

ACADEMIC INTEGRITY POLICY

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The following IB standards were kept in mind while drafting the policy

Standard and Practices (2014)

- BI. 5d: MYP requirement: The school has developed and implemented an academic honesty policy that is consistent with IB expectations.
- BI. 5e: DP requirement: The school has developed and implemented an academic honesty policy that is consistent with IB expectations
- C3.4: Teaching and learning promote the understanding and practice of academic honesty.

Standard and Practices (2020)

Culture (03)

- 3. The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.
- 3.I The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.

- 3.2 The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.

Learning (04)

- 4.1 Students and teachers comply with IB academic integrity guidelines.

In keeping with the Mission of Kunskapssolan and requirements of the International Baccalaureate, an Academic Honesty Policy has been agreed by the teaching faculty to promote, nurture and establish academic honesty as a core principle. All students, teachers and employees will need to understand and adhere to this policy. Kunskapssolan will inculcate and support academic honesty in teaching and learning as well as in administering all its programmes.

We are guided in our expectations and practices by two of the Learner Profile attributes which describe students as:

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individuals, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Reflective: They give thoughtful consideration to their own learning and experiences. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB MISSION STATEMENT (IBO)

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 organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment.

School Vision

Kunskapsskolan's educational vision empowers every student to master the challenges of today and shape the world of tomorrow.

School Mission

Its mission is to develop and operate outstanding schools where students, through personalised learning and clear goals, will stretch their boundaries and learn more than they thought possible.

At Kunskapsskolan, Gurgaon, we believe every student is unique. We aim to ensure a diversity of gender, culture, and nationality at Kunskapsskolan.

Academic Integrity Policy

We, at Kunskapsskolan, nurture our students to be thinkers, innovators, self-regulated, principled, and independent learners. We hold academic integrity in the highest regard and develop the same across the curriculum as a part of the school's approach to teaching- learning. Our Academic Integrity Policy aims to foster a culture of honesty, trust, and ethical conduct among all members of our school community. At Kunskapsskolan we believe that one needs to have ownership of one's learning and not pass up someone else's work as if it is your amount of academic theft. We believe the school environment must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly, and authentically.

Aims and objectives

The Academic Integrity policy aims to clarify :

- All stakeholders understand the value of academic integrity and the school's expectation with regard to the same
- All stakeholders understand what constitutes plagiarism
- Students learn to acknowledge the intellectual property of others
- the sanctions regarding plagiarized work

What is academic integrity?

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 academic stakeholders. It is the foundation for ethical decision-making and behaviour, in the production of legitimate, authentic and honest scholarly work. *(IB, Academic Integrity, 2019)*

Academic integrity is an expectation at Kunskapsskolan. Different learning sessions are opportunities for students to gather and consolidate their understanding as well as reflect on actions and their consequences. It is also used as a tool in a given situation to create greater self-awareness and introspection - an approach which is core to the IB.

What is academic misconduct?

- **Plagiarism:** The representation of the ideas or work of another person as the

candidate's own, without appropriate acknowledgement, including copyrighted work. ●

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

- **Duplication of work:** The presentation of the same work for different assessment components and/or requirements.
 - **Taking unauthorised material** into an examination room.
 - **Misconduct** during an examination, including any attempt to disrupt the examination or distract another student.
 - **Copying** from another student or getting information available to another student during a test or examination.
 - **Interfering** in the scholastic work of another student, for example, by stealing or misusing project reports, computer files, and library materials.
 - **Altering grades** awarded by a teacher.
 - **Using an unauthorised calculator** during a test or an examination, failing to comply with the instructions of any school staff member responsible for the examination. ●
- Stealing** or misusing examination papers.
- **Fabricating** or falsifying research data.
 - **Offering** gifts or any kind of bribery to teachers or any school member to gain an unfair advantage over other students.
 - **Assistance** provided by parents or guardians or any other external agency that grants an undue advantage to the beneficiary over other students.

Roles and Responsibilities

Leadership:

- It is the responsibility of the school leadership to ensure that all the stakeholders are aware of the policy and the sanctions
- All coordinators need to follow the outlined steps with clear evidence.

Students:

- understand and adhere to the principles of academic integrity
- complete all assignments, exams, and projects honestly and without unauthorised assistance
- cite and reference sources accurately and appropriately, giving credit to the original

authors (*Appendix 1*)

- *Sign a contract to abide by the policy.*

Educators:

- Educate students about the importance of academic integrity and its implications ●
Clearly communicate expectations for academic honesty in all assignments, exams, and projects
- Detect and investigate potential cases of academic misconduct promptly and fairly ●
Impose appropriate consequences for violations, while ensuring due process is followed ●
Maintain records of plagiarism
- Ensure that the Academic Integrity policy is followed by the educator and acts as a
guiding principle for the community.

Librarian:

- collaborates with the educators
- develops research skills among students
- ensures that the learners follow the required formats of citation, bibliography, and
footnotes in their assessments.

Parents:

- acknowledge and agree to the policy and practices, and any curriculum-related
documents
- encourage and support their child to practise academic honesty at school and at
home
- monitor and support students to ensure the academic honesty and authenticity of all
student work
- address concerns regarding academic honesty with their child, in cooperation with
appropriate educators
- Sign the academic policy document and support the school.

Academic Integrity in PYP Students:

- Students should bring originality to their work and then only submit their work. Creative ideas
are always appreciated only if they are original and not copied.
- In PYP, students will be opened up to the world of technology. They will also be guided by the
teachers as to how to use this medium responsibly in school.
- Students are encouraged to use the internet for research to enhance knowledge and develop
new ideas. It should not be used as a tool to copy and paste information.

- Any work submitted by any student that is not original and authentic will be rejected and the student may be asked to submit the work again.
- Students must use their own language, creativity, ideas and expression to complete their work. If they copy someone else's ideas, it should be acknowledged in the document.
- Copying work of art, music, or dance without proper acknowledgement would be considered an offence.

Teachers

- Teachers will ensure that they communicate with students about learner profile attributes regularly, and they themselves are academically honest in their work.
- Teachers will ensure that students are aware that creativity and originality in their work will be valued highly.
- Teachers will ensure that the students reflect their work regularly. Reflection under a teacher's supervision will promote originality.
- Authentic and original work of students will be highlighted and made exemplary for other students.
- Teachers will give proper guidance to the students on how to create a bibliography and give references.
- All the teachers can consult the school librarian in this regard, as librarians are trained to create bibliographies and references.
- The work submitted by the children is their responsibility. The teacher's role is to assess it and ensure that it meets the level of an IB Learner.

School

- The school will provide guidance and help to the parents to avoid academic dishonesty in learners.
- Any student who is a regular defaulter will be sent for counselling. Parents of such children will be reported by the school and may also be called for counselling.
- The school will provide proper guidance on how to put references and bibliography in documents created by students.
- The school will share the honesty policy with students and parents with all seriousness.
- The school will provide proper counselling to defaulters.
- The school will help teachers in highlighting the work of students who submit original work and work with proper references.

From: Academic honesty in the IB Jude Carroll IB Position Paper

Using others' work in the PYP

In the PYP classroom, teachers verify a “constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills” (Programme standards and practices, p. 6) through observation and conversations with learners. On the other hand, when PYP work is completed out of the classroom, others share responsibility for ensuring a piece of work is the student’s own.

The school encourages academic integrity in PYP programmes by:

- Discussing appropriate help regularly with parents
- Ensuring parents and learners understand what the learner profile value of academic honesty means
- Making clear what will happen if submitted work is not the learner’s own.
- Making Grade 5 students sign an academic honesty declaration before the start of PYP exhibition

Teachers encourage honest, creative, critical PYP work by:

- Creating inquiry-based assessment tasks: a request to “Write about Mars” 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 Mars, what would you need to find out and how would you market etc.”
- Designing assessment criteria that value and reward the work required, rather than only the result
- 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.

The PYP learners’ work will be creative and honest if learners are encouraged to show how they have used others’ work: although to avoid plagiarism attention is necessary only in situations where the work being used is that of a named or identified person, in situations where original work is expected and where work is assessed, PYP learners will find requirements to acknowledge others’ work less confusing if they apply this way of thinking to everything they do. (Note that “original” here does not mean novel or never done before; rather, it is closer to the ideas underpinning constructivist learning, where the learner constructs and makes sense of something independently and individually.)

In the Early Years, academic integrity is not about formal citations or plagiarism — it's about building habits of honesty, ownership, and fairness in learning.

We help children understand that their ideas and efforts matter, and that it's important to be truthful, responsible, and respectful in how they learn and share.

Ways to Foster Academic Integrity in the Early Years

1. Encourage Ownership of Work
 - Help children feel proud of their own drawings, writing, or creations.
 - Example: When a child copies another's drawing, gently say, "It's okay to be inspired by your friend's picture, but let's make your own version."
2. Model Honesty and Fairness
 - Teachers can model telling the truth ("I made a mistake, let's fix it together").
 - Example: During games, discuss fairness — "We take turns and play honestly."
3. Acknowledge Sources Simply
 - Teach them to say where they got an idea or picture.
 - Example: "I saw this in a storybook," or "My dad told me this fact."
4. Encourage Asking for Help
 - Show that asking for help is better than pretending or copying.
 - Example: "If you don't know how to spell it, ask a teacher instead of looking at your friend's paper."
5. Celebrate Effort Over Perfection
 - Reinforce that trying and learning are more important than having the 'best' answer.
 - Example: "I like how you tried that by yourself. That shows you're a thinker!"
6. Caring for Shared Materials
 - Teach respect for books, toys, and classroom tools — a foundation of integrity.
 - Example: "We take care of our classroom books so others can use them too."

Simple Classroom Language for EY Teachers

The phrases can be used to make integrity part of classroom culture:

- "We tell the truth."
- "We use our own ideas."
- "We take care of things."
- "We say thank you when we use someone's idea."
- "We are proud of our own work."

Consequences of academic misconduct in PYP

In the IB PYP (Primary Years Programme), academic misconduct is taken very seriously, even at the early years and primary level, because it sets the foundation for integrity, responsibility, and ethical learning practices. While consequences are age-appropriate, they are consistent with IB's stance on academic honesty.

Here are the consequences of academic misconduct in the PYP:

1. Learning-Focused Approach

- Since PYP learners are young, consequences are more educational than punitive.
- Teachers guide students to understand why the behavior is unacceptable and how to correct it.
- Reflection opportunities are provided, often linking to the IB Learner Profile attributes such as principled and caring.

2. Re-teaching Academic Honesty

- If misconduct such as plagiarism, copying, or misrepresentation occurs, students are reminded of what academic honesty looks like (e.g., citing sources, using their own ideas).
- Teachers may ask the student to redo the task independently and honestly.

3. Documentation

- The incident may be documented to track patterns of behavior.
- Parents are often informed so home and school can work together to reinforce expectations.

4. Consequences Depending on Severity

- Minor (e.g., forgetting to cite a source, copying a friend's sentence): Conversation with student, reteaching, resubmission.
- Repeated or intentional misconduct (e.g., presenting someone else's project as their own): Formal discussion with teachers and parents, documented reflection, and in some cases a note in progress reports.

Consequences of academic misconduct

Violations of the Academic Integrity Policy will result in appropriate consequences, which could include but are not limited to: **At MYP level**

Consequence levels	Action
Level 1	<ul style="list-style-type: none">● discussion with the student about the academic misconduct with the subject teacher and Base Group teacher● academic penalties, such as redoing the assignment or cancelling the section/ response for an exam or the exam itself● parent/guardian notification● reflection form to be filled by the student after the discussion● academic integrity refresher session with the librarian
Level 2 <i>(MYP 4 and 5 students will be at this level if they use any unfair means)</i>	<ul style="list-style-type: none">● parent/guardian notification and meeting, in the presence of MYP Coordinator, Base Group and subject teacher concerned● additional educational activities or assignments related to academic integrity● referral for counselling to address underlying issues● undertaking by the student and parent (<i>Appendix 2</i>).

Level 3 ● progressive disciplinary action for repeated offences, including suspension or expulsion in severe cases.

In MYP 5, the students will be guided as per the IB academic integrity policy (published in 2019 and updated in March 2023).

By upholding the values of academic integrity, we ensure that our students develop the essential skills, knowledge, and ethical foundations necessary for success in their academic and professional lives.

IB DP

The sole responsibility of academic integrity lies with DP students, should academic misconduct arise.

DP must develop positive behaviours that ensure that students must complete their work with honesty.

The software ‘**Turnitin**’ will be used to determine the percentage of plagiarism of the assignment before any pieces are marked or submitted to IB.

The students are made to understand the seriousness of the plagiarised work that IB students are given **N** - No grade if the piece submitted is plagiarised.

Sancons will be in line with the levels at MYP.

Appendix 2.

How will Academic Integrity be embedded in the school’s structure?

Curriculum Integration:

- Incorporate lessons on academic integrity into the curriculum across grade levels and subjects
- Teach students how to conduct research, cite sources, and avoid plagiarism.

Professional Development:

- Provide ongoing training and professional development opportunities for teachers on promoting academic integrity
- Share best practices and resources related to assessing student work for originality and preventing academic misconduct.

Communication and Awareness:

- Regularly communicate expectations and principles of academic integrity to students, parents and staff.
- Display visual reminders throughout the school to reinforce the importance of academic honesty
- Encourage open dialogue about academic integrity through class discussions, group reflective sessions and school-wide events.

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Drafted: September 2025

Next review: June 2026

Bibliography

- International Baccalaureate Organisation 2011.
- *Academic Honesty: Guidance for Schools*. Geneva: The International Baccalaureate Organisation.
- DP: Academic integrity policy

Appendix I

MYP/DP students must sign and submit the below undertaking before the submission of any of the research tasks across all subject groups.

I of MYP/DP have completed
the research work given in
.....
.....(subject group and unit name)

on my own. I have not received/ taken any help/ assistance from any Artificial Intelligence sources. I have cited all the sources that I have referred to. that I have referred to. I understand the consequences of Academic misconduct.

Signature:

.....

..... Date:

.....

.....

Appendix 2

Undertaking by the student and parent for Level 2

I of MYP /DP understand that I

have not followed the guidelines as per the school's Academic Integrity about which I was briefed by my teacher/s earlier. I now hereby understand the further consequences of academic misconduct and will not repeat this. I will not receive/take any help/ assistance from any Artificial Intelligence sources. I have cited all the sources for my research tasks/ work, in MLA format.

Student Signature:

MYP/DP: Date:

.....

Father/ Mother/ Guardian Name:

..... Signature of

Father/ Mother/ Guardian:

Date: