

ACADEMIC INTEGRITY POLICY

AMITY MISSION STATEMENT

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

RATIONALE

The purpose of the Academic Integrity policy is to enable all stakeholders within our community to become aware of, and understand how, academic integrity complements learning within our school programmes. As stated by the IB, *we need academic integrity to maintain fairness, to maintain trust and credibility, and to develop respect for others* (IB Academic Integrity Guide, 2015:5).

PURPOSE

The creation of such a policy and its implementation within the day-to-day activities of our education underpin our joint commitment to undertake research and celebrate knowledge honestly and respectfully.

This document is intended for students, staff and parents to gain a better understanding of academic integrity. It has been created with close reference to documentation created by the International Baccalaureate.

RESPONSIBILITIES

Heads of School

Heads of School will ensure that the concept of academic integrity spans across the entire school and is embedded throughout the written, taught and assessed curriculum. Through creating a safe and respectful environment, the Heads of School encourage dialogue about academic integrity across all areas of school life. As such, it is expected that all members of the school community assume responsibility for academic integrity.

The Heads of School will:

- Inform all members of the school community about Academic Integrity.
- Provide access to related policy documents for all members of the school community.
- Allot sufficient time for professional development to support Academic Integrity on an annual basis.
- Ensure parents/guardians are suitably informed and supported so that they can guide their children in an appropriate manner with regards to Academic Integrity.
- Maintaining and supporting a dedicated team responsible for the implementation of academic integrity.

Teachers

Teachers have an integral responsibility to ensure that Academic Integrity is understood and embedded within the curriculum.

Teachers will:

- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Consider incentives for tasks that meet the requirements in regards to referencing and not just penalties for failing to do this.
- Devote teaching time for students to practice Harvard referencing or bibliography format.
- Embed schedules to request drafts of the final tasks or essays.

Authorised by: Principal

Maintained by: Programme Coordinators

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- Plan for activities where students can be shown the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Role model: crediting copied images, sources and work in daily teaching
- Ensure that students have a full understanding of the expectations and guidelines of all subjects.
- Ensure that students understand what constitutes academic misconduct and its possible consequences.
- Plan a manageable workload so students can allocate time effectively to produce work according to the IB's expectations.
- Give supportive and timely feedback and ensure students are provided with the appropriate opportunities for editing and revisions, consistent with guidelines in IB documentation.
- Avoid providing excessive assistance to students during the course production process, such as providing multiple edits to the work in contradiction to subject guide instructions.
- Ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB. Students should sign subject-specific consent forms to confirm the authenticity of the work submitted for external assessment.
- Avoid student collusion by cross-referencing work across multiple groups of students when preparing to submit final pieces of work for assessment.
- Respond to student academic misconduct and support the school and IB's investigations.
- Respond to school maladministration and support the school and IB's investigations.

Families and Caregivers

Parents/guardians should understand and commit to supporting their children regarding academic integrity. A sound understanding of the principles of Academic Integrity underpins students' ability to participate fully in the IB programme.

Families and Caregivers are expected to:

- Assisting their children with managing workload and balancing this with extra curricula or other familial responsibilities
- Encouraging and promoting respect for the work of others
- Giving guidance, but not creating the work that is submitted
- Understand cheating or malpractice with relation to academic integrity

Students

Students demonstrate their understanding of their responsibilities. They will follow, at their age-appropriate level, the directives of their teachers and in all academic and social spheres act with integrity in regard to the source of work and/or thoughts made by another person and will follow the responsibilities laid out by the IB:

Students are expected to:

- have a full understanding of their schools and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- Design time schedules or plans to manage tasks sensibly
- Maintain organized notes and sources consulted during the production of work
- Seek guidance and support from teachers when doubts arise about referencing
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.

- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the Harvard style of referencing (see Appendix 1).
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work. While we encourage student collaboration, we also expect students to think for themselves and take responsibility for their learning.
- show a responsible use of the internet and associated social media platforms, as indicated in the school's Acceptable User Policy.

PROCEDURES

If a possible act of academic misconduct is identified, an investigation will be initiated by the teacher in the first instance.

- If malpractice is suspected, the teacher/invigator/supervisor will report it to the appropriate IB Coordinator who will interview the student and teacher/supervisor, keep notes of the meeting and may request that those involved keep detailed notes or write a reflection of the events.
- If academic misconduct for internal processes is confirmed, the internal penalties in school will be applied.
- If academic misconduct for external IBDP assessment has been confirmed, the IB coordinator will report the case to the IBO.

While acts of academic dishonesty may provide opportunities to discuss and reflect on the significance of school values and principled learning, severe incidents of academic misconduct will be addressed with reference to formal procedures based on the Coordinators judgement:

Level 1	Level 2	Level 3	Level 4
Warning letter to the student, with copy to parents	Zero marks for task, criterion or component	No grade for subject(s) concerned	No grade for "parallel" subjects

Procedures are subject to review and may be adjusted at the discretion of the senior leadership team.

Please refer to the Academic Integrity Policy Guidance for further information regarding this policy.