrity, ensuring that our achievements are a true reflection of our efforts, knowledge, and character.

Wishing you all the best for your IB journey!



## **The School Vision**

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

## **Our 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

## **Our Values**

Values shape thoughts and actions; they help students explore what is morally important, socially significant and personally fulfilling. We recognize that strong, clear values are the foundation on which we build success.

**Our learning community believes that our endeavours and initiatives are built upon:**

- Trust and respect
- Responsibility
- Compassion
- Integrity
- Transparency

And strengthen our unique ethos through:

- Collaboration
- Meeting new Challenges
- Service to community
- Diversity of thought
- Ethical Considerations

## **IB Mission Statement**

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 organisation works with schools, governments, and international organisations 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.

# IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

## Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

## Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

## Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

## Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



## Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

## Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

## Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

## Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



## **IB Standards Considered in Drafting the Policy**

In drafting the Academic Integrity Policy, careful attention was paid to aligning with the IB Standards and Practices (2020). The following key standards guided the development of the policy:

### **Culture (03)**

3. The school not only implements and communicates but also regularly reviews an academic integrity policy designed to foster a culture of ethical academic practices. This approach ensures that integrity becomes a core value embedded in the school's ethos.

3.1 The policy is crafted to clearly reflect the school's philosophy and is fully aligned with IB guidelines. This alignment underscores the importance of maintaining a consistent and clear stance on academic integrity across all IB programmes.

3.2 The policy explicitly defines the rights and responsibilities of every member of the school community, outlining what constitutes both good academic practices and misconduct. It also delineates the specific actions to be taken in cases of transgressions, ensuring transparency and fairness in enforcement.

### **Learning (04)**

4.1 Both students and teachers are expected to fully comply with IB academic integrity guidelines. The policy supports this by providing clear instructions and resources to ensure that all educational activities, assessments, and collaborations adhere to the highest standards of academic honesty.

### **Additional Points:**

**Ongoing Education and Training:** The policy includes provisions for regular training sessions for students, teachers, and parents on the importance of academic integrity, reinforcing the standards and practices expected by the IB.

**Continuous Improvement:** The policy is designed to be a living document, subject to regular review and updates. This ensures that it remains relevant and effective in addressing emerging challenges and incorporating best practices in academic integrity.

**Holistic Integration:** The policy integrates academic integrity into all aspects of the school's operations, including teaching, learning, assessment, and extracurricular activities, ensuring that ethical practices are upheld consistently throughout the school community.

**Community Engagement:** The policy encourages active participation from all stakeholders—students, teachers, parents, and administrators—in promoting and sustaining a culture of integrity, making it a shared responsibility across the school.

**Proactive Support:** The policy outlines strategies for providing proactive support to students, helping them understand the importance of academic integrity and develop the skills needed to avoid misconduct.

## What is Academic Integrity

International Baccalaureate (IB) programmes encourage students to inquire, think critically and creatively, and express their ideas in various ways. Students should be able to articulate their thoughts, demonstrate their learning, and show how they have constructed and refined their ideas. This transparency in thinking, knowledge, and understanding is the essence of scholarship and academic integrity.

Students must understand how knowledge is constructed and their role in furthering this process. A crucial part of this understanding is mastering the technical aspects of academic integrity, such as citing and referencing.

Academic integrity is a cornerstone of the IB's academic programmes, enhancing the organization's credibility as a leader in international education. As highlighted in the IB Learner Profile, all members of the IB community strive to be principled, acting with integrity, honesty, fairness, and respect for the dignity of individuals, groups, and communities.

The principles of academic integrity can be introduced in the PYP, reinforced during the MYP, and solidified in the DP and CP. Expectations should be communicated clearly and modelled appropriately at each educational stage, ensuring that all IB students understand:

- Their responsibility for producing authentic and genuine individual and group work
- The correct attribution of sources and acknowledgment of others' ideas
- The responsible use of information technology and social media
- Adherence to ethical practices during examinations

By upholding academic integrity, students embody the IB Learner Profile. The four key attributes that reflect academic integrity are:

**Principled:** Acting with integrity, honesty, fairness, and respect for the rights of others; taking responsibility for one's actions and their consequences.

**Caring:** Showing empathy, compassion, and respect.

**Courageous:** Approaching uncertainty with determination; working independently and collaboratively to explore new ideas and strategies; being resourceful and resilient.

**Thinkers:** Using critical and creative thinking skills to analyze complex problems; making reasoned and ethical decisions.

## **Academic Malpractice**

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

Categories of Academic Malpractice:

**Plagiarism:** Representing, intentionally or unintentionally, the ideas, words, or work of another person without proper acknowledgment. This includes the use of translated materials without clear citation.

**Collusion:** Supporting academic misconduct by another student, such as allowing one’s work to be copied or submitted by someone else. This often occurs during collaborative work that results in similar submissions.

**Misconduct during an IB Examination:** Bringing unauthorized material into an examination room, engaging in disruptive behavior, or communicating with others during the exam.

**Communication About Exam Content:** Discussing the content of an examination within 24 hours before or after the exam with individuals outside the school community is a breach of IB regulations.

**Duplication of Work:** Presenting the same work for different assessment components, whether partially or completely.

Other Forms of Academic Malpractice:

**Peer Plagiarism:** Copying work from another student or facilitating the copying of one’s own work.

**Exam Room Misconduct:** Communicating with another candidate, bringing unauthorized material into the exam room, consulting such material, or failing to comply with the invigilator’s instructions. This includes disruptive behavior, removing secure materials from the examination room, and impersonating a candidate.

**Falsifying Data:** Creating or altering data that has not been properly collected.

**Commissioned Work:** Submitting work that has been commissioned, entirely or heavily edited by, or obtained from a third party. This includes work from friends, family, other students, tutors, or online services such as essay banks or file-sharing sites.

**Inappropriate Content:** Including offensive, obscene, or inappropriate material, such as disrespectful comments, offensive remarks about race, gender, or religion, excessive violence, or explicit sexual content.

**Failure to Report Misconduct:** Not reporting incidents of academic misconduct to school authorities.

**Unauthorized Access:** Gaining access to IB examination papers before the scheduled exam time.

**Forgery or Falsification:** Forging or falsifying grades, grade reports, certificates, or mark sheets.

**Removal of Secure Materials:** Taking examination papers, questions, or answer booklets out of the examination room.

Cheating and plagiarism undermine the high standards of character, citizenship, and integrity that K.R. Mangalam Global School upholds. Such academic misconduct not only violates our school's mission but also damages the learning environment and will not be tolerated.

## **PROMOTING ACADEMIC INTEGRITY AT K.R. MANGALAM GLOBAL SCHOOL**

Why is it important to promote academic integrity?

Academic integrity is a core principle that all IB students are expected to uphold. Promoting academic integrity is essential for several key educational reasons:

**Maintaining Fairness:** IB assessments must be fair, providing every student with an equal opportunity to succeed. For assessments to be valid, they must accurately reflect a student's true achievements. Any form of academic misconduct by students or maladministration by schools undermines this fairness, creating an unjust disadvantage for those who adhere to the rules.

**Preserving Trust and Credibility:** Trust in academic qualifications is fundamental. When a student or school violates the principle of academic integrity, it breaks the trust between the IB as an awarding body and the broader educational community. This breach jeopardizes the credibility of the assessment process, and the value of the qualifications awarded.

**Fostering Respect for Others:** Understanding how knowledge is constructed fosters respect for the intellectual contributions of others. When students recognize the value of using and properly acknowledging the ideas, words, or work of others, they develop a deeper appreciation for collaborative learning and ethical scholarship.

### **Ways to Promote Academic Integrity**

**Model and Teach Academic Integrity:** Academic integrity should be explicitly modelled and taught during the teaching and learning process. Educators must demonstrate ethical behavior and guide students in understanding its importance.

**Value and Reward the Learning Process:** Emphasize the importance of the learning journey over the final product. Recognizing effort and growth encourages students to engage in academically honest work.

**Encourage Participation and Creativity:** Foster a learning environment where participation and creativity are valued. When students feel their unique ideas are appreciated, they are more likely to produce original work.

**Promote Reflection:** Encourage students to reflect on their learning process. Support them in developing the skills and attitudes needed to complete their tasks in an academically honest manner.

**Integrate Academic Integrity into Induction:** Include a presentation on academic integrity as part of the induction process for students, parents, and staff. This ensures everyone understands the expectations and importance of maintaining integrity from the outset.

**Display Academic Integrity Reminders:** Use posters and best practices to reinforce the principles of academic integrity throughout the school. These visual reminders can help keep integrity at the forefront of the school community.

**Student Involvement in Promotion:** Encourage students to use school softboards to demonstrate their understanding of academic integrity. This not only promotes integrity but also allows students to take ownership of the message.

**Library Support and Training:** The school librarian should present the academic integrity requirements to students and staff. They should also teach citation styles during designated periods in the school timetable, ensuring everyone has the skills to acknowledge sources properly.

**Academic Integrity Pledge:** Require students and parents to read through the academic integrity policy and sign the 'Academic Integrity Pledge' (Refer to Appendix 1). This formal commitment reinforces the importance of maintaining ethical standards.

**Provide Continuous Professional Development:** Offer ongoing professional development for educators on academic integrity. This ensures that teachers are well-equipped to model and teach these principles consistently.

**Incorporate Integrity into Assessments:** Design assessments that encourage originality and discourage plagiarism. Use a variety of assessment methods that require students to apply their knowledge in unique ways.

**Use Technology to Support Integrity:** Utilize plagiarism detection software and other technological tools to help students understand the importance of originality and proper citation.

## RESPONSIBILITIES OF STAKEHOLDERS

At K.R. Mangalam Global School, we view our school as a community where every member is responsible for upholding and promoting academic integrity. The roles of various stakeholders are crucial in fostering an environment of honesty and ethical academic practices.

### Support from the School Management

The Senior Management Team at K. R. Mangalam Global School firmly upholds the academic integrity policy to establish a strong foundation for a culture of ethical practices within the school. To achieve this:

**Professional Development:** The school allocates funds and organizes workshops for teachers and the Librarian, focusing on proper referencing, citing, and acknowledging resources, ensuring all staff are well-equipped to guide students in these critical skills.

**Plagiarism Prevention:** The school invests in advanced **plagiarism detection software, such as 'Turnitin,'** to rigorously check and prevent instances of plagiarism.

**Stakeholder Education and Enforcement:** The school educates all stakeholders—students, parents, and staff—on the procedures for addressing academic misconduct and strictly enforces penalties for those found guilty of malpractice.

**Secure Assessment Management:** The school provides comprehensive support to ensure the safe storage of assessment materials, facilitating the smooth and secure conduct of examinations.

**Compliance with IB Standards:** The school fully supports announced IB inspections during assessments to verify and ensure strict adherence to examination conduct protocols.

**Parental Involvement:** The school strongly recommends that parents provide adult supervision during virtual assessments and participate in viva voce sessions if their child is suspected of any form of malpractice, reinforcing the importance of academic integrity at home.



## **The Role of the Head of School**

The Head of School holds the overarching responsibility for supervising all activities related to the teaching and learning process. This role includes the following responsibilities:

**Develop and Review the Academic Integrity Policy:** Establish practices to develop, effectively implement, and regularly review the academic integrity policy. This policy should serve as a central point for creating a school-wide culture that values honest and ethical academic practices.

**Provide Teacher Training and Support:** Ensure that teachers are provided with effective training opportunities, especially for new staff, to clearly understand the policy and its significance in the school culture. Offer guidance and support to minimize cases of academic misconduct and assist in enforcing rules and investigating incidents.

**Cultivate a Culture of Integrity:** Foster an environment that consistently upholds academic integrity. Ensure that teachers, students, and parents adhere to the school's academic integrity policy and IB regulations, setting a standard for ethical behavior in all academic activities.

**Conduct Examinations and Assessments According to IB Guidelines:** Ensure that all examinations and assessments are conducted in strict compliance with IB guidelines, maintaining the integrity of the assessment process.

**Communicate with Parents:** Establish clear expectations with parents by keeping them informed about the school's practices concerning academic integrity. Regular communication helps reinforce the importance of these values at home.

**Clarify Consequences of Academic Misconduct:** Ensure that teachers, students, and parents understand the importance of academic integrity and are aware of the consequences of engaging in academic misconduct as IB students.

**Implement Plagiarism Detection Tools:** Ensure that the school uses appropriate software, such as Turnitin, to check for plagiarism in student work. Regular monitoring of student submissions helps maintain academic honesty.

**Oversee Programme Coordinators:** Supervise the programme coordinators, who are responsible for investigating reported cases of academic misconduct and notifying the IB according to their procedures. Provide support during any investigations and ensure that the process is transparent and fair.

**Promote Ethical Use of Technology:** Encourage the responsible use of technology among students and staff to prevent academic misconduct. This includes educating

the school community about the ethical implications of using online resources and tools.

**Support Continuous Improvement:** Lead initiatives to continuously improve the school's academic integrity practices. Regularly assess the effectiveness of current strategies and adjust as needed to uphold the highest standards.

**Engage the Broader Community:** Encourage the involvement of the broader school community, including alumni and external partners, in promoting and modeling academic integrity. This helps create a network of support that extends beyond the classroom.

### **The Role of Programme Coordinators**

As pedagogical leaders, Programme Coordinators play a critical role in managing academic integrity incidents and ensuring that the school's academic environment aligns with IB standards. Their responsibilities include:

**Align and Review the Academic Integrity Policy:** Ensure that the school's Academic Integrity policy is fully aligned with IB expectations and undergoes regular review to stay current with any changes in IB regulations.

**Communicate IB Requirements:** Ensure that all teachers and students are well-informed about IB requirements concerning academic integrity. Provide easy access to the school's Academic Integrity policy, as well as other relevant IB regulations and guides.

**Resource Management:** Coordinate with school management to secure a budget that maintains resources necessary for upholding academic integrity. This includes funding for teacher training, library resources, policy printing, plagiarism detection software, and other necessary tools.

**Coordinate Assessment Calendars:** Collaborate with IB teachers to establish an internal calendar that aligns all due dates for the receipt and submission of candidates' assessment materials, ensuring a smooth and organized assessment process.

**Oversee IB Examinations:** Coordinate the conduct of IB examinations within the school, ensuring that both candidates and invigilators are fully informed about examination regulations, whether written or on-screen. Maintain compliance with the secure storage of confidential IB materials and ensure that no information is shared inappropriately among staff or students before, during, or after exams.

**Promote Academic Integrity as a Core Value:** Cultivate an understanding of academic integrity as part of a larger set of values that promote lifelong learning. Regularly

organize meetings, awareness campaigns, and training programs to foster a two-way dialogue among staff, students, and parents.

**Embed Good Academic Practices in Teaching and Learning:** Work with teachers to ensure that good academic practices are thoroughly integrated into the teaching and learning process, equipping students with the necessary skills to demonstrate academic honesty in their work.

**Clarify Academic Misconduct:** Clearly explain what constitutes academic misconduct and outline the consequences that follow such actions. Make this information readily available to all stakeholders.

**Respond to Academic Misconduct:** Act as the primary point of contact for receiving and addressing cases of academic misconduct. Inform school administration and the IB as appropriate. For examination-related incidents, whether written or on-screen, report the incident to the IB within 24 hours.

**Distribute and Reinforce Policy Understanding:** Ensure that teachers, students, parents, and legal guardians have access to, read, and understand the school's Academic Integrity policy and relevant IB programme regulations.

**Promote Visibility of Academic Integrity:** Ensure that Academic Integrity Posters and related materials are prominently displayed in classrooms and throughout the school, reinforcing the importance of these principles to all stakeholders.

**Support Continuous Improvement:** Continuously evaluate and improve academic integrity practices within the school, staying responsive to new challenges and ensuring that the school remains a model of ethical academic behavior.

Here's a revised version of the section outlining the role of teachers in promoting and managing academic integrity:

### **The Role of Subject-Facilitators**

Teachers play a pivotal role in promoting academic integrity by ensuring that students understand and adhere to the principles of honest and ethical academic behavior. Their responsibilities include:

**Deep Understanding of Policies and Guidelines:** Maintain an in-depth knowledge of IB regulations, school policies, and subject guides to provide accurate support and guidance to students.

**Clear Expectations and Guidance:** Set clear expectations for assignments and provide students with explicit guidance on how to correctly cite sources. Allocate specific time

for teaching these skills, such as weekly sessions, library hours, and subject-specific lessons.

**Emphasize the Value of Integrity:** Discuss the importance and benefits of submitting assignments that are correctly referenced, reinforcing the value of academic integrity in scholarly work.

**Model Honest Practices:** Ensure all materials shared with students (e.g., handouts, presentations) are correctly referenced, setting an example of proper academic conduct.

**Design Integrity-Focused Assignments:** Create assignments that minimize opportunities for academic misconduct by requiring original thought and analysis.

**Regular Engagement and Feedback:** Engage regularly with students during learning activities, providing opportunities for collaborative and evaluative interactions. Encourage and reward practices that demonstrate academic integrity, integrating these values into the teaching and learning process.

**Collaborative Planning:** Work closely with other teachers, including specialist teachers, to align expectations and strategies for promoting academic integrity across all teaching, learning, and assessment practices.

**Age-Appropriate Expectations:** Set and communicate age-appropriate expectations regarding references, citations, quotations, and paraphrasing, ensuring students understand what is required at their level.

**Model Academic Honesty:** Demonstrate academically honest practices in the creation of teaching materials, ensuring that any images, texts, or other resources used are properly cited.

**Support Time Management:** Assist students in creating their own timelines for assignment submissions, allowing for drafts to be submitted and reviewed well before the final deadline. This helps students manage their workload and maintain academic integrity.

**Highlight the Learning Process:** Emphasize that the process of learning is as important as the final product, encouraging students to value their personal development over simply achieving a good grade.

**Assess Understanding of Integrity:** Regularly assess students' understanding of academic integrity and create a supportive environment that encourages the practice

of good academic habits. Consider students' prior experiences and tailor support accordingly.

**Engaging Learning Objectives:** Establish clear and engaging learning objectives and assessment practices, providing opportunities for individual evaluation to avoid negative social comparisons or performance pressures.

**Verify Authenticity of Student Work:** Use professional judgment to verify that work submitted by students is authentic and adheres to IB guidelines. Utilize tools such as Turnitin and other plagiarism detection services to ensure academic integrity.

**Report Misconduct:** Promptly report any suspected cases of academic misconduct to the Programme Coordinator or relevant school authority and support subsequent investigations.

**Proper Submission of Student Work:** Ensure that student work is appropriately submitted to the IB, following all required procedures.

**Maintain Examination Integrity:** Teachers must not share or request information from students or colleagues who have already taken an exam, ensuring that the examination process remains fair and unbiased.

**Teach and Reinforce Integrity Policies:** Equip students with a thorough understanding of the IB and school Academic Integrity policies, including the IB Guide to Effective Citing and Referencing. Provide support for internal assessments without overstepping into excessive intervention.

**Avoid Undue Assistance:** Teachers must avoid providing rigid templates or excessive guidance that could stifle student creativity or lead to inauthentic submissions. Ensure that student work remains their own and reflects their personal learning journey.

## **The Role of the Students**

Students play a crucial role in upholding academic integrity within the school community. They are expected to actively support the efforts of programme coordinators, teachers, and peers by adhering to the following responsibilities:

**Understand and Adhere to Policies:** Students must have a thorough understanding of the school's Academic Integrity Policy, subject-specific guidelines, and IB regulations. They are expected to abide by these policies in all academic activities.

**Learn and Apply Proper Citation:** Students should understand what constitutes plagiarism and take proactive steps to learn effective citing and referencing techniques to ensure their work is academically honest.

**Honest Completion of Work:** Students must complete all assignments, tasks, examinations, and quizzes honestly and to the best of their abilities. This includes individual coursework, group assessments, and any collaborative assignments.

**Proper Attribution:** Students are required to duly cite and reference all sources used in their work, whether in written, oral, or artistic formats. This also includes acknowledging any help or support received during the completion of their work.

**Avoid Non-Permitted Assistance:** Students should refrain from seeking or accepting non-permitted assistance in completing or editing their work. This includes help from friends, relatives, other students, private tutors, essay writing services, copyediting services, pre-written essay banks, or file-sharing websites.

**Respect Peer Integrity:** Students must abstain from giving undue assistance to peers that could compromise their academic integrity. This includes sharing completed work or providing unauthorized aid.

**Responsible Use of Digital Resources:** Students should use the internet and social media platforms responsibly, ensuring that all online interactions and information sharing align with the principles of academic integrity.

**Active Participation in Group Work:** In collaborative projects, students should be mindful of their own contributions and acknowledge the efforts of their peers. Respectful and ethical collaboration is key to maintaining academic integrity.

**Seek Guidance:** When uncertain about any aspect of their work, students should take ownership of their learning by actively seeking guidance from teachers or coordinators.

**Original Communication of Knowledge:** Students are expected to communicate their knowledge in their own words, summarizing key understandings from various sources without resorting to copying.

**Develop Approaches to Learning:** Students should continuously develop their approaches to learning, including self-management, social, communication, thinking, and research skills, across all units of inquiry.

**Exemplify the IB Learner Profile:** In all academic practices—whether in-class work, homework, group activities, or assessments—students should embody the attributes of the IB learner profile, ensuring their work reflects their own efforts.

**Authenticity in Summarizing Content:** When using audio-visual materials or other sources, students should summarize the information in their own words to demonstrate genuine understanding.

**Sign Academic Integrity Pledge:** Every student at K.R. Mangalam Global School is required to sign the Academic Integrity Pledge (refer to Appendix 1). This pledge is also shared with parents through the Programme Handbook.

**Present with Integrity:** When presenting information in assemblies, gatherings, presentations, and exhibitions, students should ensure all sources are properly cited and credited.

**Collaborate on Essential Agreements:** Students should actively participate in developing and sharing classroom essential agreements on academic integrity, reinforcing a shared commitment to ethical practices.

**Adhere to Examination Conduct:** Students must have a clear understanding of the school's and IB's expectations regarding the conduct of written or on-screen examinations. They should adhere to ethical practices and avoid any actions that could compromise the integrity of the exam process.

**Maintain Confidentiality:** Students should not pass on or request information from peers who have already taken an exam, as this undermines the fairness of the assessment process.

**Use of Artificial Intelligence tools:** Students will use their own language, creativity, ideas and expression to complete their work. If they copy someone else's ideas or use any AI tool like ChatGPT, Bard, Dall E, to name a few, it should be acknowledged in the document.

## **Essentials for Acknowledging Sources**

At our school, we adhere to the MLA 8 style of referencing. While students are not expected to master all aspects of this style, they are required to demonstrate consistent and accurate acknowledgment of all sources used in their work. This practice is crucial for maintaining academic integrity and ensuring that original authors and creators are properly credited.

**Clear Identification of Borrowed Material:** It is essential to make clear which words, ideas, images, and works are not your own. This includes text, maps, charts, musical compositions, movies, computer source codes, artwork, and any other material that is derived from another source.

**Proper Attribution for All Types of Material:** Students must give credit for any material that is copied, adapted, or paraphrased from another source. This includes both direct quotations and ideas that have been reworded.

**Marking the Beginning and End of Borrowed Text:** When incorporating text from other sources, clearly indicate where the borrowed material begins and ends. Use quotation marks for direct quotes and provide in-text citations for paraphrased content.

**Consistent Citation Across Text and Bibliography:** All sources cited in the text must also be listed in the bibliography (or reference list/list of works cited). Likewise, every source listed in the bibliography must be cited within the text. This ensures consistency and transparency in acknowledging sources.

**Citation of Non-Textual Sources:** When using non-textual sources such as images, charts, or videos, students must ensure that these materials are properly cited both within the text and in the bibliography. This includes providing appropriate credit for visual and multimedia content.

**Avoiding Plagiarism Through Accurate Referencing:** Proper referencing is key to avoiding plagiarism. Students should ensure that their work is free from any form of academic dishonesty by accurately citing all sources of information and inspiration.

**Use of In-Text Citations:** Students should make use of in-text citations whenever they refer to ideas, data, or quotes from other sources. This practice not only gives credit to the original author but also allows readers to trace the source of the information.

**Acknowledgment of Collaborative Efforts:** When working in groups or receiving assistance from others, students should acknowledge the contributions of all collaborators. This includes recognizing any help received during the research and writing process.



**Consistent Application of MLA 8 Guidelines:** While students are encouraged to become familiar with MLA 8 guidelines, they are particularly expected to consistently apply the basic principles of this referencing style in all their academic work. This includes following the correct format for citations and bibliography entries.

**Use of Citation Tools:** Students are encouraged to use citation tools and resources, such as citation generators or library guides, to help ensure that their references are accurate and complete. However, they should always double-check these tools for accuracy.

**Ethical Use of Information:** Beyond just avoiding plagiarism, students should strive to use information ethically. This includes respecting the intellectual property rights of others and understanding the importance of giving credit where it is due.

## **The Role of Parents or Legal Guardians**

In supporting the school's commitment to academic integrity, parents and legal guardians play a crucial role in fostering an environment that upholds honesty, responsibility, and ethical behavior. They are expected to:

**Understand and Uphold School Policies:** Parents should thoroughly read and understand the school's policy on academic integrity, along with relevant IB regulations and guidelines. This knowledge should be actively discussed with their child to reinforce its importance.

**Model Ethical Behavior:** Act as role models by demonstrating integrity and ethical behavior in daily life. This sets a powerful example for children to follow, emphasizing the importance of honesty in both academic and personal contexts.

**Support the School's Academic Integrity Philosophy:** Actively support and reinforce the school's philosophy regarding academic integrity at home. This includes promoting the values of honesty, fairness, respect, and responsibility in all academic endeavors.

**Communicate the Value of Ethical Conduct:** Engage in regular discussions with their child about the significance of moral and ethical behavior, especially in academic work. Highlight the long-term benefits of integrity in building character and trust.

**Encourage Originality and Independence:** Motivate and support students to produce original work, limiting adult involvement to a level that is appropriate and constructive. Encourage children to seek guidance and support from teachers whenever necessary, fostering independence and self-reliance.

**Promote Effective Time Management:** Assist students in developing effective time management skills by helping them plan their work schedules wisely. This helps reduce the temptation to engage in academic misconduct due to last-minute pressures.

**Respect Boundaries in Academic Assistance:** Support your child's academic efforts, but refrain from editing, typing, or completing their work in any way that crosses into academic dishonesty. Encourage them to take ownership of their assignments.

**Engage in Constructive Dialogue with the School:** Maintain open and constructive communication with schoolteachers and administrators regarding academic integrity. Share insights and contribute to upholding the school's values and standards.

**Submit Authentic Documentation:** When submitting evidence to support requests for inclusive access arrangements or adverse circumstances considerations for their children, ensure that all documentation is genuine and authentic. This maintains the integrity of the process.

**Seek Clarity on Academic Misconduct:** Proactively seek clarity on what constitutes academic misconduct and the potential consequences. Understanding this helps parents guide their children in making ethical decisions and avoiding practices that could lead to academic dishonesty.

**Foster a Growth Mindset:** Encourage a growth mindset in your child by focusing on the value of learning and personal improvement rather than solely on grades. This can reduce the pressure to engage in unethical practices in pursuit of higher marks.

**Collaborate with the School Community:** Participate in school events, workshops, or meetings that address academic integrity, showing commitment to the school's educational mission and reinforcing the shared responsibility for maintaining a culture of integrity.

## 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/](http://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 200

## Progressive expectations from the students

PYP	<ul style="list-style-type: none"> <li>• Give credit to people when working in groups</li> <li>• Record the author(s), title, publisher and date of publication</li> <li>• For interview: record the name, address, role of the person and the date of the interview</li> <li>• While conducting an experiment: record the equipment and method used, the results and conclusions</li> <li>• For an art piece: record the title, artist and reference (museum, recording) if appropriate</li> <li>• Quotation marks</li> <li>• Anywhere the students research and use others' ideas or information. (Class tasks Presentations Culminations PYP exhibition)</li> </ul>
MYP 1	<ul style="list-style-type: none"> <li>• Alphabetical order Author</li> <li>• Title; Publisher</li> <li>• Date of access if no date for the resource</li> <li>• Correct Capitalization.</li> <li>• URL</li> <li>• Attempts to cite in text quotations</li> <li>• Anywhere the students research and use others' ideas or information</li> </ul>
MYP 2	<ul style="list-style-type: none"> <li>• Alphabetical order Author</li> <li>• Title</li> <li>• Publisher</li> <li>• Date of access if no date for the resource</li> <li>• Correct Capitalization</li> <li>• punctuation marks</li> <li>• URL Correct format for the type of the resource Focus on Books with one and two authors</li> <li>• Attempts to cite in text quotations</li> <li>• Attempts in text referencing for paraphrasing.</li> <li>• Anywhere the students research and use others' ideas or information.</li> </ul>
MYP 3	<ul style="list-style-type: none"> <li>• Alphabetical order Author</li> <li>• Title</li> <li>• Publisher</li> <li>• Date of access if no date for the resource</li> <li>• Location</li> <li>• Correct Capitalization</li> <li>• URL</li> <li>• Correct format for the type of the resource Correct for matting of the Works Cited &amp; paper- typeface, line spacing, indentation, punctuation, page numbering</li> <li>• Headings Focus on Books with multiple authors</li> <li>• Correct in text citation of quotations</li> </ul>

	<ul style="list-style-type: none"> <li>• Attempts in text referencing for paraphrasing.</li> <li>• Attempts correspond in text citations with works cited entries anywhere the students research and use others ideas or information.</li> </ul>
MYP 4	<ul style="list-style-type: none"> <li>• Alphabetical order Author</li> <li>• Title</li> <li>• Publisher</li> <li>• Date of access if no date for the resource; Location; Correct Capitalization</li> <li>• URL</li> <li>• Correct format for the type of the resource Correct for matting of the Works Cited &amp; paper typeface line spacing, indentation, punctuation, page numbering headings</li> <li>• Annotated bibliography</li> <li>• Correct in text citation of quotations</li> <li>• Correct in text referencing for paraphrasing</li> <li>• In text citations correspond with works Cited entries. All assignments where research and the use of others' ideas and information takes place.</li> </ul>
MYP 5	<ul style="list-style-type: none"> <li>• Alphabetical order Author</li> <li>• Title</li> <li>• Publisher</li> <li>• Date of access if no date for the resource</li> <li>• Location</li> <li>• Correct Capitalisation</li> <li>• URL</li> <li>• Correct format for the type of the resource</li> <li>• Correct for matting of the Works Cited &amp; paper type face line spacing, indentation, punctuation, page numbering, headings Title page</li> <li>• Attempt at an Abstract</li> <li>• Annotated Bibliography Visible evidence in the personal project</li> <li>• Correct in text citation of quotations</li> <li>• Correct in text referencing for paraphrasing</li> <li>• In text citations correspond with Works Cited Entries</li> <li>• All assignments where research and the use of others' ideas and information takes place - personal project, e-portfolios</li> </ul>
DP/CP	<ul style="list-style-type: none"> <li>• Alphabetical order Author</li> <li>• Title</li> <li>• Publisher</li> <li>• Date of access if no date for the resource</li> <li>• Location</li> </ul>

	<ul style="list-style-type: none"> <li>• Correct Capitalisation</li> <li>• URL</li> <li>• Correct format for the type of the resource Correct for matting of the Works Cited &amp; paper -typeface line spacing, indentation, punctuation, page numbering, headings</li> <li>• Title page</li> <li>• Able to write an abstract where required</li> <li>• Annotated bibliography wherever applicable</li> <li>• Correct in text citation of quotations Correct in text referencing for paraphrasing</li> <li>• Correct in text referencing format. In text citations correspond with Works Cited Entries. All assignments where research and the use of others' ideas and information take place. This includes Research projects, Extended Essay, Internal assessments etc.</li> </ul>
--	--

### **Investigating Academic Misconduct**

The school is committed to thoroughly investigating every reported violation of the academic integrity policy. The responsibility for upholding this policy lies with the Head of School and respective Coordinators, who will be supported by teachers and other administrators in conducting investigations.

When an offence or transgression is identified by the investigating administrator, teacher, or committee, appropriate consequences will be enforced. In cases of inadvertent first offences, the consequences may be limited to a warning, detention, and/or a note in the student's file. However, more serious or repeated offences will result in stricter penalties, ranging from failing grades to temporary suspension or, in cases of persistent misconduct, permanent expulsion.

The school, in alignment with the **IB's zero-tolerance stance on malpractice**, is unwavering in its commitment to maintaining academic integrity. Every instance of malpractice will be diligently recorded and reported by the staff to the Head of School, ensuring that the integrity of the academic environment is preserved.

## Dealing with Malpractices and Academic dishonesty

**First Warning:** The student receives a formal warning and is required to attend two sessions with the school counselor and one session with the librarian to fully understand the nature and implications of academic misconduct. If the misconduct involves an assessment, no grade will be awarded for the specific piece of work.

**Second Warning:** The student receives a written warning and must participate in two sessions each with the counselor and librarian. This is to ensure a deeper understanding of academic misconduct. If the incident involves an assessment, no grade will be awarded for the entire assignment.

**Third Offense:** The student is issued a red card, indicating a serious violation. They are required to attend two sessions with the counselor and two with the librarian. As with prior incidents, no grade will be awarded for the entire assignment if it is part of an assessment.

### Types of Infringements

<b>Duplication of Work</b> Presentation of the same work for different assessment components or subjects. Partial reuse of materials; penalties will be applied to both subjects with reused materials.
<b>Plagiarism</b> Copying external sources. Between 40-50 consecutive words and incomplete acknowledgement of copied source(s).
<b>Peer plagiarism</b> Copying work from another student. Between 40-50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).
<b>Peer plagiarism</b> Students lending or facilitating their work. Students shared their work before during an assessment without being aware that their work is copied or took no steps to prevent their work being copied or actively encouraged the copying of their work.
<b>Collusion</b> Coursework only and when working collaboratively. Work of students has similarities and/or identical sections.
<b>Inclusion of inappropriate, offensive, or obscene material</b>
<b>Falsification of Data</b> Presentation of work based on false or fabricated data.



**Actions by the IB Regarding Academic Misconduct** (as outlined in the publication 'Academic Integrity, IB 2019'):

**Investigation Requirement:** The school is required to conduct a thorough investigation into any suspected academic misconduct. This includes gathering statements from all parties involved and providing the IB with any relevant documentation related to the case.

**Assessment Consequences:** If the work submitted for IB assessment contains plagiarized content or fails to meet the subject guide requirements, the following actions will be taken:

- For internally assessed components, the work will be awarded an "F" on the IB internal assessment mark entry system.
- For externally assessed components, such as the extended essay or Theory of Knowledge essay, the work will be marked as a non-submission. As a result, the student will not be eligible for a final grade in the subject concerned.

**Penalties for Confirmed Misconduct:** If an internal panel or the Final Award Committee confirms a case of academic misconduct, a penalty will be applied to the subject(s) involved. The severity of the penalty will be proportional to the seriousness of the incident. For further details on penalties and retake opportunities, please refer to the penalty matrices in the appendices of 'Academic Integrity, IB 2019.'

**Post-Result Investigation:** If substantial evidence of academic misconduct is discovered after a student's results have been issued, the IB has the right to conduct an investigation. This can occur, for example, through the enquiry upon results process. If misconduct is established, the student's grade for the affected subject(s) may be withdrawn, which could also lead to the withdrawal of their IB award. Students will be required to return their certificates, and the IB will issue new documentation reflecting the revised results.

**Retake Decisions:** The IB will determine whether a student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake may occur. Typically, the following options are available for students penalized for academic misconduct:

- A retake in six months, depending on subject availability.
- A retake in 12 months.
- No retake allowed, with the award of grades only in subjects not affected by the incident.

## **Guidelines for the Ethical and Responsible Use of AI Tools in the IB Curriculum**

The International Baccalaureate (IB) curriculum emphasizes the importance of academic integrity, critical thinking, and responsible use of technology. While there isn't a specific, universally published IB stance on the use of AI tools like ChatGPT as of my last update, the general principles of the IB can guide how these tools should be used.

**Academic Integrity:** The IB places a strong emphasis on academic integrity. Any use of AI tools like ChatGPT must be in line with the principles of honesty and authenticity in academic work. Students are expected to produce original work and must clearly attribute any external assistance, including input from AI tools.

**Responsible Use of Technology:** The IB encourages the use of technology to enhance learning but expects students to use it responsibly. This means that while students can use tools like ChatGPT for research, brainstorming, or as a learning aid, they must avoid using it to complete assignments in a way that undermines their own understanding and skill development.

**Citing AI Tools:** If students use ChatGPT or similar AI tools to generate content, ideas, or even help with structuring their work, they should cite this use properly, much like they would any other source. This transparency is key to maintaining academic integrity.

**Critical Thinking and Evaluation:** The IB curriculum encourages students to develop critical thinking skills. When using AI tools like ChatGPT, students should critically evaluate the information and ideas generated, ensuring that they align with the academic standards and objectives of their coursework. Blindly accepting AI-generated content without scrutiny would not be in line with the IB's educational goals.

**Teacher Guidance:** Teachers in IB programs are likely to provide guidance on how AI tools can be appropriately integrated into learning. This might include discussions on the ethical implications, the limits of AI-generated content, and strategies for using these tools to support rather than replace critical thinking and creativity.

The use of ChatGPT within the IB curriculum is likely to be viewed as acceptable when it supports learning and adheres to the principles of academic integrity and responsible technology use. Students are encouraged to use such tools as aids rather than substitutes for their own thinking and to ensure that any use of AI in their work is properly cited and critically evaluated.

\*\*\*\*\*

## **Bibliography**

The school policy has been reviewed and updated as per the norms of academic integrity policy updated by IB in March 2023.

International Baccalaureate Organisation 2011. *Academic Honesty: Guidance for Schools*. Geneva: The International Baccalaureate Organisation.

Initial Committee: Head of School, PYP Coordinator, MYP Coordinator, Diploma Programme & Career-Related Programme Coordinator

“Academic Integrity Policy - International Education.” *IBO*, *IBO*, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>.