



**SRV International School**  
**(School Code: 060202)**

**Academic Integrity Policy**  
**(2022-2023)**



**Cambridge Assessment  
International Education**

Cambridge International School



## CONTENTS

| S.No | Content   | Pg. No |
|------|---|--------|
| 1    | IB Mission and Vision   | 3      |
| 2    | SRV International School Mission Statement                    | 3      |
| 3    | SRV International School Vision                               | 3      |
| 4    | IB Learner Profile Attributes                                 | 3      |
| 5    | Rationale   | 5      |
| 6    | What is Academic Honesty?                                     | 5      |
| 7    | What is Academic Dishonesty?                                  | 7      |
| 8    | Roles and responsibilities of the Head of PYP/ Head of School | 7      |
| 9    | Roles and responsibilities of the PYP Coordinator             | 8      |
| 10   | Roles and responsibilities of the Educators/ Teachers         | 8      |
| 11   | Roles and responsibilities of the Parents/Legal Guardians     | 9      |
| 12   | Roles and responsibilities of the PYP Students                | 9      |
| 13   | Disciplinary Consequences for Academic Dishonesty             | 9      |
| 14   | Committee Members Involved                                    | 10     |
| 15   | Policy Review   | 10     |
| 16   | References  | 10     |

## **IB Mission and Vision 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.

## **SRV International School Mission Statement**

We at SRVIS inspire and challenge our students to achieve personal excellence, pursue a passion for learning, be responsible global citizens and take the initiative to make a positive difference in the world.

## **SRV International School Vision**

Our international curriculum, holistic education and excellent academic assessments prepare our students for further studies around the world and position SRV International School as a well-recognized and sought after international school.

Our growing, energetic and enthusiastic international community of students, teachers and parents all would work together to provide a nurturing, inclusive learning environment. The learners will be equipped with the necessary knowledge, skills, beliefs and attitudes so that they would become world class peace-loving citizens.

## **IB Learner Profile Attributes**

The aim of all IB programmes is to create internationally minded people who strive for a better and more peaceful world. "**The Learner Profile**" lies at the core of IB, promoting child-centred and holistic learning. **SRVIS** sees the Learner Profile as the embodiment of the IB vision's learning outcomes. The ten qualities in the Learner Profile inspire teachers, students, and schools, defining

"international-mindedness." **SRVIS** believes that embracing the IB Learner Profile fosters global citizenship and applies to the whole school community.

|                      |  |
|----------------------|--|
| <b>Inquirers</b>     | 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.   |
| <b>Knowledgeable</b> | 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.   |
| <b>Thinkers</b>      | We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.   |
| <b>Communicators</b> | 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.   |
| <b>Principled</b>    | 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.                                       |
| <b>Open-minded</b>   | 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.                                      |
| <b>Caring</b>        | 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.  |
| <b>Risk-takers</b>   | 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.                             |
| <b>Balanced</b>      | 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.

**Rationale**

One needs to comprehend the rationale behind Academic Honesty. We at SRV International School consider developing lifelong learners with strong moral values and hence make sure that the students produce and project their own work and take its ownership, presenting their strengths and acknowledging their weaknesses. We believe that Academic Honesty is respecting ‘intellectual property of others’ spoken and written work, when using it in our own work. Our students learn to take full credit of their own work and giving full credit to others who have helped or influenced, or for whose work that was incorporated, by citation or creating a list of work cited page

The foundation of this belief is laid in the IB Learner Profile for all the IB learners in all phases of their learning. All the stakeholders have to stand by the policy set by the school not only in their academic area but also in all areas of their life. SRV International School thus aims to produce individuals with integrity and motivates them to reach higher values in their lives.

**What is Academic Honesty?**

According to the IBO, “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged” (Academic Honesty, 2011).

More from - [https://resources.ibo.org/ib/works/edu\\_11162-58121?root=1.6.2.4.5&lang=en&odd=ibo.odd&view=div](https://resources.ibo.org/ib/works/edu_11162-58121?root=1.6.2.4.5&lang=en&odd=ibo.odd&view=div)

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 which 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 PYP, be reinforced during the middle school and cemented later through the secondary and higher secondary levels. 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.

Educators supporting IB students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

Source: [https://resources.ibo.org/ib/works/edu\\_11162-58121?root=1.6.2.4.5&lang=en&odd=ibo.odd&view=div](https://resources.ibo.org/ib/works/edu_11162-58121?root=1.6.2.4.5&lang=en&odd=ibo.odd&view=div)



Use your  
own ideas.

Produce  
honest  
work.

Earn the  
credit.



image courtesy: <https://www.informnet.mb.ca/academic-honesty.html>  
<http://seniorlibraries.isdedu.de/academic-honesty.html>

## What is Academic Dishonesty?

Academic dishonesty refers to any act which is done with the intention to fabricate any information which is relevant to a student's participation in academic exercise. It can take many forms:

**Plagiarism:** Copying and Presenting someone else's work and ideas as their own without acknowledgement is plagiarism.

**New plagiarism definition** - taken from [academic-honesty.-principles-into-practice---celina-garza.pdf](#)

Academic honesty in the IB position paper 2012. IB learner profile July 2013.

- **Old text:** Plagiarism: This is defined as the representation of the ideas or work of another person as the candidate's own.
- **New text:** 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.

SRV International School considers it to be a serious offence and students may have to face consequences if found guilty.

### **Other forms of misconduct may include:**

- Cheating or duplicating work of other students in part or in total and submit as their own.
- Credit stealing.
- Not accomplishing assignments on their own.
- Altering a graded test and submitting for re-grading.

## **I. Roles and responsibilities of the Head of PYP/ Head of School**

- Establish and monitor the effective execution of the academic honesty policy.
- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Share with parents and legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and the consequences for IB students if they engage in academic misconduct.

## **II. Roles and responsibilities of the PYP Coordinator**

- Establish and execute the academic honesty policy.
- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates, parents and legal guardians are aware of IB requirements concerning academic honesty.

The Learner Profile and the attitudes are the basis for the development of academic integrity in our students.

## **III. Roles and responsibilities of the Educators/ Teachers**

- Teaching ways to cite resources.
- Creating inquiry-based and differentiated assessment tasks: a task to "Write about Ancient Egypt" can seem to be an invitation to copy from sites like Wikipedia but creativity is encouraged by tasks that use information to solve a problem such as "Suppose you were organizing tourism to Ancient Egypt, what would you need to find out and how would you market etc...". Tasks to be of "Why is it like that" "What is your opinion" "How do you justify"? will help in controlling plagiarism. Kath Murdoch inquiry cycle helps to foster research skills and higher order thinking skills in learners thereby making them academically honest.
- Designing assessment criteria that value and reward the process, rather than only the product.
- Teaching ways to paraphrase information, talking about different strategies that can be used. One approach is the 5 R's:

**The 5 "R"'s strategy is helpful at SRVIS –**



- **Reword** – Replace words and phrases with synonyms whenever you can.
- **Reframe** – Rearrange words within sentences to make new sentences. You can even rearrange the ideas presented within the paragraph.
- **Realize** that some words and phrases cannot be changed – names, dates, titles, etc. cannot be replaced, but you can present them differently in your paraphrase.
- **Recheck** – Make sure that your paraphrase conveys the same meaning as the original text.
- **Recognise**- Students can follow all 4 R's or may choose any but fifth R - Recognition of original source is a must to follow.
- Teaching ways to acknowledge others: PYP learners can learn to use quotation marks to mark others' words or describe what help was useful and why.
- Teaching reflection on the learning process: reflective writing about sources as in “When I read about xxx, I thought...” values learners' hard work rather than stressing formal citation or demonizing copying.
- Grade 4 and Grade 5 students organise a “Don't be a copycat” campaign for their juniors.
- Students will be encouraged to cite the resources from where they gained information.
- Mandatory to go through the IB document - From IB Resources - [https://resources.ibo.org/data/g\\_0\\_malpr\\_sup\\_1408\\_2a\\_e.pdf](https://resources.ibo.org/data/g_0_malpr_sup_1408_2a_e.pdf)

#### **IV. Roles and responsibilities of the Parents/Legal Guardians**

- Understand, Ensure and support the implementation of academic honesty of their wards in all areas of life.
- Understand what the learner profile value of academic honesty means making clear what will happen if submitted work is not the learner's own.

#### **V. Roles and responsibilities of the PYP Students**

- Students take responsibility for their own work.
- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people's work.
- Students use information technology and library resources responsibly.

## **Disciplinary Consequences for Academic Dishonesty**

If a student is found to be academically dishonest then they may face the following consequences.

- Parents will be informed
- Warnings will be given
- Students will re-submit the work
- Loss of privileges
- Placement on academic probation
- Dedicated time for community service

## **Committee Members Involved**

- Pedagogical Leadership team (Vice President, PYPC, Cambridge International Coordinator)
- ICT Facilitator
- Librarian
- Selected Homeroom Teachers

## **Policy Review**

- Policy is created in 2019
- Reviewed in 2022
- Next Review - 2025

For more information - From IB document -

- [https://resources.ibo.org/ib/works/edu\\_11162-58121?root=1.6.2.4.5&lang=en&odd=ibo.odd&view=div](https://resources.ibo.org/ib/works/edu_11162-58121?root=1.6.2.4.5&lang=en&odd=ibo.odd&view=div)
- [https://resources.ibo.org/data/g\\_0\\_malpr\\_sup\\_1408\\_2a\\_e.pdf](https://resources.ibo.org/data/g_0_malpr_sup_1408_2a_e.pdf)

## **References**

- [https://resources.ibo.org/ib/works/edu\\_11162-58121?](https://resources.ibo.org/ib/works/edu_11162-58121?root=1.6.2.4.5&lang=en&odd=ibo.odd&view=div)
- <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>
- <http://minds-in-bloom.com/teaching-kids-to-paraphrase-step-by-step/>

- <http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf>
- Academic honesty in the IB position paper 2012. IB learner profile July 2013.