Policy Title:	**Academic Integrity Policy**
School Name:	Victorious Kidss Educares
Programme Applicability:	PYP | MYP | DP
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Prepared by:	• Teaching Faculty • Programme Coordinators and Department Heads • Senior Leadership Team
Reviewed and approved by:	Vice-President & Head of School

Being truthful and honest towards one's work is an integral value of academic integrity.

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.

VKE Mission Statement

Driven by the motto of "Learning to love to learn", we are committed to the students of the world, to instil in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate and respect the diversity of religion, culture and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and is able to discover self-worth and inner potential, to solve real-life problems effortlessly.

Our Vision

To guide every student, parent and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.

IB learner profile

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

As IB learners we strive to be:

INQUIRERS
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 effectively, 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

<div align="center">**Programme Standards and Practices**</div>

Developing, implementing and reviewing an academic integrity policy
Academic integrity is embedded as follows in the IB Programme standards and practices.

Standard: Leadership and governance (0201)
Reviewing and following IB rules, regulations and guidelines to support programme implementation and development; and ensuring structures and processes are in place to ensure compliance.
Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

Leadership 4.1: The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

Standard: Student support (0202)
Providing all relevant resources to implement IB programmes to ensure compliance with IB assessment requirements with regard to the security and administration of examination materials, and the provision and delivery of access arrangements (all programmes).

Standard: Culture through policy implementation (0301)
Implementing, communicating, and regularly reviewing the academic integrity policy that creates cultures of ethical academic practice.
Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301- 03)

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

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

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

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

Standard: Students as lifelong learners (0402)
Ensuring that students and teachers comply with IB academic integrity guidelines and acknowledge the intellectual property of others in their work. Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Standard: Approaches to assessment (0404)
Ensuring that students receive support so they can grow in their ability to make informed, reasoned, ethical judgements and that the administration of all assessments is completed in accordance with IB rules, regulations, and/or relevant programme documentation.

IB documents referred to for developing and reviewing the Policy

- Academic Integrity Policy, updated March 2023
- Academic Honesty in the Diploma Programme
- Academic honesty in the Middle Years Programme
- Academic Honesty in the IB Educational Context
- Academic integrity for internal assessments
- Conduct of examinations booklet 2023
- Diploma Programme Assessment Procedures
- Diploma Programme: From Principles into Practice, updated April 2015
- Diploma Programme Assessment Procedures, 2024
- Effective citing and referencing, April 2022
- Extended Essay Guide

- Middle Years Programme Assessment Procedures, 2024
- General regulations: Middle Years Programme, Published April 2014
- IB Learner Profile
- MYP: From Principles into Practice, updated April 2023
- Programme Standards and Practices, Updated April 2022
- Diploma Programme Academic Honesty
- The IB And Artificial Intelligence (AI) Tools
- Rules for IB World Schools
- MYP subject guides
- DP subject guides
- Secure Storage of Confidential IB Examinations Material Booklet 2024
- Approaches to learning and approaches to teaching in the Middle Years Programme
- Approaches to teaching and learning in the Diploma Programme

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ACADEMIC INTEGRITY POLICY

"You have to grow from the inside out. None can teach you, none can make you spiritual. There is no other teacher but your own soul."

-Swami Vivekananda.

1.   Philosophy

At Victorious Kidss Educares we are building an 'institution' where learning is rich with our spiritual heritage of 'Vedanta.' We strive to create principled, caring, committed and balanced people who would help to make this earth peaceful and a better place to live. We focus on inner discipline more than reprimand and punishment. We believe in appreciating good efforts and emphasising self-reflection, which makes students better human beings. Following the footsteps of Swami Vivekananda, we promote the values of honesty, perseverance, dedication and hard work.

Our vision is to encourage students' intelligence and knowledge to enable them to explore and learn about the world and, more importantly, about themselves. We wish to create students who have the skills, knowledge and attitude to face the future world effortlessly. Our mission is "to provide challenging, inquiry-based education with rigorous assessment, which encourages students to be creative, extremely intelligent, knowledgeable, international-minded, compassionate and lifelong learners." We believe the development of values and skills that promote personal integrity and academic honesty is one of the prime responsibilities of the school.

2.   Connection with IB Learner Profile and International Mindedness

The IB Learner Profile is the guiding principle of our school, and it is ingrained in the school's daily life. Living the learner profile attributes would make the staff and students responsible learners. Victorious Kidss Educares' Academic Integrity Policy specially encourages all learners to strive to be principled and knowledgeable, who understand their responsibility while doing academic work, have the necessary skills and knowledge to engage in ethical practices, which allows them to respect intellectual rights and act with integrity. By instilling the attributes of the IB learner profile in the school community, Victorious Kidss Educares promotes the good practices expected from them. "Respectful, responsible and resourceful" learners are important aspects of our educational ambience. In our school, we encourage students to produce their own work and acknowledge the work of others. We hope that students will continue to adhere to the principles of academic integrity in their future educational and professional lives.

Teaching and learning at Victorious Kidss Educares aims to foster international mindedness in students. It allows them to reflect on their own perspective, culture and identities, as well as those of others. While engaging with diverse beliefs, values and experiences, students need to maintain honesty and integrity while working and collaborating with people from different cultures and backgrounds. All members of the school should value the ideas and contributions of others and must acknowledge the authorship of these contributions. In the increasingly globalised and

interconnected world, it has become easy to access ideas and information. Understanding that academic integrity is very important in this multicultural social setting is necessary for the students. Practising academic integrity is an inseparable aspect of being an international-minded and responsible citizen of the world.

3.   Statement of Purpose

The purpose of this academic integrity policy is to ensure that the school's procedures and practices are transparent, fair and consistent as well as age-appropriate. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practices, academic misconduct and school maladministration and what actions are to be taken if there are transgressions (the act infringement or violation of the policy). This policy aims to ensure that students are taught good practice in all aspects of their work, allowing them to become academically honest and act with integrity in their upcoming academics and life beyond. This policy will also ensure that teachers are properly trained to offer the required support. The policy is a reflection of the authentic school practices and processes related to academic integrity.

The purpose of Victorious Kidss Educares Academic Integrity policy is to:
- Ensure a common understanding of the academic integrity principles adopted by the school.
- Define and clarify academic integrity and malpractice in the context of all International Baccalaureate (IB) Programmes offered at VKE (PYP, MYP & DP) as well as the expectations associated with submission of authentic work.
- To inform the roles and responsibilities of stakeholders so that everyone understands what constitutes good practice in preventing, detecting malpractice, investigating procedures, transgressions to the academic integrity practices and their consequences.
- Articulate responsibilities for teaching a variety of practices related to academic integrity, and reflecting its five fundamentals—honesty, trust, fairness, respect and responsibility.

4.   Key Terms:

The following definitions of certain key terms given by the International Baccalaureate are adopted by Victorious Kidss Educares:

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 ("Academic integrity policy" 3).

Academic integrity in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have

an equal opportunity to demonstrate the knowledge and skills they acquire during their studies ("Diploma Programme: From Principles into Practice" 33).

Student Academic Misconduct
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 happen 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 ("Academic integrity policy" 3).

Intellectual Property Rights:
Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works such as music, paintings, videos; designs; and symbols, names and images used for commercial purposes. There are different types of intellectual property rights, such as patents, registered trademarks, designs, copyrights and moral rights ("What Is Intellectual Property (IP)?"). These rights are normally protected by law. Students and teachers must respect these rights and only use such material in accordance with the norms provided by the law. They also need to acknowledge the original author/creator of such material by referencing it correctly. Students should keep in mind that unlawful activities such as illegal music downloads, peer-to-peer (P2P) file-sharing, and downloading pirated material from unauthorised sites may lead to the student facing legal proceedings.

Authentic Authorship:
An authentic piece of work is one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, the author of a piece of academic work must acknowledge any sources that have been used in any way and are not their own. Where the ideas or work of another person are represented within a student's work (written/oral/or non-written forms of work—such as music, video and artistic pieces), the source(s) and influences of those ideas or the work must be fully and appropriately acknowledged.

Examples:
In presentations, full references can be included on the slide. Alternatively, short citations may be provided on the slides and the sources listed on the final slide.
During an oral presentation, the sources being used can be acknowledged by saying "As Gandhi put it …" or "According to …". A direct quotation can be shown by saying "quote … unquote" or by signalling with air quotes.
A piece of music can be accompanied by notes indicating sources and influences.

Academic integrity encompasses the five fundamental values of honesty, trust, fairness, respect and responsibility.

Five fundamentals of Academic Integrity

Honesty	Trust	Fairness	Respect	Responsibility
• Be truthful • Give credit to the owner of the work (i.e., musician, author, artist, speaker etc.) • Keep promises • Provide factual evidence • Aspire to objectivity, consider all sides and one's own • potential preconceptions	• Clearly state expectations and follow through • Promote transparency in values, processes, and outcomes • Trust others • Give credence • Encourage mutual understanding • Act with genuineness	• Apply rules and policies consistently • Engage with others equitably • Keep an open-mind • Be objective • Take responsibility for your own actions	• Practice active listening • Receive feedback willingly • Accept that others' thoughts and ideas have validity • Show empathy • Seek open communication • Affirm others and accept differences • Recognize the consequences of our words and actions on others	• Hold yourself accountable for your actions • Engage with others in difficult conversations, even when silence might be easier • Know and follow institutional rules and conduct codes • Create, understand, and respect personal boundaries • Follow through with tasks and expectations • Model good behavior

(Source: International Centre for Academic Integrity)

5.   Student Academic Misconduct, Examples and Good Practices

Students may engage in acts considered academic misconduct at different times in the assessment cycle, which may affect the completion of coursework or the examinations themselves. These acts may not be committed with a clear intention to gain an unfair advantage, but can also be a result of poor knowledge of the relevant subject guidelines.

Academic Misconduct	IB Definition	Example of misconduct	Example of good practice
Plagiarism	The representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.	Copying material directly from the source without proper citation. This includes copying and pasting from websites or electronic sources and copying directly from a printed resource. Use of sentences or phrases from external sources without citation, copied wording	While referring to any source, make sure to provide proper citation and reference. Always write the ideas of others in your own words – avoid copy-paste. Learn good paragraphing skills, but remember that you still have to cite!

		mixed in with your own words.

Over-reliance on sources and phrasing sources in an inappropriate manner, not allowed by the assignment, i.e., rephrasing a paragraph in your own words by using the ideas and sentence structure of the original source you are referring to.

Copying pieces of art, such as paintings and music, or taking ideas and portraying them as their own. | Never copy and paste without putting quotation marks.

Consult the librarian if in doubt. |
| **Collusion** | Supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another. | Copying a peer's work.
Letting someone else hand in your work as their own.

Turning in someone else's work as your own.

Having a classmate do an assignment for you.

Working together with peers without the teacher's permission.

Sharing work when you weren't permitted to do so.

Group work where only one person actually does the work, and everyone else copies it. | Do not share your work, such as homework, quizzes, etc., with others.
In collaborative work, ensure that each student has a specific role, and the final product has the names of all who contributed.

Do not discuss the feedback received from your teacher with your peers. |
| **Duplication of work** | The presentation of the same work for different assessment components and/or Programme requirements. | Conducting an experiment for the Extended Essay and using the same experiment in the IA. | Start a new document for every assignment.

Do not copy anything from earlier work. |

			Ask your teacher if you wish to borrow any ideas from your earlier work.
Fabrication of Data	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 fabricated or forged information during lab work, field visits. Manipulation of data /observation from experiment setup, copying data /observation from fellow students, citation of existing experiment setup	Always plan your data collection in advance Record your data carefully while conducting your experiment/observation. Organise your data properly from the beginning.
Academic Infringement	It is an action of violating the terms of the academic integrity policy implemented by the school.	Student copy one or two sentences from a book, journal or website without showing it as a quotation, but indicating its source in a footnote or the bibliography.	Cite sources correctly and consistently as per the convention of referencing style. Follow the rules for in-text citation and bibliography.

6.   Misconduct in Coursework

While preparing their coursework, students receiving or seeking help beyond the recommendation in the subject guidelines are considered misconduct. This help or assistance, which is not available for everyone, can be from peers, teachers, parents, or tutors; it affects the assessment process, as the student has not produced the work entirely on their own efforts. Fair assessments can only happen if the work is produced with genuine and authentic effort from the student. Students also seek to obtain support from other resources, such as 'help' sites available online. Due to the pressures of multiple deadlines in the final period, students may be tempted to try shortcuts such as "duplicating" work. For example, work prepared for an internal assessment may be adapted as an extended essay.

7.   Academic Misconduct during Written and on-screen examinations

Acts of academic misconduct are committed by students during the written or on-screen examinations. These acts include the possession of banned items such as notes, mobile phones and other IT equipment or the exhibition of disruptive behaviour. Students sometimes also indulge in writing offensive or obscene, or irrelevant content instead of answering the questions. Helping other students in any misconduct also represents a serious offence. Misconduct during an examination includes taking unauthorised material into an examination room, disruptive behaviour and communicating with others during the examination, stealing examination materials, impersonation, etc.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach of IB regulations.

8. Sharing on social media

Students must be aware that the online student groups and study groups in which they share review materials or study tips can also be used to obtain and share live examination materials or coursework that has been released by acquiring it through fraudulent means. Students must use social media responsibly; everything shared online leaves a digital footprint. Even conversations considered private, such as the ones taking place in closed groups on social media platforms, have the potential to be shared by any member of that group. All students are expected to inform the school authority immediately if an act that compromises the integrity of the examination is identified.

9. Use of artificial intelligence tools

Recent technical advancements in AI tools have the potential to be used by students to produce their assessments. These tools can effectively produce a unique essay (or other product) for the student—this can be paralleled to a student buying an essay from the internet or having a third party (such as a parent or tutor) write it for them. As in these cases of another person creating the essay for them, teachers are well placed to identify when it is not the student's own work.

At VKE, students are advised to use such tools according to the principles of academic integrity. Students must also master the technical components of academic integrity, which include learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools. Teachers are responsible for teaching such transparency so that students understand that while technical proficiency is crucial, conceptual and ethical knowledge should come first, and students must act responsibly and ethically while using such tools. They should cite ideas and words taken from such tools in their work in an appropriate manner. (For more details, refer to Appendix 4)

10. Roles and responsibilities

Role of the Governing Body:

VKE believes in 'Education for Character'. To promote this, the governing body emphasises the development of positive character traits, ethical values, and social-emotional skills in students. We regularly implement community outreach programs, social initiatives, and other programs that foster empathy, resilience, integrity, and responsible global citizenship. The school ethos reverberates the message of the National Emblem of India, 'सत्यमेव जयते' (Truth Alone Shall Prevail), inspiring the school culture of holding onto truth, purity, and perseverance.

School Responsibilities:
- Maintaining fairness and consistency in implementing the academic integrity policy.
- Providing a safe and encouraging environment which fosters understanding and respect towards each other's work.
- Providing professional development to teachers and staff in various skills and practices needed for promoting academic integrity.
- Putting systems in place to ensure that the provisions in the policy are adhered to.
- Informing parents about the policy and raising awareness about the academic integrity practices.
- Putting systems in place to make sure that the students learn the necessary skills and their rights are protected in cases of academic misconduct.
- Putting systems in place to ensure that all student work is checked and authenticated by respective teachers and coordinators before submission to the IB for assessment or moderation.

The school leadership team will ensure that:
- Academic integrity is an integral part of teaching and learning.
- All the stakeholders understand the importance of academic integrity.
- All parents, students and teachers have a shared understanding of what constitutes academic integrity and academic misconduct.
- All the stakeholders, teachers, support staff, students and parents and legal guardians have a common understanding of the IB's expectations with regards to academic integrity
- A school policy is established that promotes good academic practice and a school culture that actively encourages academic integrity
- teachers, support staff, students and parents and legal guardians have a common understanding of what constitutes student academic misconduct and school maladministration
- teachers, support staff, students and parents and legal guardians have a common understanding of possible consequences for those who engage in student academic misconduct and school maladministration
- good academic practices are in place, which encourage students to produce authentic and genuine individual and group work
- students are held accountable, according to the school's own policies, when involved in an academic misconduct incident
- teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident
- In the cases of misconduct, students' rights are preserved, and they are given a fair chance to explain themselves and prove their innocence
- immediately notifies the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents, supports the IB in any investigation into possible student academic misconduct, following guidance provided by the IB

- support the IB in any investigation into possible school maladministration, following guidance provided by the IB.

Programme Coordinators

For managing academic integrity incidents, Programme Coordinators must support all the tasks listed above in the Responsibilities in the "School leadership team" and are also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with the secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- ensure that all teachers have the same level of understanding of academic integrity
- ensure that teachers are given support and guidance on when and what actions to take if they are confronted by a case of academic misconduct
- ensure that all staff, including teachers, teaching assistants, special education coordinators, counsellors, librarians and laboratory assistants, receive adequate training and guidance on academic integrity, referencing and academic misconduct. Implement awareness campaigns and scheduled activities to reinforce the required skills in students
- ensure that all necessary documents and procedures related to academic integrity are easily accessible to everyone and all teachers, parents, and students have read and understand the academic integrity policy
- ensure all rules and regulations are strictly followed and their application is consistent and fair
- ensure that class schedules and deadline calendars are appropriate, which allows students to meet deadlines and fulfil the demands of the course realistically, along with teachers, design and develop learning strategies and activities to support students in gaining necessary knowledge and skills
- supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Teaching and non-teaching staff:

All teachers are encouraged to explain this academic integrity policy to the students, in relation to the expected work. They are responsible for providing students with relevant feedback on their work. The students will be taught the necessary skills like note taking, referencing and paraphrasing. Teachers have a responsibility to confirm that, to the best of their knowledge, the work submitted by students for (internal or external) assessment is authentic work. To ensure this, teachers must speak to students regularly at different stages of drafting the work. Interaction between student and teacher during these meetings will be more collaborative than evaluative. Teachers should use all the prevention measures, and are expected to detect any plagiarism, collusion or duplication of work using all the necessary tools,

including web-based plagiarism-detection tools. Teachers are also required to keep a record of any misconduct by the student and the action taken in such cases. Teachers must act as good role models for students.

Teachers are the role models and main agents of academic integrity in the school. They all must have the same level of understanding of the expectations of the academic integrity policy of the school. The conduct of the teachers becomes an example for students. Teachers acting in ways that showcase academic integrity will help students understand what academically honest conduct looks like. Teachers must also be empathetic towards students and should look at the reasons which lead to students engaging in acts of academic misconduct, such as a lack of training, awareness or support system.

Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:
- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- present policies and rules in an age-appropriate manner to students
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting the assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.
- keeping electronic copies of students' past work for three years in case a plagiarism check is required
- DP teachers have the additional responsibility of making students aware of the referencing styles and requirements in their specific subjects.

Librarians
Librarians play an important role in promoting academic integrity in the school, with their knowledge of technical skills such as citing or referencing. Librarians have a responsibility to guide teachers and students on referencing and citation of various sources. Librarians help students learn how to evaluate the authenticity, validity and reliability of sources. Librarians can also help in the development of students'

research skills. Librarians at VKE support the implementation of the academic integrity policy by:

- providing resources on academic integrity, research skills, citations and referencing
- conduct workshops and classes for students to teach them skills such as citations and referencing
- provide examples to make students and teachers aware of the best practices related to academic integrity
- collaborate with teachers to teach information literacy skills to students. Teach them how to locate and evaluate information sources, cite them properly, and avoid plagiarism.
- collaborate with teachers to integrate information literacy and academic integrity into the curriculum
- assist students in understanding different citation styles (APA, MLA) and using citation management tools effectively
- provide access to reliable information by curating a collection of credible resources - physical and digital
- provide access to scholarly databases, journals, and books, helping students find credible sources
- educate and guide students and faculty about how to use plagiarism detection tools, such as Turnitin, effectively
- provide guidance on how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools.
- actively support and advocate the academic integrity policy within the school
- make teachers aware about the ethical and unethical practices as an educator.

Students:

All students at VKE are expected to aim to achieve and develop the IB learner profile attributes. In terms of academic integrity, most importantly, all students must showcase the attribute 'principled', by acting honestly, responsibly and ethically. Students should be able to distinguish between what is right and what is wrong in the context of academic integrity. Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic integrity will be theirs alone. They are responsible for making sure that all work submitted by them for internal or external assessments is authentic, with acknowledgement (age-appropriate) of work and ideas of others. Students should adhere to the rules and regulations and subject guidelines; they must acknowledge any acceptable help received from third parties and the sources of information used in the process of completing their work.

Students are expected to do their assessments and create authentic content which truly reflects their personal level of achievement. Awareness of the international nature of their studies and assessments must be there in students, and they must understand that while using social media, their behaviour should be according to the principles of academic integrity. For example, they should be aware that they

cannot discuss their examination content for minimum 24 hours after the examination with anyone in private or social conservation.

They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources. The students are expected to adhere to the age-appropriate guidelines (see Annexure II). They will be held accountable and might be asked for a written explanation if they are suspected of any academic misconduct.

Students are expected to support their teachers and the school, and should:
- understand clearly the policies imposed by IB and the school
- complete their work in an honest manner to the best of their abilities, including tasks, assignments, quizzes, examinations and quizzes
- give due credit by acknowledging all sources used in an appropriate format in all work submitted in oral, written or any other form
- not receive any assistance in editing or completing their work, from outside sources such as tutors, friends and family members, other students, online services such as writing/editing services, file sharing websites
- refrain from providing peers with any undue help in completing their tasks
- act responsibly when using social media platforms and the internet, which includes the following:
  - not disclosing or discussing any information or questions related to IB examinations for a period of 24 hours after the paper is over
  - not using language deemed inappropriate or airing sentiments inappropriately, which may be used in the future for any purpose
  - not indulging in any behaviour or expressing views in language that brings the school or the IB into disrepute.
- appropriately act/report to their teachers or programme coordinator, when they notice
  - any academic misconduct
  - any incident which might be seen as school maladministration
  - any breach of conduct during examinations.

("Academic integrity policy" 15)

Parents & legal guardians:

The role of parents and legal guardians is very important in the process of educating children. They can reinforce the beliefs, values and the importance of academic integrity. Parents must accept that the principles of academic integrity are a fundamental part of the school's philosophy. Parents are required to read this document carefully, understand the implications and ask for any clarifications from the school. They must be aware of the school and IB policy on all categories of academic misconduct. They should pay special attention to plagiarism, which is the most common academic misconduct students engage in. Understand that when students are overloaded and stressed, they may indulge in acts of plagiarism rather than planning their tasks in a better way or consulting their teachers. In such cases, parents are strongly advised to reach out to the school for help and guidance.

We expect the parent community, along with the teachers, to act as role models; hence, any misconduct seen or observed by the parent should be brought to the notice of the school authorities so that we can, together, bring about a positive change in the child. In such cases, the student will be counselled to adopt the right measures.

Parents and legal guardians of IB students are expected to:
- Support their children's understanding of the subject guidelines by discussing and being role models for academic integrity.
- Understand school internal policies and procedures that safeguard the authenticity of their children's work
- Understand, while completing the subject coursework or giving examinations, what subject guidelines, school and IB policies and procedures have to be followed
- Help their children in managing their workload by effectively planning and allocating time appropriately
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- If they notice any potential student misconduct or school maladministration, report it to school authorities and/or the IB
- If they are requesting inclusive access arrangements or adverse circumstances considerations for their children, ensure that they are submitting only authentic and genuine evidence to support their request
- Not seek outside help or assist their children in the completion of their work

11. Academic Integrity in the PYP

The principle of academic integrity and its five fundamentals—honesty, trust, fairness, respect, and responsibility—apply to all elements of learning, teaching and assessment. These beliefs are practised and shared with all members of the learning community. Our school's belief 'Satyameva Jayate (lit. 'Truth alone triumphs')' is embedded into our practices from an early age. Learners begin to construct an understanding of these five fundamentals through circle time, stories, teacher modelling, success criteria and school events. They explore and practice these fundamentals during units of inquiry, assessments and school events (end-of-unit celebrations, PYP exhibition, etc.). In PYP, we have set out a timetable time to discuss these fundamentals and develop an understanding of practices. PYP 4 and 5 students explore the MLA style, and the teacher librarian conducts the session for an easy transition to MYP. Academic integrity is embedded in our school culture and learning spaces. We practice giving credit in the early years to understand honesty and plagiarism, which starts with telling the truth. Teachers include a bibliography in task sheets or assessments as required. School librarians, along with homeroom teachers, craft age-appropriate learning engagements to define and understand academic honesty, intellectual property, authenticity, duplication of work and authentic authorship. The learning community indulges in modelling, teaching/facilitating and promoting academic integrity at the school and home.

Students are made aware of maladministration by creating success criteria to demonstrate academic integrity

For example, 'I will include the bibliography in my presentation'. The acceptable and unacceptable practices are discussed in the classrooms on a regular basis. Schools offering the PYP are encouraged to explore how concepts like academic misconduct and maladministration are relevant to their PYP context and translate this into a language that is accessible and relevant for young learners.

12. Academic Integrity in MYP and DP

Adhering to the principles of academic Integrity in the Middle Years Programme (MYP) and Diploma Programme (DP) ensures that while demonstrating their knowledge and skills, all students have equal opportunities. School staff are responsible for encouraging students to develop integrity with assessments. All work submitted by students as part of their assessments, including the IB coursework/Personal Project/ePortfolio, must be the student's individual and original work, along with full acknowledgement of ideas or work of others. The IB guidelines for all subjects must be adhered to by all faculty and students. The amount of guidance provided by teachers must be in accordance with the subject and IB guidelines. In work that requires collaboration amongst students, detailed guidelines given by IB for the relevant subjects must be adhered to. Teachers must ensure that the teaching and learning in their subjects develop positive behaviours towards academic integrity. They must help students develop research skills, study habits and attitudes which allow students to authentically, honestly and carefully complete their work. Teachers, along with librarians, should guide students to access various resources and to investigate and evaluate the usefulness of these. Students are required to adhere to specific academic conventions and be transparent in using the work and ideas of others by giving complete references, including in-text citations and a bibliography.

13. Acknowledging the ideas or work of another person in MYP and DP

All MYP and DP students are required to acknowledge all sources and influences used in their work submitted for assessment, including published data (print or electronic), text, images, graphs or any audio/visual material. If a student uses any idea or work of another person, the student must acknowledge all sources and influences using MLA reference style in MYP and MLA or APA referencing style, depending on the subject for DP. The referencing should allow any reader to easily differentiate between the words and ideas of the students and others. In-text citation along with proper reference in a bibliography or works cited list, in a written work, at the end of the paper, is a must. Failure to provide proper in-text citations and references would amount to plagiarism and may result in rejection of student work, and may warrant further investigation and penalties. If such a work is submitted to IB, it would be considered a breach of regulation and may result in the imposition of a penalty by IB.

DP students must be aware of the correct citation and referencing in all their subjects. All students should understand that they also need to acknowledge

diagrams, photographs, maps, illustrations, works of art, sources of data, computer programs, etc. These requirements must be made aware to students by teachers.

Students must ensure that they include the minimum information required for identifying sources, such as the name of the author, date of publication, title of source, and page numbers, as applicable. If the source is available online, students must provide the URL and the date accessed for the online source ("Diploma Programme: From Principles into Practice" 38).

14.   Teaching Academic Integrity

- To prevent academic misconduct, academic integrity must be developed across the school curriculum as part of approaches to learning. Students must be taught to recognise ownership of work and attribute appropriately from the PYP years. In MYP and DP, students must be taught a range of academic integrity skills, including ethical use of AI, so that they can independently apply these skills to produce academically honest work to meet the requirements of externally validated assessments in MYP and DP.
- Teachers must promote the understanding and practice of academic integrity.
- Students must be provided age-appropriate guidance on expected behaviours and training to reference external sources, influences, and AI tools (Refer Annexure II).
- Teachers must provide students with age-appropriate training on how to reference sources and influences with examples of good referencing and poor referencing.
- Students of MYP and DP must be taught explicitly the concepts of academic integrity, intellectual property and authenticity. It is the responsibility of all teachers to provide knowledge and practical skills to apply these concepts responsibly and ethically in their daily life.
- Skills including research, note-taking, paraphrasing, citing and referencing must be taught by the teachers via the ATL programme.
- Time to be reserved at the beginning of the year for formal training on research skills and referencing norms for MYP and DP students.
- Students should be provided with enough opportunities in every subject to practice these skills, make mistakes, and learn from these mistakes.
- The difference between collaboration and collusion needs to be made clear to students. When teachers are giving a group task, they must inform students about their roles and responsibilities.
- Teachers must make sure that they assess the student work for age appropriate in-text citation, work cited/bibliography/reference list, quality of sources used and how these sources have been used in the work. Teachers should also assess student work for paraphrasing and quoting. It is suggested that such expectations are clearly laid out in the criteria or rubric provided to the students while assigning the task.
- All assignments for assessments regardless of their formats must consist of the student's own language, expression and ideas, with appropriate reference to ideas taken from others. Students must be taught the skills of expressing their ideas in their own words.

- Whenever academic misconduct is detected, teachers must look into the awareness and skill level of the student(s) and must ensure that remedial steps, such as counselling and teaching the necessary skills, are taken.
- The need to acknowledge the source of data, works of art, computer programs, photographs, diagrams, illustrations, maps and so on, must also be made clear to students by their subject teachers ("MYP: From Principles into Practice." 77-78).

15. **Guidance to students when using AI tools.**

     Students should follow the following rules.
- If they use the text (or any other product) produced by an AI tool (such as ChatGPT/Gemini)—be that by copying or paraphrasing that text or modifying an image— they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school, and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. (See Annexure I for examples). The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Using software to improve language and grammar
- There are software programs (such as Grammarly/Quilbot) available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling, so there is limited benefit in using such tools.
- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects, the use of such tools is not permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken for proof of being able to work in that language. Therefore, students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the Access and Inclusion Policy for more details.
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed. (Academic Integrity **Policy 55)**

Best practices for teachers to confirm that a student's work is their own:
- Teachers have seen the student develop the work over a period of time.
- The student can explain their work sufficiently, providing confidence that it has been created by them.

- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- When comparing the quality of the final piece of work, it is in line with what they would expect the student to be able to produce. (Artificial Intelligence in IB Assessment and Education)

16. **Articulation of responsibilities for teaching a variety of practices related to academic integrity:**
   The school's learning environment reflects the culture of 'promoting academic integrity' by teaching and implementing a variety of practices related to academic integrity.

   a) **Creating a supportive learning environment**
   All teachers must ensure that the learning environment is conducive to student learning by:
   - making students comfortable to ask questions when in doubt, seek help when required
   - asking students to acknowledge others' help in any task
   - explaining the importance of the tasks by making relevant connections to students' areas of interest
   - monitoring students' work process at regular intervals to avoid last-minute feedback
   - having regular check-in meetings between students and teachers, there is an opportunity for teachers to ask the student about their ideas and to expand on their arguments
   - ensuring that the student's work is a true reflection of what they understand
   - providing appropriate citations in all handouts and class notes shared with the students.
   - giving students enough time to work on the assignments/tasks
   - providing constructive feedback to help students identify their areas of growth.

   b) **Equipping students with the necessary resources and ATL skills**
   Students will learn to maintain the trust of their teachers and peers by exercising effective research skills. Teachers, in collaboration with the library team, must ensure that students are provided with:
   - relevant and age-appropriate resources related to their topic of study
   - enough opportunities to practice the skills required to complete the given task successfully.
   - challenging tasks/scenarios that allow students to demonstrate their skills in unfamiliar situations.

   c) **Setting clear expectations and establishing a shared sense of responsibility**

In all learning experiences, teachers must set clear expectations regarding academic integrity and what it looks like in the context of the task at hand. They must also cultivate a shared sense of responsibility among students by:
- reinforcing the academic honesty and integrity practices for citation and referencing
- stating clearly the resources that are available for the task and the resources that must not be used
- clarifying the responsibility and tasks of each member in group tasks to avoid collusion
- clearly stating whether the task is a group task or an individual task
- making students aware of possible plagiarism during the task and how to avoid it
- only accepting work that is as per the academic integrity guidelines given
- making students aware of the moral, legal and academic consequences of sharing school resources without permission, taking recordings of classroom sessions without permission and circulating them.

d) Designing authentic assessments and assignments
In order to ensure that assessments provide an authentic and accurate reflection of students' achievement level, all assessments are conducted in line with the academic integrity practices of the school and the IB in order to maintain trust and fairness. Teachers must create innovative and authentic assessments/assignments which:
- Allow students to demonstrate their learning of concepts and skills through open-ended tasks, project work, case studies, experiments, etc.
- Cannot be copied from the internet or peers
- Clearly state the school's 'honour pledge' that must be signed by all students before taking the assessment.
- Provide rubrics or detailed grading criteria for each assessment to help students understand how they will be graded.

e) Academic integrity training sessions
The library team conducts sessions with all students to help them understand academic integrity, what it looks like, its consequences, citation and referencing guidelines followed by the school. Reinforcing the good practices of academic honesty and engaging students in such sessions helps in the successful implementation of the policy. Teachers also receive professional development sessions for promoting academic integrity through teaching.

f) Making the parent community aware of the school's policy
All parents are made aware of the school's academic integrity policy, practices, procedures, transgressions and their consequences through parent orientations. Parents must understand the role of academic integrity and the consequences of misconduct in assessments/assignments.

g) Promoting Academic Integrity through school display

The school promotes academic integrity in the physical space by displaying academic integrity posters throughout the school. The school uses posters and displays to promote an active culture of good practices related to academic integrity. The entire school community follows and practices the academic integrity practices outlined by the policy.

h) Use of technology

The school makes use of tools such as Turnitin and Assessprep to minimise the possibility of academic misconduct by students. Teachers must ensure that no work is accepted if it does not meet the guidelines of academic integrity. In the case of using plagiarism detection tools like 'Turnitin', teachers must not solely rely on them, but go through the report, analyse it and determine the plagiarised content in the student submission. They should be proactive in providing guidance and giving support to students so that they do not indulge in any academic misconduct.

17. Prevention of Academic Misconduct

Prevention is always better than cure. Therefore, we believe in educating our members of school members about understanding the importance of academic integrity practices in life. The following preventive measures will be undertaken by the school:

- All students will be made aware of the importance of the academic integrity policy and what constitutes academic misconduct.
- Good practices are expected to be introduced, modelled and used throughout the school in an age-appropriate manner.
- Grade-wise expectations for academic integrity, referencing norms, and research skills to be made clear to students and teachers.
- The need to acknowledge the source of data, works of art, computer programmes, photographs, diagrams, illustrations, maps, etc., in addition to journals, books and websites, must also be made clear to candidates by their subject teachers.
- Study skills, including research, note-taking, paraphrasing and referencing skills, to be taught by the teachers via the ATL programme
- Time to be reserved at the beginning of the year for formal training on research skills and referencing norms for MYP and DP students.
- Students of MYP and DP will be required to sign a declaration that all work they submit for assessment will be their own authentic work after training.
- Students should keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.
- Teachers must be aware of the conventions of acknowledging all sources in the prescribed style. They must themselves acknowledge sources in proper referencing style, while giving any material to students.
- Newly recruited teachers to be made aware of the academic integrity policy during their induction training programme.

- The school has subscribed to the plagiarism detection service 'Turnitin.com' to help teachers detect plagiarism in student draft work and give them feedback so that the final work of students is free of any plagiarism. However, teachers should not depend solely on this website and should be proactive in providing guidance and giving support to students so that they do not indulge in any academic misconduct.
- School will follow the referencing conventions as below: (Refer Annexure I for more details)
    - Modern Language Association (MLA) for MYP 1 to 5
    - DP students will be required to use Modern Language Association (MLA) or American Psychological Association (APA) guidelines depending on the subjects.

18. Detection of Academic Misconduct

Teachers must be vigilant while checking/reading students' work for obvious changes in student writing style, vocabulary and terminology. The quality of the work should be checked against the students' performance level. Teachers must make themselves aware of various ways in which academic misconduct can be detected, including web-based services such as 'turnitin.com'. They should also familiarise themselves with using simple techniques such as using search engines (e.g., Google, Yahoo, Bing) to detect the source of student passages that have been copied. Early detection of unintentional plagiarism will discourage students from indulging in intentional misconduct, since they would be aware that their work is being checked for plagiarism.

School staff must make sure that the rights of students are protected and confidentiality is maintained.

19. Rights of the students:

- In cases where academic misconduct is suspected, it is the duty of the school leadership, coordinators and teachers to make sure that the rights of students are fulfilled.
- Students have the right to know the nature of misconduct they are suspected of; they must be provided with evidence to prove the misconduct.
- In all cases of misconduct, student(s) must be given a chance to explain their concerns and should be allowed to prove their innocence if they do not accept the charges.
- In major cases of misconduct when the consequences are severe, a parent or guardian must be present in the discussions.
- It is the responsibility of the teaching staff and school to make sure that the secrecy is maintained in all such cases and student names and incidents are only discussed with the relevant authorities.
- At any point, if the student feels that a fair investigation process has not been followed, the student may raise an objection as per the school's grievance policy.

20. Monitoring, Sanctions and Consequences of Academic Misconduct

We always believe and therefore create an environment of freedom and openness to encourage our students to establish academic integrity in their lives. The procedures prescribed by the external examination authority (i.e., IB) will apply to all externally assessed work. In addition to this, for the work assessed within the school, policy and procedures, consistent with the IB policy, would be applied by the School Academic Integrity Committee.

21. Academic Integrity Committee

To oversee the implementation of the Academic Integrity policy and to make decisions on cases of student misconduct or unethical practices by teachers and any school maladministration, the school has formulated an Academic Integrity Committee. The committee comprises the MYP Coordinator, the DP Coordinator, the Examination Head, the Student Counsellor, two teachers and the MYP and DP Librarian. This committee would be responsible for investigating any cases of academic misconduct and applying sanctions according to the school and IB academic integrity policy. The committee will keep a centralised record of all incidents of academic misconduct.

22. Procedures for dealing with student transgression of the policy
22.1 Academic Misconduct in Homework or Class Assignments
1st instance

- The subject/homeroom teacher will investigate and inform the student about the misconduct.
- The student will be given a chance to explain his/her view.
- If it is found that misconduct is unintentional (academic infringement), considering the age and/or grade of the student, the teacher will advise the student on ways to avoid such mistakes in the future.
- The student may be given remedial lessons/tutorials in the required skills by the teachers.
- If the misconduct is intentional, the teacher will keep a record of this misconduct in the submitted work and will write feedback on the work with the specific details of the misconduct. (Refer to Appendix 2)

2nd instance

- If the misconduct is found to be **intentional or if the misconduct is repeated, the teacher will present the evidence of student misconduct (e.g. in the form of Turnitin report) to the programme coordinator**
- Student will be given a chance to explain his/her view.
- If found guilty, the student will have to redo the assignment.
- Teacher may assess if the student has the requisite skills (e.g. paraphrasing, citing), and would provide guidance and tutorial if necessary.
- A record will be kept and the relevant programme coordinator will be informed (Refer Appendix 2).

Collusion

- If the case is of collusion where a student has received excessive help from another student or has submitted the work of another student, **the**

teacher, along with the coordinator, will interview the concerned students to find out if the collusion has been done.

- Student(s) will be given a chance to show their knowledge and understanding of the work, along with rough work/drafts and any other evidence.
- Student(s) may be asked to redo the assignment.
- If the misconduct is repeated, no grades will be given for students involved.
- A record of the incident will be kept in the student's file (Refer to Appendix 2).

22.2. Misconduct during Internal Written Assessments
1st Instance
- In the first instance of misconduct during internal written assessments by a student, a record will be kept and the relevant programme coordinator will be informed. (Refer to Appendix 2)
- The student would be given a chance to defend him/herself and to explain his/ her conduct.
- A meeting will be conducted between the Programme Coordinator, Principal and the student, along with the parents. The consequences would be explained to the student and parent.
- **A formal written warning will be issued to the student, which will stay on the student's record.**
- **No grades will be awarded to the student in such cases.**

2nd Instance
- In case the student repeats such misconduct again, a meeting will be conducted between the Programme Coordinator, Principal and the student along with the parents. The consequences would be explained to the student and parent.
- The student may be restrained from appearing for the written assessment.
- May be given a temporary suspension from the school.

22.3 Academic Misconduct in internal assessment or other course component that might become a part of a student's formal IB assessment (DP 2) or eAssessment (MYP 5)
- Any draft submitted by students without proper referencing will not be accepted by teachers for marking.
- All work submitted for school-based assessment, including MYP and DP ePortfolios, must be the student's own authentic and individual work.
- Teachers must use appropriate means to ensure that each student's work is, in their professional judgment, authentic.
- All drafts of IB coursework will be checked on Turnitin by teachers to identify any possible instances of academic infringement; students have a responsibility to correct such instances before submitting the draft for feedback or marking.

- If an irregularity is identified during the completion of the oral components in Language subjects (a candidate in possession of unauthorized materials), the recording must not be repeated as it would give the candidate in question an advantage (schools can find further details on PRC in supporting guidance for the session) ("Academic Integrity for Internal Assessments")

If the subject teacher **detects academic misconduct or suspects plagiarism in any form** in the **preliminary draft** submitted by the student:

➢ The subject teacher will ask the student to correct the draft, and the Programme Coordinator will be informed.
➢ Once misconduct/plagiarism is confirmed, the Programme Coordinator will decide on the appropriate course of action.
➢ The student may be asked to rewrite the assignment partially or fully.
➢ A record of such an incident will be kept. (Refer to Appendix 2)
➢ The Programme Coordinator may also decide to inform the student's parents of such an incident.

If the subject/supervising teacher suspects that **the final piece** of student coursework or any part of the ePortfolio, which needs to be submitted to IB, is not his/her own work

- **The teacher will withhold the authentication signature on the cover sheet or at the electronic submission stage.**
- A meeting will be held between the teacher, Programme Coordinator and Principal to investigate the case and interview the student.
- Their decision will be reported to the student and parents.
- If the timeline permits, the student may be asked to redo the work; this decision is at the complete discretion of the school Principal
- **Since IB does not accept coursework which is not accompanied by the signature of the subject teacher/supervisor, the Programme Coordinator may inform the IB that a piece of work of the particular student will not be submitted to IB.**
- The school will not submit to the IB a piece of work that has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

If the **coursework or ePortfolio, which has already been sent/submitted to IB**, is found to be plagiarised after the dispatch/submission:

- The Programme Coordinator and Principal will meet the student and the parents to inform them of further consequences.
- **If the misconduct is confirmed, then the relevant examination body (IB) will be informed by the Programme Coordinator and the subsequent procedures of the IB will then apply.**

22.4. Academic misconduct relating to written (DP2) or   on-screen examinations (MYP 5)

Academic misconduct constitutes a breach of regulations that could result in no grade being awarded in the subject concerned.

The following actions are examples of misconduct relating to written or on-screen examinations:

- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- helping or receiving help from another candidate
- impersonating another candidate
- possessing unauthorised material
- consulting material outside the examination room during a period of absence
- behaving in a way that may disrupt the examination or distract other candidates
- leaving the examination room without permission
- stealing examination papers
- using an unauthorised calculator during an examination or using a calculator when one is not permitted for the examination paper
- taking unauthorised material into an examination room (such as a cell/mobile phone, written notes)
- leaving and/or accessing unauthorised material in a bathroom/restroom that   may be visited during an examination
- continuing to answer an examination paper when told to stop by an invigilator or the coordinator
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after the examination ends

School will prominently display certain instructions that need to be followed during IB examinations, including on–screen examinations. (Refer Annexure III)

22.5 Sanctions and Consequences of Misconduct in External Written (DP 2) or on-screen Examinations (MYP 5)

School will follow all instructions as detailed in "Middle Years Programme Assessment procedures" and "Diploma Programme Assessment procedures". The school will ensure that invigilators and students understand the rules. Unless the student's presence in the examination room is disturbing others, student(s) may be allowed to continue with the examination. The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is deliberately interfering with the proper conduct of the examinations.

A candidate should not be expelled from the examination room solely on the basis of observed or suspected misconduct. In such a case, if practical, the

candidate should be discreetly cautioned but allowed to complete the examination. However, to avoid disturbing other candidates, it is acceptable to raise the matter with the candidate concerned at the end of the examination. (Conduct of examinations booklet 2024).

The coordinators will also inform the head of school that a case of misconduct has been reported. All alleged cases of academic misconduct will be reported to the IB Global Centre, Cardiff, without delay.

The school will follow the procedures exactly as laid out by the Examination Body.
The student(s) involved in the misconduct and his/her parents will be informed about the misconduct, the procedures and the likely outcomes of such behaviour as per the policy of the examination body.
Further disciplinary actions may be taken as deemed fit by the school.
When reporting a case of alleged academic misconduct, the coordinator must provide:

- a copy of the record of events kept during the examination
- a statement from each of the invigilators of the examination and any other staff concerned
- a statement from the candidate(s) that addresses the allegation of misconduct
- a photograph of any unauthorised material brought into the examination room (if applicable)

23. Investigation of student academic misconduct cases reported by IB

If the IB informs the school that there is evidence to suspect a student at the school of academic misconduct, the school will conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation, no mark for that subject may contribute to the award of a grade in a future examination session.

Students suspected of academic misconduct would be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; the school will confirm in writing to the IB that the student declined the opportunity to present a statement.

If the internal panel or the Final Award Committee of IB confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned by the IB. The penalty will be proportionate to the severity of the incident.

If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry into the results process. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates, and the IB will issue new documentation (Academic Integrity Policy)

Student sanctions by IB
Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB-assessed components. The IB and the school may investigate issues which could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available, and any sanction applied will be based on the school's academic integrity policy and the IB penalty matrix. When evidence is not conclusive, subject matter experts will be consulted, and any sanction will be applied using the balance of probabilities approach. (Academic Integrity Policy)

Retaking examinations or resubmitting coursework
The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Such decisions by IB will be informed to the students and parents by the school. Typically, the IB would allow one of the following for students penalised for academic misconduct:
- Retake in six months, depending on subject availability
- Retake in 12 months
- No retake allowed, but award of grades in subjects not affected by the incident.

Additional sanctions
The IB may impose the following additional sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes (Academic Integrity Policy).

Change in registration category
There is no opportunity for Middle Years Programme (MYP) students to change registration category, and in these instances, the IB will not award the MYP certificate even if the student otherwise meets the requirements. For Diploma Programme (DP) students, this would mean a change to the "course" category.
Students will be given the opportunity to retake the subject concerned, but due to a change in category, they will not be eligible for the full IB diploma.

Permanent disqualification from current and/or different programmes
MYP students—no grade awarded in any subject; no retake session allowed and barred from enrolling in the DP or Career-related Programme (CP). DP students— no

grade awarded in any subject and no retake session allowed (Academic Integrity Policy).

24. Links to other policies

Language policy: We at Victorious Kidss Educares aim at building students' critical and analytical skills, and therefore it is mandatory for the students to support their oral, written assignments and essays with references and bibliography. Students are advised to be creative and produce original work.

Admission Policy: At the time of admission, students and parents are made aware of the importance of academic integrity and its consequences. Students sign an academic integrity form during admission to the school, which abides by the norms set by the school. (see Appendix 1)

Assessment Policy: We at Victorious Kidss Educares, practise academic integrity during all kinds of assessments. All kinds of students working across all the programmes are based on the guidelines set by the school in the academic honesty policy. Both policies have a common ground of providing guidelines for being academically honest during assessment and being responsible towards the work to be submitted, which is to be assessed internally or externally. We encourage teachers to design assessments that lead students to produce original and authentic work.

Students need to sign an honour code for each assessment, which states that:
   a. I am aware of the school's academic honesty policy and the consequences of any academic misconduct. I pledge that I will neither give nor receive any unauthorised aid on this exam/assignment.
   b. I am aware that my assessment response will not be marked if any misconduct/ malpractice of data/information is observed during checking.
   c. I am aware that assessment feedback will not be shared with me if my answers are plagiarised.

All assessment practices are in line with the academic honesty policy.

Inclusive education Policy: All students study in inclusive classrooms and are made aware of the importance of academic honesty and what constitutes academic misconduct. Differentiated teaching strategies are practised by teachers depending upon the learning needs of the students. All students are guided on proper referencing and citation.

* **All these are to be read in conjunction with the respective policies.**
* **At VKE, the written curriculum is planned and developed in collaboration to integrate all the school policies and IB philosophy.**

25. Communication of Academic Integrity Policy to the school community

The academic integrity policy is communicated to the VKE school community through multiple pathways, including parent orientation, staff meetings, PTA meetings, grade level meetings and newsletters. Copies of the academic integrity policy will be available on the school's Learning Management System platform.

Teaching and non-teaching staff of the school would be made aware of the policy by the school leadership team. Students and staff are made aware of the policy by the coordinator, and necessary training is given by the Librarians. Communicating the policy to the students would be a joint responsibility of the school leadership team and the teaching staff.

Academic Integrity Policy as A Working Document
This policy is a working document and is actively linked with the other policies of the school. This policy has been made considering the latest IB documents. The Academic Integrity Policy will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan. The Leadership team will review the implementation of the policy in classrooms and throughout the school regularly.

26. Review Cycle

All Policies in Victorious Kidss Educares are reviewed every year. **The Steering Committee,** which includes the Principal, Programme Coordinators, Head of Departments, Examination Head, Librarians, Parent Representatives and Student Representatives, and Administrators, share and discuss the progress of the policy implementation. The needs of the school and the past experiences are discussed in detail. The latest relevant IB publications and developments are taken into consideration. The school Policies are then reviewed, and changes/modifications are proposed. These changes and modifications are discussed with all the teachers, staff and parents (if applicable). Their inputs are taken into consideration, and the policies are finalised.

Bibliography

PYP References

- Academic Honesty in the IB Educational Context
  https://resources.ibo.org/data/g_0_malpr_sup_1409_1_e.pdf
  International Baccalaureate Organization, 2014.

MYP References

- Academic Integrity in the Middle Years Programme
  https://resources.ibo.org/data/g_0_malpr_fcl_2009_2_e.pdf
- General Regulations: Middle Years Programme
  https://resources.ibo.org/data/m_0_mypxx_reg_1404_4g_e.pdf
- Middle Years Programme Assessment Procedures 2024
  https://resources.ibo.org/data/myp-assessment-procedures-2023_cd4b4ff3-0e44-4da6-96ab-04e118a44c9a/myp-assessment-procedures-2023-en_6a953085-b462-4c63-9f0f-ea48a66126f3.pdf
- MYP: From Principles into Practice
  https://resources.ibo.org/data/m_0_mypxx_guu_1405_9_e.pdf
- Approaches to Learning and Approaches to Teaching in the Middle Years Programme
  https://resources.ibo.org/data/approaches-to-learning-and-approaches-to-teaching-in-the-mid_39348467-d3d6-4d55-8625-9f02b77829ef/approaches-to-learning-and-approaches-to-teaching-in-the-mid-en_17448459-731d-4256-950a-b60f9e8f6d5a.pdf
- The Conduct of IB Middle Years Programme On-Screen Examinations: May and November 2023
  https://resources.ibo.org/data/the-conduct-of-ib-myp-on-screen-examinations_5016a67a-4f4e-46e9-a09e-7b7d1f7b6261/the-conduct-of-ib-myp-on-screen-examinations-en_d3c79276-21ea-4d8f-9cf7-cc67b933cd96.pdf

DP References

- Academic Honesty in the Diploma Programme
  https://resources.ibo.org/data/g_0_malpr_sup_1601_1_e.pdf
- Diploma Programme Academic Integrity
  https://resources.ibo.org/data/g_0_malpr_sup_0809_1_e.pdf
- Approaches to Teaching and Learning in the Diploma Programme
  https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/img/files/en/d_0_dpyyy_gui_1412_1_e.pdf
- Extended Essay Guide
  https://xmltwo.ibo.org/publications/DP/Group0/d_0_eeyyy_gui_1602_1/files/Guide_Extended_essay_en.pdf
- Conduct of Examinations Booklet 2023
  https://resources.ibo.org/dp/works/dp_11162-421951?lang=en
- Academic Integrity in Practice: Visual Arts
  https://resources.ibo.org/data/d_6_malpr_fcl_2202_2_e.pdf
- Academic Integrity for Internal Assessments
  https://resources.ibo.org/data/g_0_iboxx_amo_2009_1_e.pdf

Common References

- Academic Integrity Policy (2023)

- https://resources.ibo.org/data/academic-integrity-policy_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf
- Academic Integrity in the IB – Position Paper (2012)
  https://resources.ibo.org/data/g_0_ibres_sur-dr_1209_1a_e.pdf
- Effective Citing and Referencing
  https://resources.ibo.org/data/effective-citing-and-referencing_37834da8-43f2-477d-8946-9e225ca65613/effective-citing-and-referencing-en_4c61b5c2-da4c-4e1d-bf5a-0790be5a7304.pdf
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- Diploma Programme Assessment Procedures 2023
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- Programme Standards and Practices (2022)
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- Rules for IB World Schools
  https://resources.ibo.org/data/g_0_iboxx_amo_2006_2_e.pdf
- Secure Storage of Confidential IB Examinations Material Booklet 2024
  https://resources.ibo.org/data/secure-storage-of-confidential-ib-examinations-material-book_c8662333-b627-43eb-afb2-d53df3270779/secure-storage-of-confidential-ib-examinations-material-book-en_2f1730e7-1044-4a14-b079-e9dd5b35eeb3.pdf
- Artificial Intelligence in IB Assessment and Education: A Crisis or an Opportunity?
  https://blogs.ibo.org/2023/02/27/artificial-intelligence-ai-in-ib-assessment-and-education-a-crisis-or-an-opportunity/
- The IB and Artificial Intelligence (AI) Tools
  https://resources.ibo.org/data/g_0_malpr_sup_2305_1_e.pdf
- International Center for Academic Integrity – The Fundamental Values of Academic Integrity (3rd ed.)
  https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf
- What Is Intellectual Property (IP)? – WIPO
  https://www.wipo.int/about-ip/en/
- What Is Plagiarism? – Plagiarism.org
  https://www.plagiarism.org/article/what-is-plagiarism
- MLA Style Introduction – Purdue OWL
  https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
- Original Work of Authorship – USLegal, Inc.
  https://definitions.uslegal.com/o/original-work-of-authorship/

Referencing Norms Adopted by Victorious Kidss Educares

The school will follow MLA (Modern Language Association) style of convention for citation and referencing in MYP. In DP, the table below can be referred to:

Referencing Styles to be used at VKE

Modern Language Association (MLA) Style 8th Edition	American Psychological Association (APA) Style 6th Edition
- Languages - History - Arts - Philosophy - Global Politics D. Tech - Film - Theatre	- Sciences - Environmental Systems and Societies - Psychology - Economics - Business Management - Mathematics - Computer Science - TOK - Digital Society

Important Note: When using any chosen referencing style, it should be used consistently and throughout.

Bibliography/references/works cited
- Bibliography/Works Cited/References list is a coherent list of all the information necessary to enable another person to find each of the sources used. Details usually included are the full title of the original work, the name of its creator, when it was published, and by whom. It should be its own page at the end of the paper.
- Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgement. The bibliography must list only those sources cited. ("Extended Essay Guide")

Works consulted

This is the term applied to works that have influenced an author's thinking but have not been cited directly in the text. If a bibliography of direct citations has been compiled, a separate list of "works consulted" may be added. ("Effective Citing and Referencing.")

Note:

If the source is taken from the internet, the following information must be present in the Work Cited/References or bibliography entry of the source
- Full Uniform Resource Locator (URL – internet address) from where the source has been obtained
- The date of accessing this URL

In-text citations

In-text citation indicates the sources in the text at the point of use, usually just naming the creator. Page numbers should normally be given when referencing printed material, and this is especially so in the case of direct quotations.

The requirements of in-text citation are as follows.

Author (sometimes called author-page)—for example, MLA

In-text citation is indicated by an introductory and/or parenthetical citation providing the:

a. last name of the author

b. page number(s) from which the quotation or paraphrase is taken, if applicable.

Author-date (sometimes called author-date-page)—for example, APA

In-text citation is indicated by an introductory and/or parenthetical citation providing the:

a. last name of the author

b. year of publication from which the quotation or paraphrase is taken

c. page number(s) from which the quotation or paraphrase is taken, if applicable.

If pages are not numbered, such as with online material, the section heading or paragraph number from which the material has been taken can be stated.

Important Note: The first word of the citation to match the corresponding entry in the Works Cited/References or bibliography page!

Examples of Referencing Styles

MLA 8th Ed.	APA 6th Ed.
The bibliography is called "Works Cited"	The bibliography is called "References"
Core elements of MLA8 Author, Title of Source, Publisher, Publication Date. *Add-URL and date accessed for online sources*	**Core Elements APA 6** Author, A. (Year). Title. Location: Publisher. *Add-URL and date retrieved for online sources*
Date accessed format Accessed 24 June 2016	**Date accessed format** Retrieved June 24, 2016
'Works cited' example (Book) Author, Title of Source, Publisher, Publication Date. Watts, Duncan J. *Everything is obvious: once you know the answer.* Crown Publishing. 2012.	**'Reference' list example (Book)** Author, A. (Year). Title. Location: Publisher. Watts, D.J. (2012). *Everything is obvious: once you know the answer.* New York. Crown Publishing.
In-text Citation (Author's Last Name page) (Watts 35)	**In-text Citation** (Author's Last Name, Publishing year (Watts, 2012)
'Works cited' example (website) Author (if available). Title of article, Name of Organisation Affiliated with the	**'Works cited' example (website)** Author (if available). (Year). Title of article

Website, Date of copyright or date last modified/updated, URL. Accessed date. Nunez, Christina. "Causes and Effects of Climate Change." Environment, National Geographic, 22 Jan. 2019, www.nationalgeographic.com/environment/article/global-warming-overview. Accessed 3 Oct. 2022.	- italicised. Retrieved date from http: www.xxxxxx Nunez, C. (2019, January 22). Causes and effects of climate change. Retrieved October 3, 2021, from https://www.nationalgeographic.com/environment/article/global-warming-overview
In-Text Citation Example: (Author's Last Name) (Nunez)	**In-Text Citation Example:** (Author's Last Name, Year) (Nunez, 2019)
Citing AI tools The reference in the bibliography should contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic. The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: "The development of the tools and variables required for........." (text taken/paraphrased from ChatGPT, 2023). (THE IB AND ARTIFICIAL INTELLIGENCE (AI) TOOLS)	

For more detailed instructions on referencing conventions, the following resources should be used

For MLA Style
- Purdue OWL: MLA Formatting and Style Guide https://owl.purdue.edu/
- MLA Style Center   https://style.mla.org/

For APA Style
- Purdue OWL: APA Formatting and Style Guide https://owl.purdue.edu/

Age-Appropriate Guidelines for Academic Integrity

Jr. KG & Sr. KG
The academically honest student:
DOES
- Acknowledge help from parents, older students and friends.

DOES NOT
- Copy from another student during assessments

PYP 1
The academically honest student:
DOES
- Acknowledge help from parents, older students and friends
- Acknowledge information taken from books and the internet orally
- Know what constitutes cheating and abide by the rules
- Follow all assessment rules

DOES NOT
- Copy from another student during assessments
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student.

Students to receive instructions in:
- Use of Library and Internet
- Writing in own words – simple paraphrasing techniques
- Simple ways to acknowledge information derived from books
- What constitutes cheating

PYP 2 & 3
The academically honest student:
DOES
- Acknowledge help from parents, older students and friends
- Acknowledge information taken from books and the internet
- Acknowledge reference materials in a simple bibliography
- Know what constitutes cheating and abide by the rules
- Follow all assessment rules

DOES NOT
- Copy from another student during assessments
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student.

Students to receive instructions in:
- Use of Library and Internet
- Writing in own words – simple paraphrasing techniques
- Simple ways to acknowledge information derived from books and the internet

- Writing a simple bibliography
- What constitutes cheating

PYP 4 & 5
The academically honest student:
DOES
- Acknowledge help from parents, older students and friends
- Acknowledge information taken from books, CD-ROMs and the Internet
- Acknowledge reference materials in a simple bibliography
- Know what constitutes cheating and abide by the rules
- Follow all assessment rules

DOES NOT
- Use notes during assessments unless allowed by a teacher
- Copy from another student during assessments
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy

Students to receive instructions in:
- Use of Library and Internet
- Basic note-taking skills
- Simple paraphrasing and adaptation of source material
- Ways to acknowledge informally in writing
- Simple ways to acknowledge information derived from electronic sources
- Writing a simple bibliography
- What constitutes cheating

MYP 1, 2 & 3
The academically honest student:
DOES
- Acknowledge help from parents, older students, and friends
- Acknowledge the source of direct quotations
- Acknowledge information taken from books, the Internet & AI tools
- Acknowledge reference materials in a bibliography
- Know what constitutes cheating and abide by the rules
- Follow all exam rules

DOES NOT
- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy

Students to receive instructions in:
- Use of Library and Internet

- Basic note-taking skills
- Simple paraphrasing and adaptation of source material
- Ways to acknowledge in writing and speech
- Relevant use of direct quotation and citation
- Simple ways to acknowledge information derived from electronic sources
- Writing a bibliography
- What constitutes cheating
- How to reference artificial intelligence (AI) tools.

MYP 4 & 5
The academically honest student:
DOES
- Keep and maintain accurate, personal course notes
- Keep a record of all the resources used
- Understand and abide by the school's rules concerning cheating
- Acknowledge, in a specific manner, help from another person
- Ask beforehand what kind of external help is permissible
- Understand the concept of plagiarism
- Acknowledge, in a specific manner, using MLA Style, information taken from books, magazines and the internet & AI tools
- Follow all exam rules

DOES NOT
- Copy work of another student
- Give another student his/her work to copy
- Do the homework of another student
- Submit work done by another student, a parent, a friend or a private tutor
- Use notes during a test unless allowed to by the teacher or the examination rules
- Support or hide misconduct by the peers

Students will receive instructions in
- Techniques for acknowledging direct quotation with an in-text citation
- Skills of paraphrasing
- Techniques for acknowledging paraphrasing and the use of in-text citation
- Considering bias in reference materials.
- Evaluation of sources, text and internet sites
- Techniques for using translated material
- Formal skills for acknowledging source material
- How to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools

DP 1 & 2
The academically honest student
DOES
- Document source material and influences formally and appropriately using either MLA Style or APA Style referencing, depending on the subject
- Use direct quotation appropriately

- Acknowledge sources appropriately within text white using quotations, paraphrasing or summarising
- Understand the concept of plagiarism
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments
- Acknowledge explicitly and appropriately the help provided by another person
- Follow all exam rules
- Correctly reference and ethically use information, opinions and artificial intelligence (AI) tools.

DOES NOT
- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as his/her own
- Purchase and submit pieces written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

Students will receive instruction in:
- The rules for acknowledging source material and influences based on standard practice (MLA and APA Style in-text citation and bibliography/references)
- Research writing techniques
- Data gathering techniques
- The planning, preparation and execution of research writing assignments.
- Considering bias in reference material
- Evaluating sources
- How to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools

Conduct during Examinations

Conduct of the examinations

Items not permitted

If you take any of the following items into an IB examination - even by mistake - you will be in breach of regulations and may not be eligible for a grade in the subject being examined. If you do not understand these instructions, please contact your coordinator.

Electronic equipment

Wearable technology

Note that this includes, but is not limited to, smart watches, smart glasses, and wireless headphones.

Books or guides

Rough/scratch paper or notes

Refreshments

Water is permitted at the discretion of the coordinator.

Appendix 1: ACADEMIC INTEGRITY FORM

Victorious Kidss Educares protects the value of independent work by promoting Academic Integrity.

The independent work you do as students and scholars should be valued as your creation and credited to you. Instances where the work of others is portrayed as one's own (i.e., plagiarism) and other forms of academic dishonesty undermine the value of independent work done by you, your peers and others.

Therefore, plagiarism and other forms of academic misconduct, including cheating on quizzes and exams, are considered serious offences and will not be tolerated. Instances of academic dishonesty will be addressed according to school policy. Plagiarism can result in failure on an assignment and failure of the course

I promise to follow all School, departmental and course policies on academic integrity.

Signature: _____   **Date:** _____

Student Name: _____

Class and Div: _____

IB Programme: _____

Appendix 2: ACADEMIC MISCONDUCT RECORD

Student's Name	
Registration Number	
First/second/subsequent offence	
Subject	
Name of Subject teacher	
Type of assignment	
Date assignment submitted	
Date of misconduct detected	
Nature of Academic Misconduct (Attach evidence)	
Narrative comments	
Penalty imposed	

Subject Teacher (Name & Sign): _____

Date: _____

Dept. HOD (Name & Sign): _____

DP Coordinator (Name & Sign): _____

Student (Name & Sign): _____

Appendix 3: Avoiding Plagiarism

Plagiarism

The IB defines plagiarism as 'the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement' (General regulations: Diploma Programme). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.

Plagiarism is not a new phenomenon and has occurred before large quantities of information from all over the world could be accessed via the internet. It is not always due to devious behaviour. Students can plagiarise accidentally because they ignore the referencing technicalities, although many people would respect any attempt to indicate that an idea came from someone else. Some students knowingly plagiarise content from others, and some try to hide it through poor paraphrasing or word substitution.

When plagiarism occurs in coursework or examinations, the validity of the assessment outcome is called into question, and widespread plagiarism will lead to a mistrust of results. To maintain high levels of confidence in any assessment system, all stakeholders participating in the teaching and learning journey of students should instruct them in the technical skills required to master referencing while understanding the need to be transparent in the way they have built any piece of work.

Students need to understand how knowledge is constructed and to develop their own thinking while showing honest behaviour by giving credit where credit is due. Technical skills in referencing are important, and students should have the opportunity to master these techniques during their learning journey. But understanding the principle of academic integrity in any educational endeavour comes first.

There are many reasons why students plagiarise.
- Perceived lack of interest by their teachers; why should students invest their time in writing something that may not receive attention?
- Poor or irrelevant tasks; students will not engage with a task if they do not see the connection with their learning or career goals.
- Need to succeed; the imperative notion that high grades are expected for all tasks.
- Lack of confidence in their abilities; students feel unprepared or incapable to meet the task requirements.
- Poor time management: students may procrastinate in completing a task and choose to copy the work of others to produce something on time.
- No fear of consequences; students may not care about being caught or may be willing to take the risk just to "beat the system"

Plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution. Copying work is not restricted to published text on the internet or elsewhere, but can include the reuse of work submitted in past examination sessions by the same or other student(s) that might not be published. Copying pieces of art, such as paintings and music, is also considered plagiarism, as is copying computer programming codes. Plagiarism even occurs when students memorise text and then reproduce it in written or oral examinations, or when a source is translated and used in the target language of the assessment.

How teachers can support their students
- Make sure that students are able to locate the school's academic integrity policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements regarding referencing and not just penalties for failing to do this.
- Devote teaching time for students to practise your chosen referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching

How students can avoid committing plagiarism
- Read and understand their school's academic integrity policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organised notes and sources consulted during the production of work.
- Seek guidance and support from their teachers or tutors when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images, and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

Appendix 4: Guidance on the use of artificial intelligence tools

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which include learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools.

Such transparency needs to be taught and supported throughout the educational journey so that students understand how knowledge is constructed, as well as their own role in furthering knowledge construction and building understanding. While technical proficiency is crucial, conceptual and ethical knowledge should come first.

Teaching students about academic integrity and AI tools

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

To initiate a conversation about this topic, teachers could consider the links between:
- the concept of responsibility, knowledge framework element of ethics and acting with academic integrity
- arts, legitimately emulating a particular person's style and acting with academic integrity
- the scientific principle of testing another's hypothesis and acting with academic integrity.

The key message is that students need to be taught about academic integrity and discussions about the ethical use of AI.

The IB and AI tools

The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.

However, students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content, as it was not originally written by them, which is a form of academic misconduct. (Adapted from Academic Integrity Policy. International Baccalaureate Organisation, Updated March 2023)