



ACADEMIC HONESTY POLICY

This document outlines the role, responsibilities and expectations of different stakeholders across the IB community. This policy also explains the true meaning of academic honesty and dishonesty and further expands on how the school will manage incidents of student's academic misconduct. This will escalate conviction among the students, parents, school community and other stakeholders in the value and credibility of IB grades.

IB LEARNER PROFILE

As is the aim of IB, IB learners strive to be

INQUIRERS: We encourage passion for inquiry and research. We know how to develop skills and learn independently and in groups. We learn with zeal and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring awareness across different disciplines. We engage with real and conceptual issues and ideas that have local and global relevance.

THINKERS: We use critical and innovative thinking skills to examine complex problems and take responsible actions. We exercise initiative in making reasoned and 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 honour, honesty, fairness and justice. We respect dignity and the rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically admire our own cultures and personal values as well as the histories and traditions of others. We seek out and assess a variety of viewpoints and are eager to learn from our experiences.

CARING: We demonstrate compassion, empathy and respect. We are dedicated 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, be it intellectual, physical, and emotional. Through this we can 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 experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(REF: academic integrity, IBO.org, October 2019).

SCHOOL PHILOSOPHY

At St. Xavier's High school, we believe that academic honesty and personal integrity are essential components of a student's education and personality development. All members of the school community are expected to act in an honest, trustworthy, fair, respectful, and responsible manner. Senior members of the staff and the pedagogical team are expected to set a good example for the rest of the stakeholders, including students, parents, and the school community, by leading and upholding these values.

St. Xavier's expects its students to be:

CURIOUS: To be curious about the nature of learning, its application in the real world. To know more about communities, its cultures and rituals.

INNOVATIVE: To develop and improve through innovations. To be aware of their strengths and weaknesses, and to work together to turn them into opportunities.

HONEST: To be sincere and truthful in the work they do and submit.

COMMITTED: To be committed to their learning, preserving and showing self-discipline and responsibility.

APPRECIATIVE: To be able to appreciate the wonder and beauty of learning.

COMMUNITY CONNECT: To cooperate with society and its challenges in order to provide a better solution through ongoing assistance and innovative efforts.

CREATIVE: To be creative and innovative in their thoughts and approach towards solving the problems.

EMPATHETIC: To imagine themselves in another's situation, in order to understand their reasoning and emotions and to be open minded and reflective towards others perspectives.

CONFIDENT: To be confident as learners. To take risks and use what they have learned to make acceptable selections and choices.

All elements of the IB career-programme are interlinked to form an educational framework that contains the IB diploma programme subjects, the four elements of the IBCP core and a career-related study.

On all fronts, Students are expected to submit original work. IB learners seek to be “principled” as stated in the IB learner profile, and must act with integrity, honesty, fairness and justice as well as respect the rights and dignity of people everywhere. IB students must accept responsibility for their actions and outcomes (IB learner profile, academic integrity, IBO.org). Students must be “inquirers” who seek out their own information in addition to being principled. They must also be “thinkers”, capable of producing original and intelligent work.

(ref: academic integrity. IB . October, 2019)

ACADEMIC HONESTY

Meaning- The IBCP encourages students to think critically, creatively, to be enquirers and to present that line of thought in a variety of ways. Students must be equipped to make their thoughts and learning visible and explicit. Students are encouraged to demonstrate how their ideas were constructed, and also expand on how their views were followed or rejected. This method helps students to hand in an honest piece of work that they can take pride in and call their own.

St. Xavier’s High School endeavors to provide the students with exposure to the necessary skills and the best possible opportunities to submit authentic work that is properly cited. Students are made aware of how to conduct themselves properly during examinations and assessments and they are taught with certainty what might be considered as academic dishonesty and how to avoid it moving forward.

Objectives- This policy has been created to ensure a common understanding of the IB’s academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others. The aim of this policy is to make the students and other stakeholders aware of why this policy is important and what will be the consequences if it is not followed.

St.Xavier's encourages academic honesty policy by-

- Discussing the same with parents.
- Ensuring parents and learners understand their responsibilities.
- Making clear of the consequences of dishonesty in academic policy.

The following actions will constitute academic dishonesty or malpractice and must be avoided.

- **Plagiarism:** Using someone else’s ideas or work as your own.
- **Collusion:** Knowingly allowing your work to be copied or submitted by another candidate or supporting the malpractices of another candidate.
- **Duplication of work:** All components of the IBCP, although cumulatively function together, are still all individual components and are assessed separately. Presentation of the same work for different assessment components or curriculum requirements will be penalized.
- **Misconduct during an examination:** School and IB take examinations very seriously and expect students to do the same. Using any sources of communication at the time of examination, stealing of examination material, any external help from friends, parents, teachers or media platforms for any kind of assistance or showing disruptive behavior during examinations will be treated as dishonesty and can be penalized to the extent of annulment of the examination.

- **Forging data:** Altering of research outcomes, records, information or signatures will be taken strict action against.
- **Copying:** Taking the work of other students with or without their knowledge and submitting or claiming it as one's own.

(Ref: academic honesty in the diploma program, IB resource centre,)

RESPONSIBILITIES OF THE SCHOOL

COMMUNITYSCHOOL ADMINISTRATORS

All members of the school community aim to exemplify the IB learner profile and set a positive example for all students in terms of academic honesty.

The academic integrity policy at St Xavier's High school is enforced by the school officials, who ensure that it is consistent with IB policy. Administrators reaffirm the school's trust in the system to preserve the academic integrity ideals and to take the appropriate actions as outlined in the policy to meet the IB requirements.

TEACHER RESPONSIBILITIES

At St. Xavier's High school, the teachers and the pedagogical staff plays an integral role in ensuring that academic honesty is practiced and implemented. The teacher is incharge of guiding students towards becoming better citizens and advising them on what is right and wrong. They are responsible for providing ethical guidance, developing measures to prevent students from engaging in unethical practices, techniques or misconducts, and ensuring that no work incorporating unethical practices is submitted for evaluation.

Teachers are student's initial point of contact, and as such they must acknowledge and endorse academic honesty as a major IB principle. Teachers must make sure that pupils are appropriately equipped and well prepared to meet the requirements of the IB examination.

Teachers encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice.

1. Equipping students with the necessary tools, resources and knowledge so that students are clear as to what constitutes plagiarism. The teachers are required to update themselves thoroughly on the IB documents for their subjects and acquire an understanding of the specific requirements of their individual subjects.
2. Ensuring that the language, words, ideas, works etc from sources are cited appropriately and teaching students how to do this.
3. Teachers are expected to familiarise themselves with the writing styles of students and notice any changes if any, in the style of writing of the students.
4. Converse with students and ask them in detail about their written work, as in Reflective Project work in order to assess whether the work is really that of the student.

5. Use a search engine whenever possible to detect plagiarized work.
6. Teachers are responsible for authenticating students' work as and when required. The IBO expects "each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate".
7. Teachers equip students with the relevant skills to distinguish between collaboration and collusion and steer students on the right path whenever needed. It is important that students can make a correct distinction between the two.
8. Teachers must make themselves thoroughly familiar with the IBO publication "Academic honesty: guide for schools". They must cooperate in the investigation of suspected cases of malpractice.
9. Teachers are expected to provide a formal statement regarding any report of malpractice that has to be submitted to the IBO. Guidelines as to what needs to be included in this statement is provided by the IBO.
10. All candidates must be diligently supervised during examinations.
11. As per strict IBO guidelines, no teacher or student should disclose contents of an examination paper within 24 hours after the examination has been conducted.
12. Examinations are time sensitive and no examination must start before the scheduled time.
13. No candidate should be provided with undue assistance that does not follow the IB programme guidelines.

LIBRARIAN RESPONSIBILITIES

The goal of a library/ians is to offer a variety of resources, including those for leisure reading and entertainment as well as those to support programmes, services in various media, and people working in the printing industry. In addition to providing information, maintaining books, content, and readers, librarians also serve as a link between students and educational resources.

1. Since students co-create information with the school, it is the librarian's duty to direct them to reliable information sources.
2. The library/ian supports all learners' and teachers' progress towards becoming better inquirers, consumers and creators of information. This support requires a solid vision, good planning and consistent collaboration. It also requires clear communication of how inquiry in particular is promoted in the school community, and how the library/ian fits into it.
3. IB librarians design a variety of learning activities to inspire students to read and reflect. These carefully thought-out lessons assist students in developing effective reading skills as well as critical thinking and reading comprehension. They may confidently offer their review and take charge of the situation.
4. They ought to assist teachers and work together with them to carry out the investigation. They work together with the subject teachers to identify their needs and then give or

make resources available in accordance with those needs.

5. The library/ian supports all learners' and teachers' progress towards becoming better inquirers, consumers and creators of information. This support requires a solid vision, good planning and consistent collaboration. It also requires clear communication of how inquiry in particular is promoted in the school community, and how the library/ian fits into it.
6. The librarian should provide six practices namely, Curating- Selection, organization of required items and resources.
Care Taking- of the content and people
Catalyzing – making quick arrangements of material, books and resources.
Connection- act as a link between users and providers of information
Co-Creation – creating by working with students, teachers and other stakeholders
Challenging- provide a challenging environment to boost student's critical thinking and knowledge.
Catering – to the various and diverse needs of learners.
7. The librarian should actively participate in respect and support of different languages.
8. The librarian should educate the other teachers about multimedia teaching.
9. The librarian should teach relevant search engines and process of enquiry and research both to the students and to the teachers.
10. The librarian should teach different referencing styles and 'How to cite' to the students for a plagiarism free work.

STUDENT RESPONSIBILITIES

It is the student's responsibility to strive towards international mindedness, and be an IB learner who fits the IB learner profile. In this regard, it is the students' responsibility to be ENQUIRERS and seek advice from adults and necessary authorities in order to make well informed judgements. This strategy eliminates situations that might lead to students making academically dishonest decisions.

Students must be fully informed of what constitutes an academic dishonesty offence and the repercussions associated with each deviation.

Students are strongly advised to abide by the following guidelines:

1. Students are expected to acknowledge and cite all sources (e.g. books, journals, internet sites, CD Rom, magazines, photographs etc.)
2. Students should use footnotes and endnotes to acknowledge the source of an idea that might have emerged during a discussion with another person or during an oral delivery of information such as speeches or ted talks.

St. Xavier's High School use APA referencing style to acknowledge the source.

For instance:-

Assignments from other units - Freid, S. F. (2020). *The importance of scientific method*, BSC100: Building Blocks for Science Students, ABC University.

Book Chapters - Pane, S. (2019). 'Dangerous and different': Reconstructions of madness in the 1990s and the role of physical health policy. In M. Watson & L. Dayal (Eds.), *Engendering social policy* (pp. 180-195). Open University Press.

Conference paper - Balakrishnaiyer, R. (2016, March 25-26). *Why aren't we using 3d user interfaces, and will we ever?* IEEE Symposium on 3D User Interfaces, Alexandria, VA. <https://doi.org/10.1109/VR.2016.148>.

3. Paraphrased ideas of another person should also be acknowledged.
4. Where possible, students are encouraged to work independently and take support of the subject teacher.
5. Different assessment components of the IB programme must have different submissions. Students are strongly discouraged from submitting similar pieces of work for the different components. Each must be unique.
6. Students are expected to adhere to all examination protocols. No misconduct during examinations will be tolerated.

However, if a student is caught of academic misconduct, the school should report the event to the IB within 24 hours. The student will be allowed to continue the exam unless his/her presence is disturbing other students. answer script of the student will be submitted to IB for assessment and evaluation as regular. If the IB suspects a student of academic misconduct, an investigation will be conducted and the student may have to withdraw from the session or from the subject under investigation. The suspected student will be referred to an internal panel whereby a written statement will be presented by the student stating the suspicion of academic misconduct. The IB will judge such incidences and provides sanctions to the student based on Penalty Matrix where statements of Coordinator, Teacher, Invigilator and Student will be recorded. The IB may allow retaking of exam in six months or in 12 months or no retake or no grades to be awarded.

(Ref: academic integrity in the diploma program, IB resource centre)

PARENT RESPONSIBILITIES

Parents have a critical role in promoting academic integrity in their children's school. Parents will be expected to comprehend the concepts and values of academic honesty, in addition to the pupils.

Parents and students will be expected to sign an agreement stating that they have read, understood and agreed to follow the school's academic honesty requirements.

Parents/ guardians hold the responsibility of supporting students through the following:

- Encouraging students to plan each assessment beforehand.
- Parents/guardians can provide support with the scheduling of their work, as they may have many assignments to complete.
- Parents/ guardians should establish a good level of communication with the school so that you understand the requirements of the programme and what is expected of the students.
- Encourage students to ask their teacher for advice in case they face any difficulties with their work.

(ref: academic honesty in the diploma program, IB resource centre,)

CONSEQUENCES OF ACADEMIC DISHONESTY

Depending on the severity of the misconduct decided after investigation, sanctions will be levied on students ranging from granting a second opportunity to complete the assignment in question honestly or in more serious cases may include disqualification from the programme of study and/or permanent exclusion from the school.

Procedure to be followed for Academic Misconduct

Should a student be suspected of violating the school's policy on academic dishonesty, the matter will be first notified to the programme coordinator.

The coordinator will then investigate the situation and discuss the relevant concerns with both the student and the teacher involved. Both parties are given the opportunity to present their response on the allegations.

If proven that the academic honesty policy has been violated, the IB coordinator will determine whether the case is that of academic dishonesty (intentional) or academic infringement (unintentional). Depending on the verdict, the student, teachers and respective parents reach an agreement to promote academic honesty. It is also assessed during this meeting what the learning needs of the students are. Recurring on-going dishonest behaviour may be a result of lack of understanding of concepts and students may need extra support in this regard.

1. Procedure for IB external submissions to promote academic integrity.

The student is required to provide a signed cover sheet to confirm that the work being submitted is his/her own piece of work.

The school also checks the originality report. In the event of a similarity being detected before signing of the cover sheet, the matter is resolved within the school as per this policy.

However, once the cover sheet is signed and the student is suspected of plagiarism or collusion then the matter is reported to the IBO academic honesty division for further investigation and action.

2. Procedure for internal school examinations to promote academic integrity.

The head of school and IBCP coordinator investigate any matters of reported academic dishonesty. After investigation, if the offences are proved then no grades will be awarded to the student for that particular examination.

3. Procedure for external school examinations.

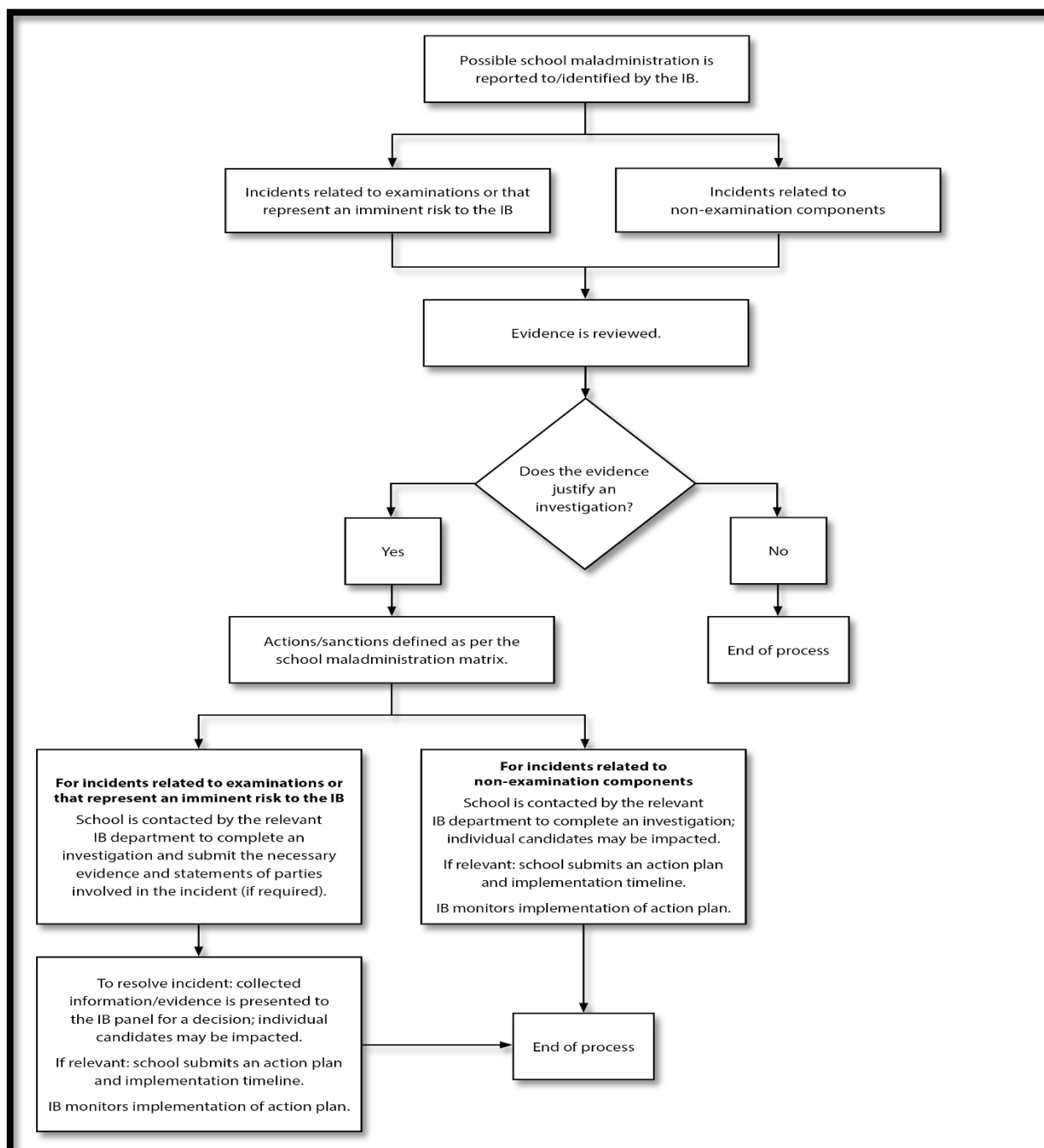
In case of an academic misconduct or incidence of academic dishonesty, the matter is immediately reported to the IBO with necessary evidence.

Sanctions levied for breaching the academic honesty policy

Sanctions against academic misconduct range from warning to dismissal depending on the seriousness of the offence. The penalties may include one or more of the following:

- 1) The offence is recorded on the student's file
- 2) A warning letter may be issued, a copy of which is placed in the student's file.
- 3) The student receives no grades for the particular piece of work or examination.
- 4) The student may be provided suspension from regular lessons.
- 5) The student may be placed on probation for one or more semesters.

The work and progress of the student is then closely monitored by the respective subject teacher. The teacher is at liberty to point out any section of the work that they may feel does not reflect originality or hasn't been credited appropriately. The work may be sent back to the student in order to be corrected.



(ref: IB resource centre,)

GENERAL GUIDELINES FOR CITATION

In the spirit of good academic practice, it is expected that students should appropriately

acknowledge any ideas, words or works of other people and create an authentic piece of work. Towards this goal, students are expected to:

- Undertake research on what is already known.
 - Analyse the research in the context of the work to be produced.
 - Compare and/or contrast existing knowledge against our own findings/thoughts/opinions.
 - Synthesize and present the document in an appropriate way for the expected audience.
 - Acknowledge all contributing sources appropriately.
- (ref: effective citing and referencing, IBO resource centre, August 2014)

There are two main types of citings. The reader must be able to clearly distinguish between words/work of the student and the words/work of others. Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation. Paraphrase and summary of others' work should similarly be distinguishable from a student's own work.

More information on examples of how to cite can be seen on the IB guide for 'effective citing and referencing', August 2014, available on the IB resource centre.

Why cite:

It is important to cite and reference the work of others so as to:

- Show respect for the work of others.
- To give due credit to the originator of the work.
- To make it easy for the reader to follow up on the references.
- To assist the reader distinguish between the work of the creator and that of others.
- To help the reader check the validity of the creator's interpretation and to cross-reference.
- To receive proper credit for the research process.
- To help authors establish credibility and authority for their own knowledge and ideas.

What to cite:

Citations consist- standard elements, and contain all the important information to and trace down publications, including:

Name(s) of the author(s)

Titles of books, articles, and journals

Date of publication

Page numbers

Volume and issue numbers (for articles)

Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

When to cite:

It is important to cite in the following manner:

- In the body of the creator's work where any external sources may have been used.
- Creators must make their own work distinctly distinguishable from that of others.
- Only citing references in the bibliography will not suffice.

How to cite:

Various styles and ways of referencing are acceptable and are left to the discretion of the school to decide upon a style of referencing of choice. At St. Xavier's High School we prefer to use the American Psychological Association (APA) citation format.

For instance:-

One Author

Author,(Publication Year). *Book/Research Papertitle*. Publisher.

Example- Fleming,W. (2003). *Abc management*. XE Press, Vol(issue/edition), page no.

More than One Author, but Less than Twenty-One Authors-

If there are more than one but less than twenty one authors, they should be listed in the order they have credited in their work. The name of the final listed author should be preceded by an ampersand (&). If there are more than two authors, there should be a comma after every name except the last followed by Vol(issue/edition), page no.

Example- Alberts A., Mcfield, A., Levin, S., Rafi J. (2002). *Abc International*. Studies in Philosophy and Education, 35(5), 445-461.

More than twenty authors-

The names of first nineteen authors' should be listed normally, followed by an ellipsis (...). The final listed author's name should follow the ellipsis, without an ampersand.

Example- Ijso, A., Abc, M., Schil, H.-J., Pude-Sked, B., Merek-Yagl, D., Gugat, M., Schwayr, T.,Beutti, R., Vaad, B., Kanon, B., Grchik, N. A., Vkun, J. G., Peres, Z., Islem, Y., Barel, O.,Vardi, A., Rubinshtein, M., Tirosh, T., Dubnov-Raz, G, ... Anikster, Y. (2018). Mutations in PPCS, encoding phosphopantothenoylcysteinesynthetase, cause autosomal-recessive dilated cardiomyopathy. *ABC Journal of Human Genetics*, 102(6), 100-109.

For citations in the text-

It is sufficient to name the author and the year of of work publication.

For citing the original ans exact work-

"Oh, what a web we weave them when we first practice to deceive."

POLICY REVIEW

St. Xavier's High School strives to be up to date at all times and hence commits to policy review annually. The panel for the review will consist of the head of school, IBCP coordinator and CP staff. The next policy review will be conducted in February 2024.

BIBLIOGRAPHY

Academic integrity, IBO.org, October 2019

Academic Honesty: Diploma Programme, International Baccalaureate First published August 2009 (Updated 2011)

Academic honesty in the diploma program, IB resource centre

Dr. Celina Garza, Academic honesty – principles to practice.– IB Academic honesty manager. IB Assessment Centre - Cardiff , 2014

Effective citing and referencing, IBO resource centre, August 2014

IB Standards and Practices, International Baccalaureate (2014)

Please include the following:

Examples of conventions for citing and acknowledging original authorship.

Processes that support the development of academic integrity and information literacy throughout the programme and ideally throughout the whole school

Guidance on the distinction between legitimate collaboration and unacceptable collusion.