ADANI INTERNATIONAL SCHOOL ACADEMIC HONESTY POLICY

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 organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Adani International School Vision & Mission

Vision Statement

We are committed to providing state-of-the-art education infrastructure consistent with evolving global educational trends that inspires children to be nation-builders pushing India's global ambitions.

Mission Statement

To be the leading Indian school that provides a global learning experience with educational application that is future ready.

ADANI INTERNATIONAL SCHOOL ACADEMIC HONESTY POLICY

1. OVERVIEW OF ACADEMIC INTEGRITY POLICY:

1.1 Purpose:

Academic integrity policy is to inculcate a set of values that promotes good practices in teaching, learning and assessment. To ensure that our school procedures for this practice are transparent, fair, and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes misconduct, and what actions are to be taken if there are transgressions. It is expected that every member of the school adheres to the principles of integrity. Policy provides guidelines which enable the students to produce authentic work and provide an environment free from malpractices.

1.2 Policy: The school is committed to encourage the stakeholders to act responsibly. students to practice high academic integrity standards at school, home and during examination. Students produce authentic work in terms of original ideas and appropriate acknowledgement of resources used.

1.3 What is academic Integrity?

Academic integrity is the expectation of the stakeholders to follow ethical culture, academic practices, principles and act in responsible way to produce authentic work and build trust as an individual.

1.4 Objectives:

- To maintain honesty and develop the ethical culture among the school community.

- To enable the students to produce authentic work.

- To acknowledge and reference the work of others when used.

- To maintain the fairness for all students and provide equal opportunity to flare.

- To provide guidance to develop academic integrity among the school community.

- To develop self-esteem and leadership qualities among students.

- To manage the incidents of student academic misconduct and malpracticecases.

1.5 Expectation:

It is expected that all learners demonstrate integrity and honesty in all academic writings, acting in a fair, honest, responsible, and ethical way in all academic work. It is expected to apply these values while doing own work as well as when engaged with others in collaboration.

2. ACADEMIC MISCONDUCT OR MALPRACTICE:

2.1 Understanding academic misconduct or malpractice:

IB defines academic misconduct as a deliberate or inadvertent behaviour which results in the student or anyone else gaining an unfair advantage in assessment or any otheracademic work produced.
School follows zero tolerance towards academic misconduct. In case of malpractice detection, school will investigate the incidence thoroughly and deal with it accordingto policy guidelines.

2.2 Examples of academic misconduct:

- **Plagiarism:** Representing other's work as candidate's own without appropriateacknowledgement or violates copyright.

- **Collusion:** Supporting malpractice by another candidate or allowing others to copy one's work to be copied or submitted for assessment by another.

- **Duplication of work:** Submitting the same work for different subjects or different assignments.

- **Misconduct during examination:** taking unauthorized material into examination room (or) copying from another student (or)any attempt to distract another student (or) disrupt examination (or) not following the set rules for examination.

- **Interfering:** Stealing or misusing project reports, computer files or librarymaterial.

- **Sabotage:** Deliberately damaging the work done by co student in order to prevent them from completing or submitting the work.

- Altering grades given by the teacher.

2.3 Misconduct during Examination:

- Carrying unauthorized materials or items to the examination room which may include but are not limited to: mobile phones/notes/study guides/ candidates own rough paper or scratch paper/ prohibited electronic devices such as smart watches or smart glasses.

- Exchange, attempting to passing information related to the examination.

- Communicate with the other candidates inside the exam room.

- Distracting other candidates during examination.

- Fails to comply with the instructions of the invigilator or any authorized person conducting examination.

- Disclosing or discussing the external content of any examination paper within or outside school community within 24 hours after the examination.

3. CREATING A CULTURE OF ACADEMIC INTEGRITY:

School provides supportive environment to inculcate ethical work habits. The school designs strategies to develop good academic practices and understand the importance of academic integrity and the role that this principle has in IB education.

3.1 ACADEMIC INTEGRITY IN PYP

The Learner Profile and the attitudes are the basis for the development of academic integrity hour students. Thus, students must

- take responsibility for their own work.
- work individually unless otherwise instructed.
- recognize the difference between individual work and group work.
- give credit to other people working in the group.
- not copy other people's work.
- reference sources according to agreed-upon (age-appropriate) bibliographicformats for each grade.
- use information technology and library resources responsibly.

3.2 Interpreting the attributes of the Learner Profile:

Academic honesty is part of being "principled", a learner profile attribute where learners strive to "act with integrity and honesty", with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Learners take responsibility for their actions and their consequences.

- **Principled:** Learners strive to be principled in following timelines, submissions, citing & acknowledging sources, and resources, being authentic and original and owning responsibility towards learning and assessments.

- **Open minded:** Learners to be open minded in accepting multiple perspectives, collaboratively work with others and open to new ideas while working/ playing in a group and team.

- **Thinker:** Learners to develop a culture of thinking critically, creatively, analytically and logically to understand ideas and explore new ideasinstead of depending or borrowing on or from sources.

- **Courageous:** Learners are to be encouraged to explore, innovate, create, and act in different learning contexts and be able to give critical and insightful evaluation of sources.

- **Communicator:** Learners to be empowered to express ideas and thoughts clearly, confidently, and creatively while acknowledging sources or giving due credit to the support taken.

- **Knowledgeable:** Learners to be groomed to be knowledgeable with a purpose and responsibility to extend and share their knowledge in the world. To this effect, school is responsible to instill the values of learning and promoting learning.

- **Inquirers:** Learners to be independent and lifelong inquirers, be ready to always learn from different people, places and give due credits to sources.

- **Caring:** Learners to be compassionate, empathize and respect others and make a positive difference in their lives and lives of others around them.

- **Balanced:** Learners to understand the importance of balancing

intellectual, physical, and emotional wellbeing and recognize the interdependence with other people and with the world in which we live and work.

- **Reflective:** Learners to Identify their own strengths, weaknesses and what they can do at different stages of learning and consider your ideas and experience thoughtfully.

3.3 Support given from school to students:

Orientation by PYP coordinator along with home room teacher with students and parents regarding the policy and impact on students in case of breach of the policy. Students and parents are made aware, how the malpractice will be investigated and consequences if found guilty of malpractice.
Support of school librarian in terms of guidance of research, citation, and navigationthrough resources.

3.4 Approach to Academic Integrity in the PYP:

There is no academic consequence for students until 4th grade. Students are taught to read text for information. They are given the opportunity to express opinion and distinguish it from facts. Students acknowledge information collected by interacting with others or referring the sources. Sessions by librarian to organize research and the citation method. Simple format for bibliography is shared. The homeroom teacher or PYP Coordinator takes them through academic integrity policy. PYP 5 students and parents read the academic Integrity Policy. They take an oath and sign the Academic Integrity Declaration Form,

- Incidents of misconduct to be first discussed with the students by the teacherand PYPC.
- Students have the opportunity to correct the error.
- A reflective session, if needed before reporting to administration and parents.
- Age-appropriate consequences will be administered keeping in mind thesensitivity of the emotional and psychological factors.

Remedial Action:

- Any action taken consequently to dishonesty should be carefully monitored and the student should be guided to follow the right practices.

- A time centric and assisted work should be the way forward till the student gainsconfidence in producing original work.

3.5 ACADEMIC INTEGRITY IN MIDDLE SCHOOL AND SENIOR SCHOOL

- Students will be aware of assessment guidelines and procedures.
- Students are aware of documents published by IBO and CAIE pertaining to academic integrity.
- Students will abstain from acting in a way that gives him/her an unfair advantage over others.
- Students follow specific conventions like citation, note making, maintaining bibliography to avoid plagiarism.
- Develop self - management skills and submit all assignments and assessments within the deadline.

- Students are educated on using AI tools for instance it is encouraged to ask research question or provide prompts to research rather than looking for essay title.

4. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS:

4.1 The School Responsibilities:

- Arranges the training for librarian and teachers to equip in guiding the studentsfor academic integrity.

- All stake holders (teachers, students, and parents) are aware of the policy inplace and understand the implications.

- Display of policy in visible areas like school notice board, library, and school website.

- Arranging the orientation for parents and students about the policy by Diploma program coordinator/Vice Principal.

- Ensure that a safe environment is provided for students to follow academicintegrity policy.

- Make availability of plagiarism detection software like Turnitin.

- Providing orientation to students on examination code of conduct and sharing document.

- Providing training for teachers on invigilation.

- Provide counselling to defaulters keeping the parents in loop.

4.2 The Librarian Responsibilities:

- Takes session on orientation towards policy.

- Teach and train research skills and reference skills.

- Training session for teachers with academic integrity practices and referenceskills.

- Update the stakeholders with the latest information on reference skills and otherrelevant information.

4.3 The Teacher's Responsibilities:

- Teachers model academic integrity in their own work and instill the subjectspecific required skills.
- Update about referencing styles and methods of academic integrity.

- Cite sources and acknowledge the ideas of others in teaching material.

- Give clear instructions to students regarding the task and academic integrity expectation. Timeline is set in such a way that students submit full draft, wherever applicable, prior to the final deadline. This practice give the teachers opportunity to detect instances of malpractice if any.

- Explicitly give opportunities to students for practicing academic integrity.

- Planning age appropriate and time manageable tasks.

- Teachers go through the submissions critically, looking for changes in writing style, the usage of error - free passages, or inclusion of information highly technical nature which is likely to be beyond the scope of understanding.

- Teachers look for familiar sentences and sections that may be taken from textbooks and presented as student's own ideas.

- Teachers will where possible, conduct all summative assessments during scheduled time under direct supervision.

- Reinforce academic integrity by providing detailed feedback for assessmenttools like projects, essays, reports, quizzes.

- Use plagiarism detection software as a tool to help students develop

academicintegrity.

- Act/report to appropriate member of school leadership team when breach ofacademic integrity by student is observed.

4.4 Students Responsibility:

- Need to practice academic integrity.
- Be aware of the consequences of malpractice.
- Follow the given deadlines. Submit their own authentic work.
- Understanding the task requirements and using the appropriate sources forresearch and acknowledging the same.
- Take accountability of their own work and they accept the consequences ifacademic misconduct is detected.
- Acknowledge the ideas or work taken from the references.
- Use MLA 9- Modern Language Association Referencing style/any other format d e c i d e d by school as standard reference style for all the school assignments.
- In case of uncertainty about referencing, students will seek the help of teacher or librarian.
- Cooperate with teacher if questioned about the integrity of the submitted work.
- Maintains all evidence like mind map, draft, reference sources etc. in support offinal submission.
- Sign an agreement with the school academic integrity policy.

4.5 Parent's Responsibility:

- They understand the requirements of the program, go through the academicintegration policy.
- They are aware of what is expected of their children.
- Be aware that the ideas or work given by tutor or family members or usingonline apps like google translator is treated as plagiarism.
- Create an environment for authentic submission of work from their children andrefrain from giving undue support.

5. DEVELOPING ACADEMIC INTEGRITY:

Academic integrity policy is made available to all stakeholders i.e., teachers, students, and parents. Once the students are admitted, at the beginning of the academic year, students are taken through academic integrity policy of the school. Students along   with parents are oriented with the policy. They read, understand, and sign the policy. Librarian conducts a session with students on general guidance, dos and don't and   citation methodology. The librarian ensures that students are trained to locate, evaluate, and use the collected

information by following the decided citation skills. Students are taught to cite the reference material, paraphrase properly by providing spcific examples. They are shared with suitable material. Students are given tasks with specific guidelines, and they are encouraged to develop and express their own ideas. Students are clearly explained with the differences between collaboration and collusion. Identification of subject specific areas with academic integration skill requirements. Their tasks are provided with detailed annotation along with feedback on academic honesty practice along with marking the assessments. Follow up task is assigned and provided with counselling to student in case of identification of malpractice. Students are educated on usage and citation of AI tools. For instance if AI-generated text, image or graph included has been copied from such software, then , software must be credited in the body of the text and appropriately referenced in the bibliography.

6. CONSEQUENCES OF ACADEMIC MISCONDUCT:

6.1 Internal assessment and assignments:

First violation:
Student is made to understand the consequences, teacher restate the academic integrity policy. Incidence will be documented. Chance to submit the work again.

Second violation:
Meeting with program coordinator. Undertaking the written statement from student. Information to parents. Awarding zero to the submitted work.

Further violation:

Parents and student meet the principal and other leadership team members. They accept the decision taken by team members.

6.2 Examination misconduct:

It includes cheating (copying from other student/allowing to copy another student/possessing unauthorized material/carrying written/printed material/writing on the body/clothes. Carrying electronic gadgets like smart watches/misuse of electronic devices like calculators.

6.3 Examinations(internal):

First violation:

Invigilator writes remark on the answer script, student gives explanation. Reduction of marks by 10%. Parents are communicated.

Second violation:

Invigilator submits detailed report of incidence along with the evidence and explanation from student. Report is submitted to coordinator. Communicated with parents. Student will be awarded zero for that paper.

Further violation:

Parents meet the principal and the decision taken by the principal and leadership team is accepted.

6.4 Eexaminations(external):

Incidence report is documented and informed to the board. Will accept the decision given by the concerned authority.

7.Links with other policies: The academic integrity policy works in tandem with other policies.

7.1 Language policy:

The school offers choice of additional language Hindi and Gujarati from the age of 6. Timely feedback on assessments is shared with students and parents, which promotes in devising future learning strategies.

7.2 Inclusion policy:

The students with differential needs are expected to act in a way that is honest, fair, respectful, and responsible in their academic work, in spite of various accommodations and access arrangements. The school provides Special Education Need support, SEN educators identify and support the students by Implementing the Individual Education Plans(IEP) and assessments are based on these IEPs.

7.3 Assessment Policy:

The main objective of assessment policy is to provide progress, performance, effort, and achievement, through fair and comprehensive feedback, observations, and evaluations. Assessment integrity is maintained through the implementation of various strategies while conducting internal and external assessments, to abide by expectations of academic integrity.

7.4 Admission Policy:

The cancellation of the admission policy is based on the principles of Academic integrity policy. Students and parents / guardians are expected to provide attested documents authenticating the credentials of submission. Students and parents/guardians are given orientation at the time of admission about academic integrity policy of the school. Therefore, the school reserves the rights to cancel admission, if the student/parent is found guilty of providing fabricated or inaccurate information or in case of any academic misconduct .

Key Terms:

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

The IB defines student academic misconduct 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. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach

Balance of probability means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

7.References:

https://resources.ibo.org/pyp/resource/11162-occ-file-p_0_pypxx_mph_0912_2_e/ accessed on Feb 25, 2023.

https://resources.ibo.org/permalink/11162-58121?root=1.6.2.10.7&lang=en&odd=ibo.odd&view=div Accessed on 7th July 2023

A principled approach to academic integrity - myib.
https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?root=1.6.2.4.5&lang=en&odd=ibo.odd&view=div

Review of Academic integrity Policy:

The Academic integrity policy was developed by a working committee that included the Principal, Vice Principal, Diploma Program coordinator, Section heads, librarians and two teachers.

Next review: June 2025