



BUNTS SANGHA'S
S M SHETTY INTERNATIONAL SCHOOL & JUNIOR COLLEGE
AN IB WORLD SCHOOL
CAMBRIDGE INTERNATIONAL CENTRE - IN686
(ISO 21001:2018 Certified)

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IB School Code 051370

ACADEMIC INTEGRITY POLICY

(Last reviewed on April 2025)



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The IBO Mission Statement

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

SMSISJC Vision

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

SMSISJC Mission

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

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

IB LEARNER PROFILE

As IB learners we strive to be:

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

ACADEMIC INTEGRITY:

Academic integrity is a responsibility of the whole IB community. By making the IB's commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the IB community. This policy also documents how the IB manages incidents of student academic misconduct and school maladministration cases, ensuring confidence is maintained among students, parents, schools and other stakeholders in the value and credibility of IB grades.

This policy document explains:

- the academic integrity principle that will be observed by the IB and expected of all its stakeholders
- the expectations and responsibilities of the different groups of stakeholders in upholding the IB's principle of academic integrity
- the terminology used by the IB regarding academic integrity, student academic misconduct and school maladministration
- how the IB deals with student academic misconduct and school maladministration
- good practice in embodying teaching and learning in a culture of academic integrity
- good practice for schools in their own academic integrity approaches and culture
- the broad definitions of terms to allow conversations about academic integrity at school level.

This policy applies to and should be read by:

- all IB World School leadership teams, administrators and the wider community responsible for creating and implementing the academic integrity policy
- all IB World School members of staff responsible for the teaching and preparation of work submitted to the IB for assessment
- all IB World School members of staff responsible for the delivery of IB examinations
- all students going through assessment and submitting work to the IB
- parents and legal guardians of IB students going through assessment
- all IB members of staff responsible for the design of curriculum content, and the creation and delivery of IB examinations

- all IB members of staff responsible for all support tasks within IB World Schools

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 goes beyond a definition and a well-structured school policy; it should also be part of an “ethical culture” of any educational institution, be that a primary school or a university. It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle. Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes. The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the Primary Years Programme (PYP), be reinforced during the Middle Years Programme (MYP) and cemented later through the Diploma Programme (DP) and Career-related Programme (CP). Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

The key educational reasons to take such a strong line on academic integrity are the following. To maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student’s achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules. For more information see Assessment principles and practices—Quality assessments in a digital age.

To maintain trust and credibility

Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others

Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

For more information about IB expectations regarding citing and referencing, please see Effective citing and referencing.

Academic Dishonesty

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

Academic Dishonesty includes:

- **Plagiarism:** This is defined as the representation of the ideas or work of another person as the candidate's own.
- **Collusion:** This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** This is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- **Fabrication** of data is a further example of malpractice. If a candidate manufactures data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component. Using authentic data is a matter of academic honesty.
- **Paraphrasing:** this is defined as the restatement of someone's work in another form. In order for it to be allowed, the source needs to be acknowledged.

- **Disregarding the IBDP Examination Code of Conduct:** this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

Examples of academic dishonesty in teaching learning process:

- Copying from another student's test or homework.
- Allowing another student to copy from your test or homework.
- Having a classmate do an assignment for you.
- Using materials such as textbooks, notes, or formula lists during a test without the teacher's permission.
- Collaborating on an in-class or take-home test without the teacher's permission.
- Having someone else write or plan for your assignments.
- Bribing someone for an academic advantage, or accepting such a bribe (i.e. a student offers a teacher money, goods, or services in exchange for a passing grade, or a professor accepts this bribe).
- Lying to an instructor in an attempt to increase your grade, or lying to an instructor when confronted with allegations of academic dishonesty.
- Use of invented or misrepresentative information. (This mostly occurs in the sciences, when students create or alter experimental data)
- Listing a source in your works cited that you did not actually use in your research.

- A duplicate submission i.e. submitting the same paper for two different classes.
- Obtaining a copy of a test before the test is administered.
- Distributing, either for money or for free, a test before it is administered.
- Encouraging others to obtain a copy of a test before the test is administered.
- Changing grades in a grade book, on a computer, or on an assignment.
- Continuing to work on a test after time is called.
- Unauthorized use of computer or calculator programs.
- Selling or giving away information stored on a computer or calculator which will be submitted for a grade.
- Sharing test or assignment answers on a calculator or computer.
- Accepting or providing outside help on online assignments or tests.
- Obtaining test materials or questions before the test is administered.
- During collaborative group activities, instead of every one contributing to the completion of assignments, if only one student completes the task and everyone else copies it.

Examples of academic dishonesty in written examinations:

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

Strategies to be academically honest:

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

1. If the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.
2. When using the words of another person it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is

not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.

3. Information taken from websites must be acknowledged. Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed.

4. If two or more candidates have exactly the same introduction to an assignment, this will be interpreted as collusion (or plagiarism), and not collaboration.

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

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

Roles and responsibilities:

1. School's Pedagogical leadership team:

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

☐ To form an Academic Integrity Committee. The Academic Integrity Committee is then responsible for producing an Academic Integrity Policy.

☐ Execute academic Integrity policy in collaboration with other school policies. ☐ Making sure that the policy is completed and communicated clearly to the entire school community, especially to the students.

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

2. Teachers:

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

- ☐ Keeping themselves updated about referencing styles and methods of promoting academic honesty.
- ☐ Supporting and enacting the School's Academic Integrity Policy.
- ☐ Being vigilant towards malpractice, particularly towards plagiarism and cutting and pasting from the Internet.
- ☐ Guiding students and actively promoting a culture of academic honesty.

- ☐ Promoting supportive environment for students and giving them timely feedback using formative assessment tasks instead of penalizing them.
- ☐ Encouraging students to work independently.
- ☐ Giving students enough time for submissions, so that they can produce authentic work.
- ☐ Being vigilant to identify any obvious changes in the candidate’s style of writing while reading students written assignments and course works to ensure age appropriateness.
- ☐ To ensure the authenticity of student work by checking its plagiarism index using Turnitin.com
- ☐ Supporting IB investigation in case of academic dishonesty.

3. Parents:

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

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

4. Students:

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

Students must be particularly aware of:

- ☐ Using the Internet in an appropriate and responsible manner.
- ☐ Giving appropriate credit to anyone whose work has informed his or her own work.
- ☐ The source of each student work must be acknowledged using a standard style of referencing in a consistent manner. A reader must be able to clearly distinguish between the ideas of the

candidate and the ideas and work of other authors. The school uses MLA format for referencing.

□ In written work submitted for assessment in the IB Diploma programme, the student must cite in the text where an external source has been used. The inclusion of a reference in a bibliography at the end of the paper is not enough. A candidate's failure to acknowledge a source will be subject to investigation by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

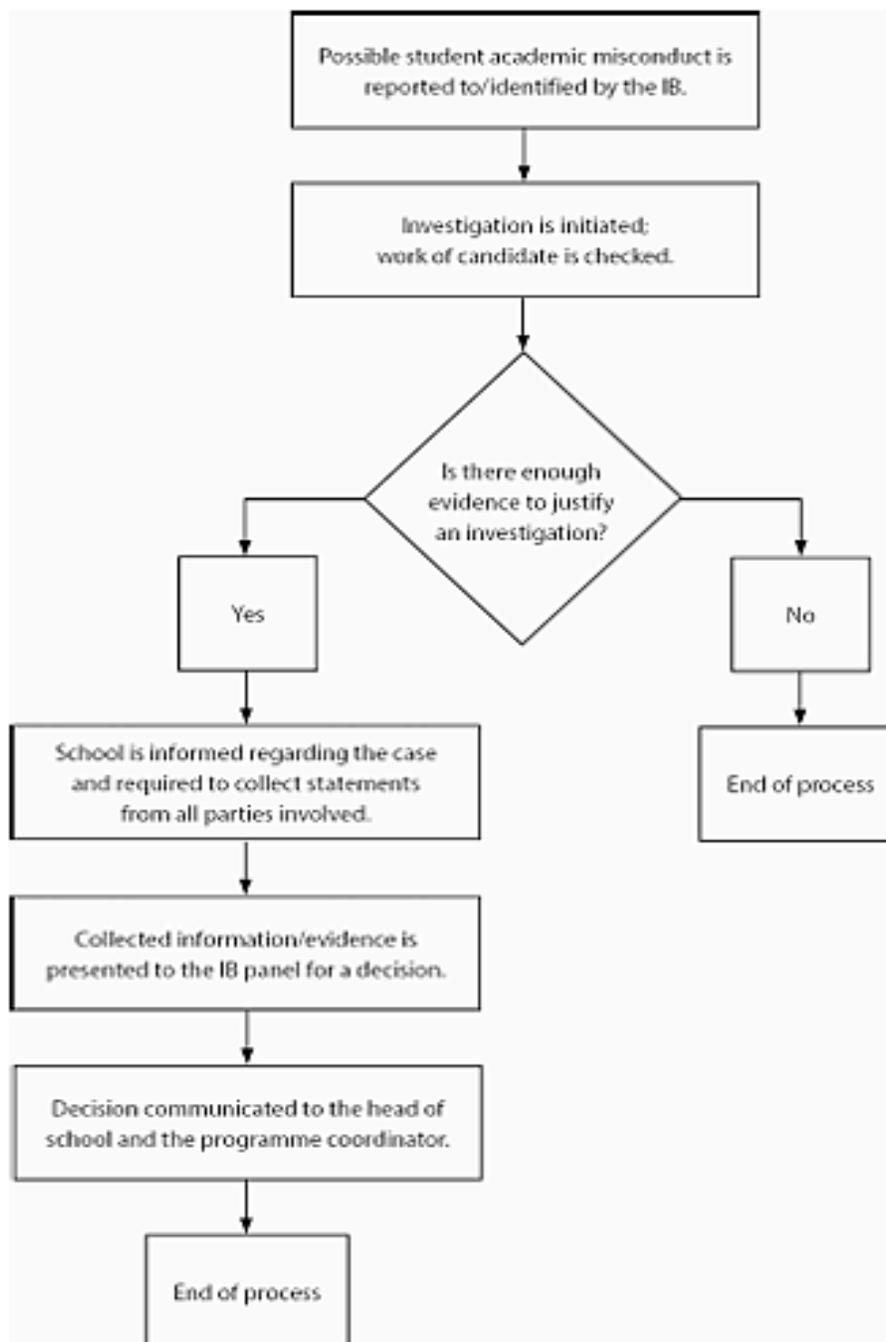
□ If academic dishonesty is suspected, it is the student's responsibility to prove that all pieces of work are his/her own, and have not been plagiarised.

□ It is the student's responsibility to adhere to internal deadlines set by school to ensure timely submission of course works.

□ Appreciating academic honesty as an essential principle of education and it is not merely about avoiding malpractice or avoiding getting caught.

□ Supporting IB investigation in case of academic dishonesty

2.1 Investigation flowchart



INTERNAL GUIDELINES FOR INVESTIGATION AND CONSEQUENCES OF ACADEMIC DISHONESTY

Act of academic dishonesty during an Examination

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

Act of academic dishonesty during the completion of Course works

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

The rights of student:

Students are allowed to see evidence statements relating to allegations of academic dishonesty.

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

INVESTIGATION AND CONSEQUENCES OF ACADEMIC DISHONESTY DURING BOARD EXAMINATION

Investigations take place when:

- A coordinator informs IB that malpractice may have taken place during an examination.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion.
- The investigating procedure laid down by IBO will be strictly followed.

Reporting to IB

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

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

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

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

? If the amount of plagiarism is minimal, **no mark (N)** will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'

? If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.

? Misconduct during an examination will result in the notification to the IB within 24 hours of the examination.

? In case of any academic dishonesty on any component (core or subject specific) a student might not be graded in the examination

? If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed.

? The CAS record will need to be correctly completed. If the case of malpractice is very serious, the candidate may not be allowed to re-register for examinations in any future session.

? An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established

? An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

? Any student suspected of academic misconduct might have to give a written explanation that addressed the suspicion of academic misconduct.

? In case of any proven academic misconduct, appropriate penalty (as per the IB norms) will be imposed on the students.

GUIDANCE AND USE OF ARTIFICIAL INTELLIGENCE TOOLS

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.

Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

What does the IB expect when a teacher checks the authentication box to confirm that work is the student's own?

The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening. This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework

The student can explain their work sufficiently—to give 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.

The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

GUIDANCE TO TEACHERS ON USE OF AI

How should teachers guide their students when using AI tools?

Students should be informed of the following rules.

- If they use the text (or any other product) produced by an AI tool—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. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images

Confidence in IB results

The IB and IB World Schools are partners in maintaining the value (currency) of IB grades to be trusted by institutions. The IB needs to trust schools to do due diligence, and schools can trust the IB to take its responsibility seriously in the interest of their students.

REFERENCING

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

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

ACADEMIC INTEGRITY POLICY REVIEW AND COMMUNICATION PROCESS

- The Academic Integrity policy is reviewed every 2 years or when there are changes in the IB policy/stipulations or as and when required.
- The school's leadership team along with the examination committee revises the academic integrity policy.
- The revised policy is then shared with the school community.

REFERENCES:

- Yokohama International School – Academic Honesty Guidelines
https://www.yis.ac.jp/uploaded/Library_New_Titles/Academic_Honesty_Guidelines_YIS.pdf
- VHS Academic Honesty Policy (Marion County)
<http://www.marion.k12.fl.us/schools/VHS/extra/file/honesty.pdf>
- Holy Heart High School – IB Academic Honesty Policy
http://www.holyheart.ca/wp-content/uploads/2014/02/IB_Academic-Honesty%20Policy_HHM.pdf
- St. James Academic Integrity – Why Integrity Matters
<http://sja.ucdavis.edu/files/WhyInteg.pdf>
- International Center for Academic Integrity – FV Project
<http://www.academicintegrity.org/icai/assets/FVProject.pdf>

- Importance of Academic Honesty (JustAnswer document)

(copied Google redirect link cleaned)

http://ww2.justanswer.com/uploads/mumdooha/2010-11-25_164947_importance_of_academic_honesty.doc

- SPC Library Guide on Academic Integrity

<http://spcollege.libguides.com/c.php?g=254383&p=1695452>

- Delta College Academic Catalog (Definition)

<https://www.deltacollege.edu/dept/ar/catalog/cat0910/1841.htm>

- Wikipedia – Citation Systems

<https://en.wikipedia.org/wiki/Citation#Systems>