



LADY ANDAL SCHOOL

ACADEMIC INTEGRITY POLICY

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Vision Statement of Lady Andal School

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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

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

IB LEARNER PROFILE

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.

Statement of Philosophy

We view academic integrity 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.

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.

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:

Type of Academic Misconduct	Examples	Strategies to avoid
Plagiarism*	<ul style="list-style-type: none"> • Copying text from a source without citation • Paraphrasing without proper attribution • Submitting work that is not entirely original 	<ul style="list-style-type: none"> • Use proper citation methods** • Quote sources accurately • Use plagiarism detection tools • Consult with teachers or librarian when in doubt
Cheating	<ul style="list-style-type: none"> • Copying from another student's work • Using notes or unauthorized materials during an assessment • Accessing unauthorized information during assessment 	<ul style="list-style-type: none"> • Use only authorized materials, and report any suspicious behaviour to the teacher or supervisor

Fabrication	<ul style="list-style-type: none"> • Falsifying data, creating false citations or references • Presenting fictional data in assignments 	<ul style="list-style-type: none"> • Use reliable and accurate sources, record and report data accurately and use reputable software for data analysis • Consult with teachers for guidance on appropriate data collection and analysis methods
Sabotage	<ul style="list-style-type: none"> • Deleting or altering files • Withholding essential information from group projects 	<ul style="list-style-type: none"> • Communicate openly and honestly with group members, respect others' work and ideas and report any suspicious behaviour.
Collusion	<ul style="list-style-type: none"> • Sharing work, assisting in plagiarism, providing unauthorized information during exams 	<ul style="list-style-type: none"> • Encourage academic honesty among peers, do not share your work and report any academic misconduct to the appropriate authorities.

**** Turnitin app has been deployed to identify occurrences of plagiarism.***

*****At Lady Andal School we adhere to the citation guideline of the MLA 9 and the APA style of academic writing and research. The MLA/APA style provides a standardized format for citing sources in written work.***

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 integrity 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 integrity, 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.

Librarian's Role:

The Librarian's role in maintaining academic honesty is essential for the overall integrity of the educational process at Lady Andal School.

- Librarians actively teach and promote good academic practices for documenting sources used in research.
- They provide guidance on the citation style – MLA 9, ensuring that students understand the importance of accuracy while attributing sources.
- Assist in validating sources cited in student work and identifying authentic sources of information during research work.
- Librarians play a key role in recommending credible and reliable resources to students for their research projects.
- They should utilize plagiarism detection tools and software to identify instances of plagiarism in student work.
- Closely collaborate with teachers to integrate information literacy and academic integrity education into the curriculum. Co – design with teachers assignments on research, develop instructional materials.
- Librarians should provide individualized support and guidance to students throughout any research process.

Teaching staff:

The culture of academic integrity 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 integrity, 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 integrity 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.

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 integrity 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.

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:

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

- This work may be part of the internal assessment elements which will be submitted to the IBO.
 - Academic misconduct will be recorded in the report card.
- CATEGORY III**
- Deleting or altering files
 - Stealing examinations/unauthorized materials
 - Repeated pattern of Category I and II incidents
- These incidents are extreme and will be dealt with by the leadership team
 - This will result in a formal meeting with the leadership meeting and a possible exclusion from school and the IB programme.

Acknowledging Source:

PYP

- When conducting research, students should express their understanding of a website's content in their own words rather than copying the text directly.
- All sources used (such as websites, books, magazines, video clips, photographs) should be mentioned in the bibliography.
- Students at this stage may begin citation in either the MLA or the APA format, especially during the PYP Exhibition.

MYP

- The most effective way to avoid plagiarism is by honestly and accurately acknowledging the sources used in the creation of work.
- All ideations and work that are not the students own, must be properly acknowledged.
- Sources from the internet should be treated the same as print sources.
- Direct quotations should be placed within quotation marks, with appropriate references included.
- Paraphrased material must be properly cited to give credit to the original source.
- Students may use citation styles such as MLA or APA format for referencing sources.

Examples of MLA and APA citation:

Both APA and MLA cite sources within a paper by using parenthetical, in-text references. MLA uses the author's last name and the page number as reference. APA uses the author's last name and the year of publication. If a direct quote is used, APA requires author's name, year, and page number.

Excerpt:

“But the gulf between the mature or adult products and the experience and abilities of the young is so wide that the very situation forbids much active participation by pupils in the development of what is taught. Theirs is to do--and learn, as it was the part of the six hundred to do and die.”

MLA citation:

Direct Quote:

In-Text Citation:

Direct Quote:
(Dewey 5)

Works Cited Entry:

Dewey, John. *Experience and Education*. Macmillan, 1938.

Dewey, John. “Experience and Education.” *The Educational Forum*, vol. 50, no. 3, Sept. 1986, pp. 241–52. <https://doi.org/10.1080/00131728609335764>.

APA citation:

In-Text Citation:

Direct Quote
Dewey, 1938, p. (5)

Reference List Entry:

Dewey, J. (1938). *Experience and education*. Macmillan.

Reference List:

Dewey, J. (1938). *Experience and education*. Macmillan.

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IT Policy – Essential Agreements

Guiding principle

At Lady Andal School, we believe in harnessing technology to enhance the learning experience of our students. We provide our students with computers and internet access to support best practices in the teaching and learning process. As a school we have come up with an IT policy Essential Agreements to guide the responsible and effective use of the tools made available within our learning community. This policy applies to anyone using Lady Andal School IT tools.

Purpose

To provide and establish a collective understanding and commitment among all stakeholders of the school community regarding the responsible and effective use of technology resources.

As responsible digital citizens, we agree to

- Demonstrate respect, integrity, and empathy in our online interactions.
- Navigate the digital landscape thoughtfully, critically evaluate information, and uphold ethical standards.
- Develop digital literacy skills.
- Ensure that every learner has the opportunity to thrive in a digitally – enhanced environment.
- Promote inclusive practices that support diverse learning needs.
- Protect student and staff data.
- Uphold data security through robust security measures, and ongoing education on digital literacy.
- Emphasize on the seamless integration of technology into the curriculum that we offer.
- Align technological initiatives with our educational goals and values.
- Foster open communication and share best practices with all our stake holders.
- Ensure that questionable/restricted websites are not accessed.
- Strive to use the potential of technology to inspire inquiry, drive actionable goals and transform the future for the better.

LINK TO OTHER POLICIES

ADMISSIONS AND ACADEMIC INTEGRITY POLICY

In alignment with the Academic Integrity policy, the admission process requires students and guardians to sign an undertaking and a contract confirming the authenticity of all submitted documents and credentials. Failure to adhere to these requirements, or providing fabricated or inaccurate information, will result in the cancellation of the student's admission.

By enforcing rigorous standards of academic integrity, we support our inclusive approach, guaranteeing that every student is admitted based on genuine achievements and qualifications. This alignment ensures that our commitment to both diversity and fairness is upheld throughout the admissions process.

ASSESSMENTS AND ACADEMIC INTEGRITY POLICY

We place a strong emphasis on academic honesty to uphold the credibility of our assessments and to foster a culture of integrity among students. Assessments are designed to measure students' knowledge, skills, and understanding in a fair and unbiased manner. Academic Integrity is expected to prevent misconduct such as plagiarism and cheating, ensuring that all students are assessed based on their genuine work. This connection between academic integrity and assessments ensures that the process is transparent, equitable, and aligned with the IB elements.

LANGUAGE AND ACADEMIC INTEGRITY POLICY

The language used in assignments, assessments, and communications is clear and comprehensible. By minimizing misunderstandings related to language, students are less likely to unintentionally commit academic misconduct, such as plagiarism or misrepresentation.

The guidelines cited in the academic Integrity policy helps streamline academic work, including citations and ideations. Students who need support in expressing their ideas are guided to ethically source information and present it in a method most comfortable to them.

INCLUSION AND ACADEMIC INTERGRITY POLICY

Our inclusion policy is designed to create an academic environment where diversity is celebrated and all applicants have equal opportunities regardless of their background. This commitment to inclusion means that we are dedicated to evaluating each applicant on their own merits and potential, striving to eliminate biases and barriers that could hinder access for underrepresented groups. By fostering an inclusive environment, we aim to build a diverse academic community that enriches the learning experience for everyone.

Bibliography:

IBO. "Learner Profile for IB Students | International Baccalaureate®." *International Baccalaureate*®, 19 Dec. 2022, www.ibo.org/benefits/learner-profile/.

"Authentication Selector." *Sso.ibo.org*, resources.ibo.org/ib/psp/Standards-and-Practices/?lang=en.

"Title." *Ibo.org*, 2019, resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en.

