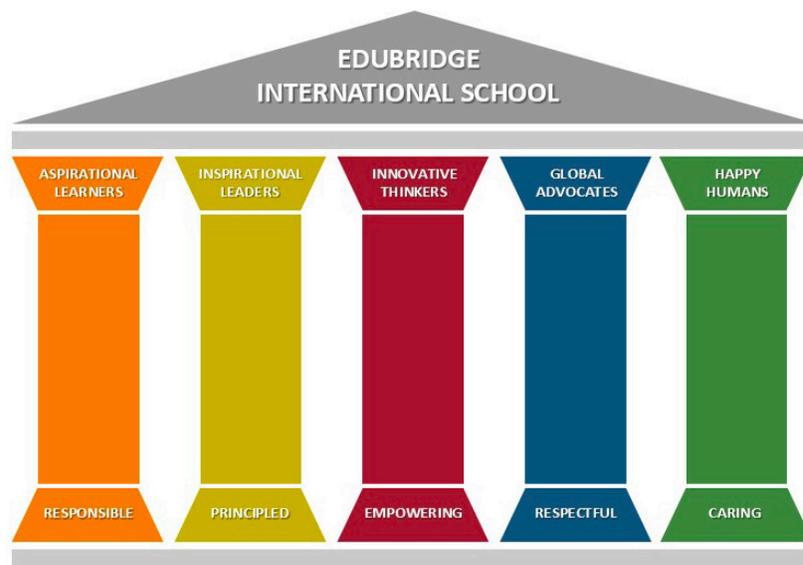# EIS Academic Integrity Policy

GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
Inspirational Leaders
Innovative Thinkers
Global Advocates
Happy Humans

EIS Mission

Providing well-being

and high-quality learning

in pursuit of varied success

and a better world for all

EIS Core Values

Empowering
Caring
Principled
Respectful
Responsible

Purpose

Edubridge International School's Academic Honesty Policy states its firm commitment to pursuing the best academic practices, and inculcating the values of respect and academic integrity within the entire learning community. This policy explains the roles of all the stakeholders in upholding the highest standards of academic honesty and outlines an action plan in the occurrence of malpractice. This policy is intended for prospective parents and students, the administrative staff and teachers of EIS, and any accrediting or governmental authorities.

Status of the Academic Integrity Policy

The Academic Integrity Policy is a "living document," i.e. it is continuously evolving and informed by research, best practice, external requirements, and by debates within the school. The Academic Honesty Policy is being written, revised, and edited from time to time.

Philosophy

Edubridge International School seeks to establish a culture of honesty, acknowledgement and recognition. Academic integrity is a responsibility of the whole IB community. Academic integrity means that all academic work should be produced honestly, i.e. the person or persons who produce a piece of academic work have done so independently, or when they have borrowed the ideas of others, they have appropriately acknowledged and recognized the others. Academic honesty is imperative in academia – it is the foundation stone upon which the Academy rests – a culture of honesty, acknowledgement, and recognition is essential to the intellectual exchange of ideas. The human endeavours of accumulating, organising, and transmitting knowledge (academia) and then passing this knowledge on to learners (education) depend on academic honesty.

Academic dishonesty means lying, cheating, copying, or misrepresenting one's academic work, usually by claiming another's work as one's own. Edubridge International School seeks to create an academic environment where every member of the learning community holds dear the values of academic honesty, and where incidents of academic dishonesty are very infrequent, or ideally, non-existent.

At Edubridge International School, academic honesty is not only vital to the learning community at large, but also to one's own integrity. Therefore, each individual within the school community cherishes the values of academic honesty not only for the sake of the School, but also for the individual. As lifelong learners, the members of the Edubridge International School learning community treasure academic honesty not only at school but also for life.

Learning is a lifelong process in which individuals are immersed in continuous challenges, therefore at EIS we believe that recognizing and celebrating students' academic honesty will contribute to a larger community. EIS believes in recognizing students whose attributes and

attitudes reflect honesty and integrity.

At Edubridge International School, our Academic Honesty Policy is informed by the IB Learner Profile, which is a big part of our everyday life. All members of the Edubridge school community strive to be **principled** and to act with a strong sense of fairness, justice and respect for others. We also strive to be reflective and to take responsibility for our actions and the consequences that follow them. Every member of the learning community is knowledgeable and shares a common understanding of Academic Honesty including the technical requirements of acknowledging sources and an understanding of the expectations in each grade level.

Expectations of Academic Integrity:

The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the Primary Years Programme (PYP), be reinforced during the Middle Years Programme (MYP) and cemented later through the Diploma Programme (DP) and Career-related Programme (CP). Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB students understand:

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

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.

A student and/or member of staff and any relevant evidence on which the IB is basing the case. This information should be anonymized when relevant.

The investigation must be conducted by the school administrators and/or programme coordinators following the instructions of the IB; it must be carried out in an impartial and unbiased manner, focusing exclusively on the evidence used for the allegation. In the case of students, the investigation will usually only focus on the subject in which irregularities were found. The exception to this is when a student assists a peer in engaging in academic misconduct in a subject for which they are not registered.

Those responsible for the investigation must work in a discreet manner and using the available evidence, make sure that the process is thorough and fair for those under investigation.

When communicating to the parties involved in the investigation, the school must also inform them of the probable duration and possible consequences of the investigation process. All those under investigation must have the opportunity to present a written statement and know the alternatives available when the IB communicates the outcome of the investigation."

Role of the Librarian

The librarian acts like an important partner in promoting academic integrity within the school community. They play a key role in strengthening the students' understanding of sound academic practices, good referencing and citing practice.

Malpractice

As an international school adopting the best practices worldwide in international education, the Academic Honesty Policy at Edubridge International School borrows heavily from the publication entitled *Academic Honesty*, published by the IBO and freely available online. According to the IBO, malpractice is defined as 'behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.' Malpractice includes plagiarism, cheating on exams or tests, collusion, and duplication of work. (International Baccalaureate Organization, 2011)

EIS and Artificial Intelligence

We acknowledge AI may provide a start but every student at EIS must understand how and why to refine the text to improve its impact. Instead of being able to produce complete responses/essays/ reports, etc. students may edit their personalised text and most importantly, they must recognize the inherent AI tool's programming bias in what might be generated for them. At EIS we focus on maintaining ethical practices and at times, teachers might need to ensure that students can speak freely about their work, elaborate on their ideas with their teachers and confirm the probability of the students' word choices.

In addition to this, students need to be aware that the IB does not regard any work produced, even only in part, by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been credited in the body of the text and appropriately referenced in the works cited section. If this is not done, the student would be misrepresenting content, as it was not originally written by them, which is a form of academic misconduct.

Some recommendations to use IA tools are as follows

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

inherent bias of the results.

The teacher's role while checking student work

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student.

- The teacher has seen the student develop the work over a period of time. This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently—to give confidence that it has been created by them
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

    An EIS Teacher must be convinced that the work is the student's own. It is to be noted that the IB is very effective in spotting similar work used by students in different schools—for example, two students buying the same essay off the internet. Students should be aware that any evidence of academic misconduct may lead to a student losing their grade/certificate/Diploma for the subject concerned

Roles and Responsibilities

Head of School/Programme Coordinators: As the paragon of academic honesty, the HOS/PCs are responsible for:

- Establishing an Academic Honesty Committee. The Academic Honesty Committee is then responsible for producing an Academic Honesty Policy which is then reviewed by all stakeholders.
- Making sure that the policy is completed and communicated clearly to the entire school community, but especially to the students.
- Establishing the School's academic policies, for making sure the other school policies (such as the Assessment Policy or Technology Policy) are in line with the Academic Honesty Policy.
- Promoting good practice and a school culture of academic honesty.
- Delegating responsibility to various members of the school staff and for establishing a school culture where all students are aware of both the importance of academic honesty and the serious consequences of academic dishonesty.

    Teachers: Teachers are expected to model academic honesty and act as good role models for students by:
- Being honest in their own work, such as when they write tests or create presentations, etc. If any teacher is suspected of academic dishonesty, he or she will be subject to the

same disciplinary procedures as a student.

- Keeping themselves updated about referencing styles and methods of promoting academic honesty.
- Supporting and enacting the School's Academic Honesty Policy.
- Being vigilant towards artificial intelligence, malpractice, particularly towards plagiarism and cutting and pasting from the Internet.
- Guiding students and actively promoting a culture of academic honesty.
- It is imperative that teachers frequently remind students about both the importance and the methods of academic honesty and that they are not simply acting as watchdogs guarding against malpractice. They will support and act on the School's policies on good academic practice and guide students accordingly whenever necessary. Teachers should be convinced that any work submitted to them is all the students' own work, and when doubts arise, the teacher should first hold a discussion with the student or students.

Parents: Parents (or legal guardians) also play an important role in promoting academic honesty. Parents are often better able to establish the authenticity of their own children's work than teachers. The school discusses Academic Honesty with parents during the Parent orientation.

Parents should:

- Read the Academic Honesty Policy and discuss it with their children.
- Model academic honesty and serve as role models for their children.
- Talk about the importance of independent study and work
- Constructively discuss academic honesty with teachers and school officials and contribute to the school discourse about academic honesty and how to promote it.
- As educators of academic honesty, the most important role of the school officials, teachers and parents is to teach students about academic honesty. By promoting a culture of academic honesty, the adults of the school community ensure that students are aware of both the importance and the methods of academic honesty.

Students: The students must make themselves aware of the Academic Honesty Policy (at age-appropriate levels) and take it seriously. Students must be particularly aware of:

- Using the Internet correctly.
- Giving appropriate credit to anyone whose work has informed his or her own work.
- Avoiding malpractice in assessments and assignments, classwork and homework (Refer to the Assessment Policy for more details).
- Seeking advice from knowledgeable adults when they have a doubt about how to credit or reference a work.
- Students must appreciate that academic honesty is an essential principle of education and is not merely about avoiding malpractice or avoiding getting caught.

Examples and conventions:

The teachers of Edubridge International School guide their students in the rightful ways of acknowledging prior work of others when being cited or used as references within their coursework and assessments. This begins when students can understand the concepts of academic honesty and doing their own work, by Grade 3 at the latest. Through the 10th grade, students should normally follow the format provided by the Modern Language Association (MLA: www.mla.org).

When citing images, or when using citations during a slide show presentation, students should show the citation as a part of the image and/or on the same slide where the image is being presented. In slide show presentations, students should avoid showing all citations on the last slide of a presentation.

Example from Grade 3

A student gets help from his older sister on making a poster about rainforests. The students writes directly on the poster: "My older sister, Roshini Bhatt, helped me with this poster." The teacher commends the student for his honesty.

Example from Grade 5

A student brings in an essay with advanced vocabulary. The teacher asks, "Did you write this yourself?" The students says, "No, my Mom wrote it." The teacher points out, "You must do your own work -- now rewrite it yourself." The student rewrites the essay, in her own words, and acknowledges her mother in the essay. The students have a refresher session with the librarian about citation requirements.

Example of Collusion from Grade 9

Two students complete a given project. The teacher checks that certain sections are identical. She calls both students and learns that one student showed his work to the other and the other student copied the work. She speaks to them about the importance of the student doing their own work, and explains that this is collusion. The teacher gives another chance to both students to re-submit the work.

Example of plagiarism/ghost-writing from Grade 11

A student who is expected to show regular progress for an IA unexpectedly submits an entire section of work after a few weeks. When the teacher asks the student to explain this section of work, they are unable to clarify their thoughts or how they reached a specific conclusion.

Example of cheating from Grade 12

During an exam, a student is found with unauthorised material. The invigilator removes the material from the examination venue and the student is allowed to continue writing the examination, however regardless of intent or use it is considered as a breach of regulations.

The matter is reported to the IB within 24 hours while the examination script is submitted for assessment. Pending this investigation a grade will be decided.

Procedures:

Students are expected to read through the academic Honesty policy and then sign the Declaration of Academic Honesty at the end of this document.

PYP

Year Level expectations

Research skills	Possible actions in the classroom
Information literacy. Understand the significance of academic integrity and intellectual property rights.	Learners understand that they should be principled when using other people's ideas. Learners start to recognize the difference between copying and writing information in their own words.

Acknowledge sources, for example, from a book, movie or peer. Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.	Learners state where their information came from in simple terms, e.g. a book, the name of a person. Ask consent to use photos when sharing ideas. **Lower primary school** Learners can acknowledge ideas that have come from different sources of information, **Middle primary school** Learners begin to record some information sources in an agreed format. **Upper primary school** Learners begin to use online referencing tools, e.g. MLA citation
Ethical use Use media ethically to communicate, share and connect with others.	Learners ask for consent before sharing material that includes other people's work or ideas (e.g. their friend's work).

The teacher or teachers who believe that a particular student has committed malpractice must duly inform that student. The teacher and the student should first have a discussion to seek a fair solution. If the student denies the malpractice and the matter cannot be resolved by discussion, then the teacher or teachers should contact the relevant Section Coordinator.Then, the Coordinator should meet with both the student(s) and teacher(s), separately and/or together to consider the evidence. If the Section Coordinator determines that malpractice has

occurred, then he or she must determine the consequences and notify the parents or legal guardians.

The purpose of the intervention is:

- to make the student or students understand the consequences of their misbehaviour, both to themselves and to others.(without naming the student)
- to prevent such misbehaviour from happening again.
- An effective intervention addresses the root causes of the incident of academic dishonesty. The school administration, including the Section Coordinator and the head of school, decides whether a major misbehaviour has occurred and, if so, they inform the parents immediately.
- The Section Coordinator records the incident in an email that is shared with the stakeholders :
  - Exactly what happened (including when and where)
  - Any circumstances or incidents leading up to the misbehaviour
  - Whether the misbehaviour is part of a pattern or a one-time occurrence
  - The student's explanation
  - The school's plan for intervention
  - How the intervention will be evaluated

The report is shared with parents and kept by the school for internal purposes only. The school administration works with the counsellor to design an intervention.

If a student is found guilty of a major incident of academic dishonesty, or a pattern of minor incidents of academic dishonesty, the intervention should be immediate. Students should not be forced to wait long periods of time while intervention is decided, because students then disassociate the misbehaviour and its consequences.

Communication with parents is essential. If the student(s) and his/her/their parents believe that the case has been decided unfairly, they have a right to appeal to the Head of School. The Head of School will hear the case. The Panel can uphold the decision of the Coordinators, or overturn the case and find the student not guilty. The HOS's decision after appeal is final.

Interventions can include:

- formal meeting with the Section coordinator
- formal meeting with the Head of school
- an email sent to parents
- discussions with parents
- further counselling, with or without parents
- no credit given for a piece of work
- counselling
- student-developed plans for positive behaviours

MYP/DP

The teacher or teachers who believe that a particular student has committed malpractice must duly inform that student. The teacher and the student should first have a discussion to seek a fair solution. If the student admits to the malpractice, the work is not given a grade and where possible, the student is asked to re-submit the work. If the student denies the malpractice and the matter cannot be resolved by discussion, then the teacher or teachers should contact the relevant Section Coordinator (Primary Years, Middle Years or Diploma Years). Then, the Coordinator should meet with both the student(s) and teacher(s), separately and/or together to consider the evidence. If the Section Coordinator determines that malpractice has occurred, then he or she must determine the consequences and notify the parents or legal guardians.

If a teacher becomes aware of a major incident of academic dishonesty, or a pattern of minor incidents of academic dishonesty, the teacher should report that to the relevant Coordinator. The Coordinator will then consider all the facts, consult with the principal and/or other staff as required, and design an intervention. The purpose of the intervention is to:

- make the student or students understand the consequences of their misbehaviour, both to themselves and to others.
- prevent such misbehaviour from happening again.
- An effective intervention addresses the root causes of the incident of academic dishonesty.

The school administration, including the Section Coordinator and the Principal, decides whether a major misbehaviour has occurred and, if so, they inform the parents immediately. The Section Coordinator records the incident in an email that is shared with the stakeholders.
- Exactly what happened (including when and where)
- An effective intervention addresses the root causes of the incident of academic   dishonesty.
- The school administration, including the Section Coordinator and the head of school, decides whether a major misbehaviour has occurred and, if so, they inform the parents immediately.
- The Section Coordinator records the incident in an email that is shared with the stakeholders
- Any circumstances or incidents leading up to the misbehaviour
- Whether the misbehaviour is part of a pattern or a one-time occurrence
- The student's explanation
- The school's plan for intervention
- How the intervention will be evaluated

The information is shared with parents and kept by the school for internal purposes only. In the unusual circumstance in which the instance would be shared with others, such as local authorities or university applications, the school must fully disclose this information to the parents. The school administration works with the counsellor to design an intervention. Ideally, the intervention should minimise the disruption to learning. Therefore, EIS tries to avoid, as far as possible, suspensions and other punishments that remove children from their normal course of learning.

If a student is found guilty of a major incident of academic dishonesty, or a pattern of minor incidents of academic dishonesty, the intervention should be immediate. Students should not be forced to wait long periods of time while intervention is decided, because students then disassociate the misbehaviour and its consequences.

Communication with parents is essential. If the student(s) and his/her/their parents believe that the case has been decided unfairly, they have a right to appeal to the Head of School. The Head of School will hear the case. The Panel can uphold the decision of the Coordinators, or overturn the case and find the student not guilty. The HOS's decision after appeal is final.

Interventions can include:

🐝 formal meeting with the Section coordinator
🐝 formal meeting with the Head of school
🐝 an email sent to parents
🐝 discussions with parents
🐝 further counselling, with or without parents
🐝 no credit given for a piece of work
🐝 a grade of INCOMPLETE for a semester in a course
🐝 counselling
🐝 student-developed plans for positive behaviours
🐝 home time (away from school) to reflect upon the seriousness of academic dishonesty

If there is a pattern of major misbehaviour involving academic dishonesty, the family might be asked to withdraw the student from the school.

PROCESS FOLLOWED FOR MALPRACTICE

Assignments, assessments or external coursework	Examinations
Scenario: Doubt regarding authenticity of students' work	**Scenario: Candidate is in possession of unauthorised material or is in breach of exam code of conduct**
Teacher emails the student to record the incident and the PC is in copy. Post investigation the parent is informed	The supervisor calls a member of the exam cell, without communication or disturbance to the candidate
Based on the level of academic misconduct and the number of offences, the teacher and Coordinator communicate the consequence. 1. The work is redone 2. Part/all of the work is not given credit	The exam cell and PC investigates without disruption to the student and other candidates.

For externally assessed components (PP/EE/TOK/IA) the consequence remains the same. However, if there is a pattern of misconduct, the student may be asked to submit the work as is, even though it might be incomplete. This is at the discretion of the PC and HOS.	If the candidate is in breach of an examination code of conduct/has carried any unauthorised material (regardless of the intent) it will be confiscated and the student will be permitted to continue writing the exam.
	For the final IBDP examination, the incident is reported to the IB within 24 hours while the examination script is submitted for assessment. Pending this investigation a grade will be decided.

KEY TERMS

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 misconduct - The IB defines student 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 also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own.

Collusion is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

Distinction between legitimate collaboration and unacceptable collusion: Candidates are expected to work independently in individual assignments. The final work must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the class. For example, in individual assignments, if two or more candidates have exactly the same introduction to an assignment, the teacher will interpret this as collusion (or plagiarism), and not collaboration.

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

Cheating is defined as taking or giving any information or material which will be used to

determine academic credit. Examples of cheating include copying from another student's test or assignment, allowing another student to copy from their test or assignment and using materials such as textbooks, notes, or formula lists during a test without the teacher's permission.

Balance of probabilities approach - "Balance of probability" means that the decision-maker(s) with appropriate subject-matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of Interest - This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Continuous Improvement of the Academic Integrity Policy:

The process of reviewing and revising the Academic Integrity Policy is:
- The School Administration appoints a Review Team from the school community.
- The Review Team reviews the School Academic Integrity Policy.
- The Review Team solicits input from the wider school community about the School Academic Integrity Policy.
- The Review Team reviews current literature on academic integrity and best practices
- The Review Team cross-checks the Academic Integrity Policy against other school policies, such as Assessment Policy and makes the required linkages.
- The Review Team revises the Academic Integrity Policy, if required.
- The Review Team submits the revised Academic Integrity to the School Administration for approval. If the Review Team and the School Administration feel that the Academic Integrity has undergone a major revision, then the new policy is submitted to the Governing Board for approval.
- The School Administration communicates the revised and approved Academic Integrity to the school community.

IB learner profile

Principled	**They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.**

Declaration of Academic Integrity

By signing this declaration I confirm that I have fully read and understood the school's Academic Integrity Policy and Assessment Policy. I understand the meaning of all the terms defined under the glossary section.

I _____ , will not indulge in any of the following practices during the course of this academic year.

☐ I will not cut and paste information from others' work without appropriate use of quotation marks and/or direct reference to their work
☐ I will not reword the ideas of others without proper consent and/or clear acknowledgment
☐ I will not write ideas or suggestions that originated from others and claim them as my own
☐ I will not include words from other students' work without permission
☐ I will not misuse artificial intelligence and pass it off as my work without citation
☐ I will not share my assignments with peers or ask for their work to be shared with me.
☐ I will not use any external support (where not permitted Eg. Assessments//EE/IA)

I understand if I violate any of these rules, I will be held accountable for my actions and my parent(s)/guardian(s) will be informed about the consequences that are stipulated in the student handbook as well.

Signed:_____ **Date:**_____

Works Cited:

"Academic Integrity Policy".
www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf Accessed 5 September 2023.

"A Culture of Honesty: The University of Georgia's Academic Honesty Policy." University of Georgia. 15 May 2007, https://honesty.uga.edu/Academic-Honesty-Policy/. Accessed 5 September 2012.

"Collusion." Academic Integrity, The University of Melbourne,

https://academicintegrity.unimelb.edu.au/#plagiarism-and-collusion. Accessed 18 December 2019.

Period of Review: April 2023 - August 2023

Name of the Reviewer	Role
Ms. Meeta Kotadia	EYP Teacher
Ms. Simran Sharma	EYP Teacher
Ms. Anjali Roy	EYP-PYP Specialist (Art)
Ms. Clarissa Lopes	PYP teacher
Ms. Priti Shah	PYP Teacher
Ms. Juilee Deo	PYP Teacher
Ms. Ekta Kaper	MYP-DP Teacher
Ms. Mary Limna D'Cunha	MYP-DP Teacher
Parent Advisory Committee (PAC) and parent volunteers	Parents from PAC and other parent volunteers
Educational Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director