

# Academic Honesty Policy



## LADY ANDDAL SCHOOL

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# ACADEMIC HONESTY



## Statement of Philosophy

We view academic honesty as a cornerstone of our educational philosophy. We believe that academic integrity is not only essential to learning and growth but also to the development of individuals who are ethical and responsible members of society. To promote a culture of integrity and respect for knowledge, we strive to create an educational environment that fosters critical thinking, creativity, and academic rigor.

We believe that it is crucial for every member of the learning community to be committed to the academic honesty principles. It is the responsibility of all members of the learning community to provide consistent and accurate guidance on how to work collaboratively, cite sources correctly, and establish a transparent learning environment that fosters integrity from the outset of a student's academic journey.

An effective assessment is authentic, clear and specific, varied, collaborative and interactive, caters to an individual's progress rather than their performance in relation to others. It provides detailed feedback for students to reflect on and move forward in their learning journey. Moreover, we understand that the formative years of a student's education are a critical time for character development, and equipping our students with the skills to work independently fosters a love of learning.

All learning engagements challenge students to engage in critical thinking, conduct independent research, and synthesize their ideas or collaborate with peers to create innovative solutions. Accurate assessment of a student's progress through these experiences enables teachers to provide sound instructional strategies and constructive feedback for revision. We recognize that inaccurate representations of a student's progress can hinder the learning process, which is why we prioritize academic honesty and integrity in all aspects of our educational approach.

Our school's policies and procedures for academic honesty are clear and transparent, and we communicate them to students, teachers, and parents. We view reporting and accountability as essential to promoting a culture of integrity and respect for knowledge. We recognize that academic integrity requires ongoing assessment and improvement of our policies and practices. Therefore, we continuously review and revise our policies to ensure they remain effective and relevant in the ever-evolving academic landscape.

# ACADEMIC HONESTY



## Statement of Philosophy

Our academic honesty policy philosophy is grounded in the tenets of the IB Learner Profile, which embodies the attributes that we believe are essential for academic and personal success. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the IB Learner Profile, all members of the IB community must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”.

We are committed to empowering our students with the skills and knowledge to engage in academic work with integrity and to act with responsibility and respect for themselves and their peers.

# ACADEMIC HONESTY



## Defining Academic Misconduct

### Definition:

The IB defines 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 is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen.

### Types of academic misconduct:

While we do understand that the given conditions of academic dishonesty may not always be deliberate, we also want our community to be aware and conscious of what constitutes 'dishonesty' in their academic life and the kind of consequences it entails.

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:



01

### PLAGIARISM

Using another person's work or ideas without giving them proper credit



02

### CHEATING

Using unauthorized materials or receiving help during an assessment



03

### FABRICATION

Creating or altering data or information to deceive



04

### SABOTAGE

Deleting or altering files, withholding essential information from group projects



05

### COLLUSION

Knowingly assisting others in academic misconduct

# ACADEMIC HONESTY



## Explaining Academic Misconduct

Type of Academic Misconduct	Examples	Strategies to avoid
Plagiarism	<ul style="list-style-type: none"><li>• Copying text from a source without citation</li><li>• Paraphrasing without proper attribution</li><li>• Submitting work that is not entirely original</li></ul>	<ul style="list-style-type: none"><li>• Use proper citation methods</li><li>• Quote sources accurately</li><li>• Use plagiarism detection tools</li><li>• Consult with teachers or librarian when in doubt</li></ul>
Cheating	<ul style="list-style-type: none"><li>• Copying from another student's work</li><li>• Using notes or unauthorized materials during an assessment</li><li>• Accessing unauthorized information during assessment</li></ul>	<ul style="list-style-type: none"><li>• Use only authorized materials, and report any suspicious behaviour to the teacher or supervisor</li></ul>
Fabrication	<ul style="list-style-type: none"><li>• Falsifying data, creating false citations or references</li><li>• Presenting fictional data in assignments</li></ul>	<ul style="list-style-type: none"><li>• Use reliable and accurate sources, record and report data accurately and use reputable software for data analysis</li><li>• Consult with teachers for guidance on appropriate data collection and analysis methods</li></ul>
Sabotage	<ul style="list-style-type: none"><li>• Deleting or altering files</li><li>• Withholding essential information from group projects</li></ul>	<ul style="list-style-type: none"><li>• Communicate openly and honestly with group members, respect others' work and ideas and report any suspicious behaviour.</li></ul>
Collusion	<ul style="list-style-type: none"><li>• Sharing work, assisting in plagiarism, providing unauthorized information during exams</li></ul>	<ul style="list-style-type: none"><li>• Encourage academic honesty among peers, do not share your work and report any academic misconduct to the appropriate authorities.</li></ul>

# ACADEMIC HONESTY



## Responsibilities of different stakeholders

### **School Leadership team:**

As an IB school, it is important for the school's leadership to establish processes and procedures that promote academic honesty and create a culture that encourages it. This includes adhering to the regulations and instructions provided by the International Baccalaureate Organization (IBO) that govern the conduct of each examination session.

- To support this culture of academic honesty, the school leadership team ensures that the staff and students are fully informed about what constitutes academic misconduct and how it can be prevented. This information is disseminated through various media, such as training sessions, student handbooks, and posters around the school.
- It is essential for the leadership to fully support the IBO in the prevention, detection, and investigation of academic misconduct. This includes undertaking any additional responsibilities required by the IBO should a student or staff member be investigated for academic misconduct.
- The school leadership establishes clear consequences for academic misconduct and ensure that these consequences are communicated to the entire learning community. .
- The leadership team provides resources and support for students to develop their research and information literacy skills, such as workshops on proper citation and research techniques.
- It is essential for the teachers to recognize signs of academic misconduct and to provide guidance and support to students to prevent it from occurring.
- The leadership team should regularly review and update its policies and procedures related to academic honesty to ensure that they are effective in promoting and maintaining a culture of academic integrity.
- The leadership team is involved in ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations.

# ACADEMIC HONESTY



## Responsibilities of different stakeholders

### Teaching staff:

The culture of academic honesty is a shared responsibility among all teaching and learning staff. They must therefore have a shared understanding of the expectations of the school's academic integrity policy and IB expectations. With detailed knowledge of regulations, policies, and subject guides, teachers can offer adequate and fair support to their students, helping them develop a conscientious and responsible attitude toward their learning process and understand the ethical implications of scholarly work.

- Teachers should provide instruction and support in research and thinking skills, giving specific requirements and written examples of proper citation of sources in their discipline area(s).
- They should structure assignments to encourage the development of students' own ideas through problem-solving, comparison, precise hypothesis, analysis, etc.
- Teachers should provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources, reflecting the need for authentic work.
- Teachers must guard against academic negligence and warn candidates about the consequences of being careless when recording sources or displaying disregard for the origin of material within their work.
- They should observe the same procedures as students and actively use discipline-appropriate bibliographic style when providing students with reference material, acting as role models for students.
- Teachers need to create a supportive environment where students have time and support to gradually develop technical skills, produce genuine and authentic work, and conduct research in a responsible and ethical manner.

### Students:

By embracing the principles of academic honesty, students can maintain their personal integrity, and develop essential skills for academic success within the IB.

- Students should have a clear understanding of the academic honesty policy and the importance of maintaining integrity in their work.
- Students should learn and apply the appropriate citation and referencing methods specified by the IB.
- Students should strive to complete their tasks independently, without unauthorized assistance. In collaborative work, students should contribute their own ideas and perspectives, while respecting the work and ideas of others.
- During assessments, students should strictly adhere to the rules and guidelines provided by the IB.
- Students should take personal responsibility for their academic work, demonstrating honesty and integrity in all aspects of their learning. They should seek clarification and guidance from teachers when uncertain about any expectations.

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## Responsibilities of different stakeholders

### **Families and Guardians:**

Families play a vital role in supporting their children's understanding of integrity, providing a nurturing environment for learning, and reinforcing the values and expectations set by the school's academic honesty policy.

- Families should familiarize themselves with the academic honesty policy provided by the school. They should understand the policies, guidelines and expectations related to academic honesty within the IB.
- Families should emphasize the importance of learning with integrity and reinforce the values of honesty, responsibility and ethical behaviour. They can discuss with their children about the significance of academic honesty and its impact on personal growth and character development.
- Families should encourage their children to approach their teachers whenever they need assistance or clarification regarding academic honesty. They can emphasize the importance of seeking guidance to ensure that their work meets the expected standards of integrity.
- Families should guide their children in understanding that the process of learning, research and ethical conduct is more valuable than achieving high grades through dishonest means. They can highlight the long-term consequences of academic dishonesty.

# ACADEMIC HONESTY



## Investigating Academic Misconduct

If a teacher suspects that a student may have violated the school's standards of academic honesty, they have the responsibility to promptly inform the programme coordinator. In such cases, the student will be given an opportunity to explain their perspective. The teacher(s) involved will then conduct a thorough investigation, gathering evidence to determine if there has been any academic dishonesty. If the evidence does not clearly demonstrate inappropriate work, the student will be considered not guilty, and no record of the matter will be kept.

However, if there is sufficient evidence to support the claim of academic dishonesty, the Programme Coordinator will make a recommendation to the Head of School. Based on the severity of the case, an appropriate consequence will be applied. Throughout this process, parents of the student will be kept informed, and they may be invited for a meeting with the concerned teacher(s) to discuss the situation and any necessary actions.

### **Consequences of academic misconduct:**

The action taken on a student who has violated the school's standards of academic honesty will depend on the severity of the incident. The incidents are divided into 3 categories and each of them have specific consequences as mentioned in the table below:

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## Investigating Academic Misconduct

Category of academic misconduct	Typical examples	Consequences
<b>CATEGORY I</b>	<ul style="list-style-type: none"><li>• Copying from another student's work</li><li>• Paraphrasing without proper attribution</li><li>• Copying text from a source without citation</li><li>• Using secretive methods of receiving or giving information during a task</li></ul>	<ul style="list-style-type: none"><li>• Students who are caught cheating or plagiarizing will not receive a grade or score for the work.</li><li>• The student is expected to re-work on the submission for an accurate score, provided the submission timeline permits.</li><li>• The concerned teacher will report the incident to the coordinator and a suitable behavioral consequence will apply.</li><li>• Any second infraction will result in a category II consequence and an on-going pattern may lead to a recommendation for exclusion.</li><li>• Academic misconduct will be recorded in the report card.</li></ul>
<b>CATEGORY II</b>	<ul style="list-style-type: none"><li>• Submitting work that is not original</li><li>• Accessing unauthorized information during assessment</li><li>• Sharing work, assisting in plagiarism, providing unauthorized information during exams</li><li>• Falsifying data, creating false citations or references</li></ul>	<ul style="list-style-type: none"><li>• Considering the severity, the teacher, the programme coordinator and the head of school will meet to take appropriate action.</li><li>• Students who are caught in a category II violation will not receive a grade or score for the work.</li><li>• Upon the discretion of the coordinator, students may re-work on the submission for an accurate score, provided the submission timeline permits.</li><li>• Any second infraction will result in a category III consequence and an on-going pattern may lead to a recommendation for exclusion.</li><li>• This work may be part of the internal assessment elements which will be submitted to the IBO.</li><li>• Academic misconduct will be recorded in the report card.</li></ul>
<b>CATEGORY III</b>	<ul style="list-style-type: none"><li>• Deleting or altering files</li><li>• Stealing examinations/unauthorized materials</li><li>• Repeated pattern of Category I and II incidents</li></ul>	<ul style="list-style-type: none"><li>• These incidents are extreme and will be dealt with by the leadership team</li><li>• This will result in a formal meeting with the leadership meeting and a possible exclusion from school and the IB programme.</li></ul>



# LADY ANDAL SCHOOL

## ACADEMIC HONESTY AGREEMENT

I understand and acknowledge the importance of academic honesty in all aspects of my education. I recognize that academic honesty is essential for personal growth, intellectual development, and maintaining the integrity of the International Baccalaureate programmes. As a student of Lady Andal School, I hereby commit to upholding the principles of academic honesty as outlined below:

1. I will submit work that is entirely my own, unless directed otherwise by my teachers. I understand that presenting the ideas, thoughts, or work of others as my own is an act of plagiarism and is strictly prohibited.
2. When using the work, ideas, or thoughts of others, I will provide proper credit by citing the sources appropriately. I will provide accurate references and acknowledge all sources used in my academic work, including quotations, paraphrases, and summaries.
3. I understand that collaboration with my peers is an essential part of the learning process; however, I will ensure that all collaborative work is authorized by my teachers and adheres to the guidelines provided. I will always contribute my fair share to group projects and assignments.
4. I will not engage in any form of cheating during examinations or assessments. I will not provide or receive unauthorized assistance, use unauthorized materials, or engage in any other behavior that compromises the integrity of the assessment process.
5. I will strive to uphold the principles of academic integrity in all academic activities, including homework, assignments, essays, research papers, presentations, and assessments. I will seek clarification from my teachers if I am uncertain about any aspect of academic integrity.
6. I understand that any violation of academic honesty may result in disciplinary action, which could include but is not limited to, receiving no grade on the assignment, further consequences outlined by the school's academic honesty policy, or a report to the IB programme coordinator.

By signing below, I affirm that I have read, understood, and agree to abide by the principles of academic honesty outlined in this agreement. I understand the consequences of academic misconduct and commit to upholding the highest standards of integrity in my academic pursuits.

Student Name:

Parent Name:

Date:

Date:

Student Signature:

Parent Signature:

Homeroom Teacher Name:

Coordinator Name:

Date:

Date:

Homeroom Teacher Signature:

Coordinator Signature: