



VICTORIOUS KIDSS EDUCARES

The School With A Difference

An IB World School

ACADEMIC INTEGRITY POLICY



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IB Mission

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.

VKE Vision and Mission

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.

Mission

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 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 and solve real-life problems effortlessly.

Philosophy

"Integrity is not a bunch of values or ethics. Integrity is coherence between how you are, how you think, and how you act.

-Sadhguru

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 emphasise self-reflection which makes students better human beings. Following the footsteps of Swami

Vivekananda, we promote the values of integrity, perseverance, dedication, and hard work.

Our endeavour 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 motto is "to provide challenging, inquiry-based education with rigorous assessment, which encourages students to be creative, extremely intelligent, knowledgeable, international-minded, compassionate lifelong learners." We believe the development of values and skills that promote personal integrity and academic integrity is one of the prime responsibilities of the school.

Statement of Purpose for Academic Integrity Policy

The purpose of the Victorious Kidss Educares Academic Integrity policy is to:

- Define and clarify academic integrity and malpractice in the context of all the programmes offered at VKE (EYFP, IBPYP, IBMYP, and IBDP) as well as the expectations associated with the submission of authentic work.
- To inform the roles and responsibilities of stakeholders in preventing, and detecting malpractice, investigating procedures and consequences in the instances of alleged malpractice.
- To ensure that the school's procedures for this practice are transparent, fair, and consistent.
- To promote good practices of academic integrity and ways to prevent academic misconduct.
- Describe the roles and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. (Academic integrity in IB Educational context, 4)

Roles and Responsibilities

School Responsibilities:

- Maintaining fairness and consistency in implementing the academic integrity policy.
- Providing a safe and encouraging environment that fosters understanding and respect towards each others' 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 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.
- School is responsible for checking and authenticating all candidates' work before submission to the IB for assessment or moderation.

School leadership team will ensure that:

- All the stakeholders understand the importance of academic integrity
- All parents, students and teachers understand what constitutes academic integrity and academic misconduct
- All parents, students, and teachers are aware of the consequences of any academic misconduct
- To establish a school policy that promotes good academic practice and a school culture that actively encourages academic integrity
- To support the IB fully in the prevention, detection, and investigation of malpractice. (IBO, "Middle Years Programme Assessment Procedures 2023.")
- To make sure that in the cases of misconduct students' rights are preserved and they are given fair chance to explain themselves and prove their innocence
- Based on the evidence and nature of the malpractice, the Principal will be the ultimate authority to decide upon the penalty to be awarded for the academic misconduct in the school

Coordinators will ensure that:

- The staff, parents, and students' are aware of academic integrity and academic misconduct. It will be explained to them at appropriate times using examples of good and bad practices
- Suspected cases of misconduct or breaches of standards will be investigated fairly and students will be given a chance to explain their side. They may also involve the parents/guardians of the student/s in such discussions and give clear, reasoned recommendations to the school leadership
- Any misconduct during IB examinations is communicated to the IB.

Teachers will ensure that:

- The policy is explained explicitly to the students in conjunction with work expectations. The terms are explored and explained using age appropriate activities and examples.
- The students are provided with relevant and timely feedback on their work.
- The students are taught the necessary skills like note-taking, referencing, and paraphrasing.
- The work submitted by the students is authentic and to the best of their knowledge.
- They routinely communicate, interact, and collaborate with the students to evaluate their work during the drafting process.
- They employ preventive measures and plagiarism detection tools, to substantiate any instances of plagiarism, collusion, or duplication observed in students' work.
- They conduct themselves as exemplary role models, maintaining student records of any perceived misconduct and corresponding corrective action taken thereof.
- They emphasise teaching-learning of Approaches to Learning (ATL) skills and explicitly focus particularly on information literacy skills.
- It is the collective responsibility, of each subject group facilitator to explain the purpose of correct citations and referencing.

Students will ensure that:

- They are accountable for their own work and the consequences of any breaches of the standard of academic integrity will be theirs' alone to bear.
- They follow the teacher's directions and expected guidelines while completing the tasks, assessments, or presentations in PYP.
- All work submitted by them including class assignments/homework, internal or external assessments is authentic with due acknowledgement of other's work and ideas.
- They check their work (IA's, Extended Essays, TOK Essays, Community/Personal project, e-Portfolio or any other work) before submission for assessment, or moderation.
- They regularly discuss with the teachers their work progress and show drafts at various stages in the production process.
- They seek their teacher's advice if they are at any time unsure about referencing or citations.

The students are expected to adhere to the guidelines. They will be held accountable and might be asked for a written explanation if they are suspected of any academic misconduct.

Parents will ensure that:

- They read this document carefully, understand the implications and ask for any clarifications from the school
- They speak to their children about integrity in terms of academic progress and encourage students to produce their own work and acknowledge others' (including parents') ideas. Any misconduct seen or observed by them is brought to the notice of the school authorities. In such cases the student will be counselled to adopt the right measures. In case of academic misconduct at school by their child, they are required to come to school and attend the meetings as and when requested by the school.

The following definitions given by the International Baccalaureate are adapted by Victorious Kidss Educares:

What is Academic Integrity:

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and taught skills. (IBO, "Academic Integrity in MYP. May 2014" 77). It is about making knowledge, understanding and thinking transparent. (IBO: Academic integrity in the Middle Years Programme)

Concepts that relate to academic integrity include intellectual property and authentic authorship of their own work. Students need to use own ideas and acknowledge other's ideas.

What is Academic Misconduct:

The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. (IBO, "Middle Years Programme. MYP: From principles into practice. May 2014" 95).

It applies to in-class or take-home assessments, compositions, labs and homework assignments.

Although the following list is not exhaustive, academic misconduct can, in general, take several forms.

Different categories of Academic Misconduct

Plagiarism: This is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment (IBO, Middle Years Programme. MYP: From principles into practice. May 2014 95).

All of the following are considered plagiarism:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
- Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation.
- ("What Is Plagiarism?" Plagiarism.org) not fulfilling a legitimate expectation of original authorship.

Collusion:

This is defined as supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessments by another. (IBO, "Middle Years Programme. MYP: From principles into practice. May 2014" 95).

Following are some examples of collusion:

- 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 given permission to do so.
- Group work where only one person actually does the work and everyone else copies it.

Difference between collaboration and collusion:

Collaboration is defined as working together on a common aim with shared information, which is open and cooperative behaviour that does not result in allowing one's work to be copied or submitted for assessment by another.

Collusion occurs when a student uses fellow learners as an unattributed source (IBO, "Middle Years Programme. MYP: From principles into practice. May 2014" 77)

Students have a moral obligation to report to teachers or coordinator in case they witness any academic integrity transgressions in academic, community engagement and/or research environments.

Duplication of work:

This is defined as the presentation of the same work for different assessment components and/or Programme requirements.

Fabrication of Data:

Manufacturing of data for a table, survey or other such requirement (providing fake data without any investigation) (IBO. "Diploma Programme Academic Integrity" 5). It may include using fabricated or forged information during lab work, field visit, manipulation of data/observation from experiment, copying data/observation from fellow students.

Translation of text in more than one language with the aid of internet:

Copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism (IBO. “Diploma Programme Academic Integrity” 5).

Academic Infringement:

It is an action of violating the terms of the academic integrity policy implemented by the school. Copying text, or other material, is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. It is apparent that many candidates are not aware of when or how to acknowledge sources. It is essential that candidates are taught this important academic skill. For example, a candidate may 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.

Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, and not malpractice (IBO, “Diploma Programme Academic Integrity” 4).

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 purpose. There are different types of intellectual property rights, such as patents, registered trademark, designs, copyrights and moral rights. These rights are normally protected by law.

Students and teachers also need to acknowledge the original author/creator of such material by referencing correctly. Students should keep in mind that unlawful activities such as illegal music download, Peer to Peer (P2P) file-sharing; downloading pirated material from unauthorised sites may lead to the student facing legal proceedings. (IBO. “MYP: From Principles into Practice” 77.)

Original work of Authorship:

It refers to any type of work independently done by its creator. Creations that qualify as a work of authorship include games, videos, scripts, music recordings, movie recordings, cartoons and articles. These works are protected by a copyright law. (USLegal)

Any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections) (IBO. "MYP: From Principles into Practice" 95).

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 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 time tabled time to discuss these fundamentals and develop an understanding of practices. PYP 5 students explore the MLA style and the teacher librarian conducts the session for 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, it 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 at 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.

Teaching Academic Integrity MYP and DP

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 right from PYP. In MYP and DP, students must be taught a range of academic integrity skills so that they can independently apply these skills produce academically honest work to meet the requirement of externally validated assessments in MYP and DP.

- Teachers will promote the understanding and practice of academic integrity. (IBO. “MYP: Programme Standards and Practices”, 19)
- Students must be provided age appropriate guidance on expected behaviours (Do’s and Don’ts) and training to refer external sources.
- Teachers must provide students with age appropriate training on how to refer external sources. They should show students age appropriate 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 in their daily life.
- Student should be taught the concept of intellectual property rights and should be made aware of different types of intellectual properties and how to use them responsibly and ethically.
- Teachers must make sure that they assess the student work for age appropriate in-text citation, work cited/bibliography 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 student's own language, expression and ideas, with appropriate reference to 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.
- 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. ideas taken from others. Students must be taught the skills of expressing their ideas in their own words.
- Whenever an 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. (IBO, "Middle Years Programme. MYP: From principles into practice. May 2014" 38).

Prevention of Academic Misconduct

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

- All students will be made aware of the importance of academic integrity 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.
- 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.
- 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.
- 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:
 - 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.

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 students' performance level
- make themselves aware of various ways in which academic misconduct can be detected, including web based services such as 'Turnitin.com'. They should also familiarize themselves with using simple techniques such as using search engines (e.g. Google, Yahoo) to detect the source of student passages that has been copied
- regularly check the work, assignments, homework and projects submitted by students for plagiarism. They must also check the work to ensure that appropriate citations and references are provided
- scrutinize all the work being sent to the IB for external assessment or moderation for plagiarism. They can use the 'Turnitin' service to check the documents for any intentional or unintentional plagiarism. They should also check if the student has provided proper citation and referencing.

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.

However, there could be instances which might trigger an investigation.

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

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 misconducts, student 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.

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 truth in their life.

The procedures prescribed by the external examination authority (i.e. IB) will apply for 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.

While applying the sanctions and consequences regarding the work submitted for school assessments and learning, teachers and coordinators need to consider student's background, character and history in terms of academic conduct, age and level of awareness and skills of the students. The consequences would vary depending on the severity of the incident, intent or non-intent and other factors.

Academic Misconduct in Homework or Class Assignments:

1st instance

- The subject/homeroom teacher will investigate and inform the student about the misconduct.
- Student will be given a chance to explain his/her view.
- If it is found that the 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.
- Student may be given remedial lessons/tutorial in the required skills by the teachers.
- If the misconduct is intentional, the teacher will keep a record of this misconduct of the submitted work (Refer Appendix 2) and will write feedback on the work with the specific details of the misconduct.

2nd instance

- If the misconduct is found to be **intentional or if the misconduct is repeated, 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 evidences.
- 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 file (Refer Appendix 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 Appendix 2)
- Student would be given a chance defend him/herself and to explain his/her conduct.
- A meeting will be conducted between 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 student 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 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 written assessment.**
- **May be given temporary suspension from the school.**

Academic Misconduct in internal assessment or other course component that might become a part of a student's formal IB assessment or e-Assessment:

- 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 ePortfolios must be the candidate's own authentic and individual work.
- Teachers must use appropriate means to ensure that each candidate'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 of correcting such instances before submitting the draft for feedback or marking.
- If the subject teacher **detects academic infringement** 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.
- If the subject teacher **suspects plagiarism** in the **preliminary draft**:
 - The teacher will inform the Programme Coordinator.
 - Once plagiarism is confirmed, Programme Coordinator will decide on the appropriate course of action.

- The student maybe asked to re-write the assignment partially or fully.
- A record of such incident will be kept.
- The Programme Coordinator may also decide to inform the student's parents of such 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 with hold authentication signature on the cover sheet or at the electronic submission area.**
 - 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 student and parents.
 - If the timeline permits, student maybe 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 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.**
- 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.**

Academic misconduct relating to written or on-screen examinations

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 (IBO. "Diploma Programme Academic Integrity"):

- failing to obey the instructions of the coordinator/invigilator.
- communicating with another candidate.

- helping or receiving help from another candidate.
- impersonating another candidate.
- possessing unauthorized 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.
- discussing the content of an examination with any person outside their immediate cohort within 24 hours of the examination ending.
- stealing examination papers.
- using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper.
- 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.
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.

(IBO, “Diploma Programme Academic Integrity” 5; IBO. “The conduct of IB Middle Years Programme on screen examinations user guide 2023)

- 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 to IB regulations.

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. (IBO. “The conduct of IB Middle Years Programme on - screen examinations user guide 2023)

Conduct during on – screen examinations: Certain instructions to be followed for all IB examinations.

Malpractice in External Written Examinations

The School will follow the procedures exactly as laid out by the examination body.

- **The student(s) involved in the malpractice and his/her parents will be informed about the malpractice, the procedures and the likely outcomes of such behaviour as per the policy of 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 unauthorized material brought into the examination room (if applicable)

All alleged cases of academic misconduct must be reported to the IB Global Centre, Cardiff, without delay. Coordinators must also inform the head of school that a case of misconduct has been reported. (IBO. "The conduct of IB Middle Years Programme on screen examinations 2023).

Connection to other policies

- Language policy
- Admission and/ or access policy
- Inclusion policy
- Assessment policy

Policy review

This document is a working document that will be reviewed from time to time. Management, the Pedagogical leadership team, teachers, teacher librarians and the admission department are involved in reviewing the policy. **Recent review date: June 2023**

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