

**BUNTS SANGHA'S
S. M. SHETTY INTERNATIONAL SCHOOL &
JUNIOR COLLEGE
AN IB WORLD SCHOOL**

(ISO 21001:2018 Certified)
CAMBRIDGE INTERNATIONAL CENTRE - IN686

IB School Code 051370

ACADEMIC HONESTY POLICY

Last reviewed: April 2021

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THE IBO MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SMSIJ VISION

Inspiring Learners to become Confident, Knowledgeable, Open Minded and Responsible global citizens

SMSIJ MISSION

Through outstanding teaching in a learner centric environment SMSISJ aims to:-

1. Relate classroom learning to real life experiences.
2. Inculcate innovative thinking through challenging situations.
3. Provide multiple platforms to exhibit intrinsic talent.
4. Offer international exposure through collaborative projects.
5. Inculcate the values of personal and collective wellbeing.
6. Foster a sense of curiosity among our students.
7. Encourage students to respect diversity and peaceful co-existence.

IB LEARNER PROFILE

As IB learners we strive to be:

INQUIRER	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate actively, listening carefully to the perspectives of other individuals and groups.
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.
OPEN- MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
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.
BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

ACADEMIC HONESTY:

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Being academically honest effectively means being able to stand behind all your produced work as genuinely stemming from your own efforts, with the ideas, if used, of others properly acknowledged. Academic honesty provides knowledge, skills and helps to shape personalities.

The most important reason why each of us should strive to be a person of integrity is that all human relationships, the very fabric of society, is based on our ability to trust one another and this is based on honesty.

Another important value is fairness. When students cheat, they gain a short-term advantage over other students, and that's not fair. Dishonest academic conduct undermines the learning process in multiple ways. It stunts the development of important skills such as reading, writing, research, analysis, synthesis, and comprehension. It hinders students in recognizing their strengths and weaknesses and prevents students from developing the self-confidence that one acquires from completing an assignment successfully.

All students must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; candidates must have the knowledge and practical skills to apply such concepts to their work.

An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Candidates must receive guidance on when and how to include acknowledgments in their work.

ACADEMIC DISHONESTY:

Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in any course, laboratory, or other academic exercise or function.

Academic Dishonesty includes:

- **Plagiarism:** This is defined as the representation of the ideas or work of another person as the candidate's own.
- **Collusion:** This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** This is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- **Fabrication** of data is a further example of malpractice. If a candidate manufactures data for a table, survey or other such requirement, this will be interpreted as an

attempt to gain an unfair advantage in an assessment component. Using authentic data is a matter of academic honesty.

- **Paraphrasing:** this is defined as the restatement of someone's work in another form. In order for it to be allowed, the source needs to be acknowledged.
- **Disregarding the IBDP Examination Code of Conduct:** this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

Examples of academic dishonesty in teaching learning process:

- Copying from another student's test or homework.
- Allowing another student to copy from your test or homework.
- Having a classmate do an assignment for you.
- Using materials such as textbooks, notes, or formula lists during a test without the teacher's permission.
- Collaborating on an in-class or take-home test without the teacher's permission.
- Having someone else write or plan assignments your assignments.
- Bribing someone for an academic advantage, or accepting such a bribe (i.e. a student offers a teacher money, goods, or services in exchange for a passing grade, or a professor accepts this bribe).
- Lying to an instructor in an attempt to increase your grade, or lying to an instructor when confronted with allegations of academic dishonesty.
- Use of invented or misrepresentative information. (This mostly occurs in the sciences, when students create or alter experimental data)
- Listing a source in your works cited that you did not actually use in your research.
- A duplicate submission i.e. submitting the same paper for two different classes.
- Obtaining a copy of a test before the test is administered.
- Distributing, either for money or for free, a test before it is administered.
- Encouraging others to obtain a copy of a test before the test is administered.
- Changing grades in a grade book, on a computer, or on an assignment.
- Continuing to work on a test after time is called
- Unauthorized use of computer or calculator programs.
- Selling or giving away information stored on a computer or calculator which will be submitted for a grade.
- Sharing test or assignment answers on a calculator or computer.
- Accepting or providing outside help on online assignments or tests.
- Obtaining test materials or questions before the test is administered.
- During collaborative group activities, instead of every one contributing to the completion of assignments, if only one student completes the task and everyone else copies it.

Examples of academic dishonesty in written examinations:

- Taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.
- Use of internet for exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.
- Impersonating another candidate.
- Stealing examination papers.
- Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper.
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the IBDP examination.

Strategies to be academically honest:

The students will be made aware of the academic honesty policy. They will be encouraged to practice it in all forms of assessment in all subject groups. Students will be encouraged follow the below strategies strictly.

1. If the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.
2. When using the words of another person it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.
3. Information taken from websites must be acknowledged. Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed.
4. If two or more candidates have exactly the same introduction to an assignment, this will be interpreted as collusion (or plagiarism), and not collaboration.
5. The presentation of the same work for different assessment components and/or diploma

requirements is a duplication of work and therefore constitutes malpractice. For example, if a candidate submits the same or a very similar piece of work for history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a candidate to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.

An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas and enables all to reach their highest potential.

Roles and responsibilities:

1. School's Pedagogical leadership team:

As the epitome of academic honesty, the school's pedagogical leadership team is responsible for:

- To form an Academic Honesty Committee. The Academic Honesty Committee is then responsible for producing an Academic Honesty Policy.
- Execute academic honesty policy in collaboration with other school policies.
- Making sure that the policy is completed and communicated clearly to the entire school community, especially to the students.
- Establishing a school culture where all students are aware of both the importance of academic honesty and the serious consequences of academic dishonesty.
- Assigning tasks to the staff including the librarian to reinforce academic honesty policy.
- Ensuring the teachers understand the academic honesty policy and make them aware of the steps to be taken in case of academic dishonesty.
- Train the teachers on regular basis in providing proper guidance to students on authenticity of their work.
- Encouraging teachers to incorporate activities in their classrooms that help in the implementation of academic honesty and also ensure that the rules are applied in a fair and consistent manner.
- Ensure that all IBO assignments and examinations, whether assessed internally or externally, are conducted with absolute integrity, strictly according to the guidelines provided in the IBO Regulations.
- Inform the students that their work will be assessed for academic dishonesty using a web based plagiarism detection software owned by Turnitin.com
- Ensure that students submit a signed undertaking form before uploading the course works and other upload requirements of IBDP.
- Having a system in place to help IB examine any instance of academic dishonesty.

2. Teachers:

Teachers are expected to model academic honesty and act as good role models for students by:

- Keeping themselves updated about referencing styles and methods of promoting academic honesty.
- Supporting and enacting the School's Academic Honesty Policy.
- Being vigilant towards malpractice, particularly towards plagiarism and cutting and pasting from the Internet.
- Guiding students and actively promoting a culture of academic honesty.
- Promoting supportive environment for students and giving them timely feedback using formative assessment tasks instead of penalizing them.
- Encouraging students to work independently.
- Giving students enough time for submissions, so that they can produce authentic work.
- Being vigilant to identify any obvious changes in the candidate's style of writing while reading students written assignments and course works to ensure age appropriateness.
- To ensure the authenticity of student work by checking its plagiarism index using Turnitin.com
- Supporting IB investigation in case of academic dishonesty.

3. Parents:

Parents or guardians can play a vital role in establishing academic honesty in their ward's work. To ensure this, the parents should:

- Read the Academic Honesty Policy and discuss it with their children.
- Model academic honesty and serve as role models for their children.
- Constructively discuss academic honesty with teachers and school officials and contribute to the school discourse about academic honesty and how to promote it.
- Abstain from providing external support to the students for the completion of their IB assignments.
- Supporting IB investigation in case of academic dishonesty.

4. Students:

The students must understand the importance of maintaining academic honesty in their work and should also know the consequences of breach of academic honesty.

Students must be particularly aware of:

- ☒ Using the Internet in an appropriate and responsible manner.
- ☒ Giving appropriate credit to anyone whose work has informed his or her own work.
 - The source of each student work must be acknowledged using a standard style of referencing in a consistent manner. A reader must be able to clearly distinguish between the ideas of the candidate and the ideas and work of other authors. The school uses MLA format for referencing.
 - In written work submitted for assessment in the IB Diploma programme, the student must cite in the text where an external source has been used. The inclusion of a reference in a bibliography at the end of the paper is not enough. A candidate's failure to acknowledge a source will be subject to investigation by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.¹
 - If academic dishonesty is suspected, it is the student's responsibility to prove that all pieces of work are his/her own, and have not been plagiarised.
 - It is the student's responsibility to adhere to internal deadlines set by school to ensure timely submission of course works.
- ☒ Appreciating academic honesty as an essential principle of education and it is not merely about avoiding malpractice or avoiding getting caught.
- ☒ Supporting IB investigation in case of academic dishonesty

INTERNAL GUIDELINES FOR INVESTIGATION AND CONSEQUENCES OF ACADEMIC DISHONESTY

Act of academic dishonesty during an Examination

- The candidate will be allowed to complete the exam with as little disruption as possible to other candidates.
- The DP coordinator, Principal & Vice Principal should be informed as soon as possible.

- Consequences will follow according to the depth of the act.

Act of academic dishonesty during the completion of Course works

- On suspected evidence of malpractice the teacher works closely with the DPC and Head of the School to gather evidence to establish the truth.
- On establishing the truth the school interacts with the candidate and the guardian on further steps to prevent future malpractice.
- Consequences and action will be in accordance with the collected evidences and depth of the act.

The rights of student:

Student is allowed to see evidence statements reports relating to allegation of academic dishonesty.

The student will be given an opportunity to prepare a response to the suspicion of academic dishonesty.

INVESTIGATION AND CONSEQUENCES OF ACADEMIC DISHONESTY DURING BOARD EXAMINATION

Investigations take place when:

- ☒ A coordinator informs IBCA that malpractice may have taken place during an examination.
- ☒ An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- ☒ An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion.

The investigating procedure laid down by IBO will be strictly followed.

Reporting to IB

If a candidate is suspected of malpractice in an examination, the coordinator must send a report to the IB information desk (not to the regional office). The report must reach the IB within ten days after the examination in which the incident occurred. It is expected that a report will include:

- ☒☒ A seating plan for the examination.
- ☒☒ A statement from each invigilator.
- ☒☒ A statement from the candidate.
- ☒☒ The unauthorized material (depending on the nature of the material).

Breaches of regulations are not confined to candidates; inappropriate conduct by a coordinator or teacher may be brought to the attention of the final award committee.

CONSEQUENCES OF MALPRACTICE/SANCTIONS (as outlined by the IB)

- ☒ If the amount of plagiarism is minimal, **no mark (N)** will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'
- ☒ If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- ☒ Misconduct during an examination will result in the notification to the IB within 24 hours of the examination.
- ☒ In case of any academic dishonesty on any component (core or subject specific) a student might not be graded in the examination
- ☒ If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed.
- ☒ The CAS record will need to be correctly completed. If the case of malpractice is very serious, the candidate may not be allowed to re-register for examinations in any future session .
- ☒ An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established
- ☒ An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.
- ☒ Any student suspected of academic misconduct might have to give a written explanation that addressed the suspicion of academic misconduct.
- ☒ In case of any proven academic misconduct, appropriate penalty (as per the IB norms) will be imposed on the students.

REFERENCING

A citation is a reference to a published or unpublished source (not always the original source). More precisely, a citation is an abbreviated alphanumeric expression embedded in the body of an intellectual work that denotes an entry in the bibliographic references section of the work for the purpose of acknowledging the relevance of the works of others to the topic of discussion at the spot where the citation appears.

School uses MLA format for referencing in all subjects except for Psychology. Psychology is using APA format for referencing in student work.

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