



**We don't Teach,
We Educate**



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



Cambridge Assessment
International Education

Cambridge International School



Academic Integrity Policy





IB MISSION 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.





IB LEARNER'S PROFILE

INQUIRERS

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.

KNOWLEDGEABLE

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.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, 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 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.

OPEN-MINDED

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.

CARING

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.

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—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.



Cambridge Assessment International Education

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Cambridge Learner Attributes

Confident: in working with information and ideas – their own and those of others.

Responsible: for themselves, responsive to and respectful of others.

Reflective: as learners, developing their ability to learn.

Innovative: and equipped for new and future challenges.

Engaged: intellectually and socially, ready to make a difference.

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MISSION STATEMENT OF FIRSTSTEPS SCHOOL

FirstSteps School believes in providing a stimulating value-based learning environment based on mutual understanding and respect to develop caring, responsible and lifelong learners. We promote international-mindedness in our school community to nurture global citizens fulfilling our mission **INDIA FOR WORLD.**

- I** Inculcate universal brotherhood and values,
- N** Nurture innocence, uniqueness and creativity,
- D** Develop concern for environment in particular and the Planet Earth in general
- I** Imbibe entrepreneurial skills & international mindedness.
- A** Acquire habit of inquiry.

- F** Foster international education system,
- O** Open mind for the development of intellect, self-esteem, self- confidence and critical learning,
- R** Respect one-self and others,

- W** Welcome the change and develop it with a positive attitude and vision.
- O** Organise self-discipline
- R** Right environment to develop inquisitiveness for learning and to disseminate learning beyond the classroom.
- L** Learners for life time and leaders of tomorrow.
- D** Develop the virtue of understanding others' perspective.

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1. Academic Integrity

1.1 According to the International Baccalaureate Organization (IBO), An authentic piece of work is one that is based on the candidate's individual and original ideas with the 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 integrity is to perform all scholastic and co-scholastic work without plagiarism, cheating, lying, stealing, tampering, giving or receiving unauthorized assistance from any other person or using any source of information that is not common knowledge without due acknowledgement.

1.2 Cambridge Assessment International Education (CAIE) focuses on the supervision of the examinations in such a way that the work submitted for examination or moderation is the candidate's own work. It further lays down the responsibilities of the teachers to prevent plagiarism and submitting authentic marks for external moderation.

2. Main Objective

Our Academic Integrity Policy is part of our school-wide approach to align our mission 'India for World' with our teaching-learning practices and embed it within our school culture.

The Academic Integrity Policy aims at the positive reinforcement of the objectives framed and implemented since inception. The document charts out the offences against the policy and guides us to handle the sanctions in case of academic dishonesty and demonstrates the role and responsibility of the students, teacher's fraternity and parent community. The document speaks about the school's intend to develop the model and foster the student's positive attitude on all aspects of being academically honest.

2.1 To create a safe and encouraging environment where the circle of child's education revolves around: gathering knowledge, developing understanding and thinking transparent.

Such transparency needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic integrity, such as accurately citing and referencing, students need to understand how knowledge is constructed and consequently, their own role in building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first. A safe and encouraging learning environment in which students can explore ideas

and make visible the development of their own thinking, will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours.

2.2 To demonstrate our understanding of the learner's profile attributes of being

- Principled- by acting with integrity, honesty following the set of skills with fairness and values.
- Balanced- by taking initiative, exercising research, working independently; recognizing the contribution of print and social media; collaboration with the peer group and facilitation of teachers and any other source of learning.
- Thinkers- by critically analyzing and creatively thinking ; by holding the responsibility of actions taken and decisions made in social, ethical, emotional and academic spheres of life.

2.3 To develop awareness about the School's Integrity Policy, its requirements and consequences amongst the students.

2.4 To encourage the triangle of Teacher, Student and Parent community in pursuing their academic and non-academic endeavours based on the model of INQUIRY-ACTION-REFLECTION ensuring the ownership of academic integrity in every individual associated with the school.

2.5 To embed academic integrity as a part of the teaching and learning process and as aspiration of the entire school community. Maintaining such a fostering environment where academic integrity is understood and adhered to is a key accountability of the school leadership team, teachers, parents and the students. It should inspire all school community members to uphold the values of respect and trust where everybody assumes an equal responsibility to uphold this principle.

3. Academic integrity at FirstSteps

Academic integrity at our school means that students engage in the inquiry process as principled learners and critical thinkers who respect the ideas of others.

3.1 Students will develop an understanding of the following concepts:

- Form (by developing an understanding of what academic integrity is)
- Causation (by understanding why it is important to be academically honest)
- Responsibility (by understanding and acting on the importance of academic integrity)

3.2 Students will imbibe the following skills:

- The importance of considering different sources to explore a range of perspectives
- The use of keywords to research efficiently
- How to highlight, take notes, paraphrase and summarize
- How to think critically about the validity of sources
- How to give credit to whom and where their ideas come from by citing sources, including inspirations
- How to write a bibliography using the agreed conventions (including the title of the source, the author, the publication date, the publisher and the website if relevant)
- How to reflect on the learning process and consider what was learned from different contexts.

3.3 Students will become knowledgeable about:

- Primary and secondary sources
- The difference between facts and opinions
- Plagiarism

3.4 We will model and foster the following attitudes for the students:

- Appreciation for their own work and the work of others
- Respect for different ideas
- Integrity through honesty
- Commitment to learning by showing self-discipline
- Independence in their work and thinking

Ultimately, we aim for the students to take action for themselves by applying their understanding, knowledge, skills and attitudes to take the initiative in being academically honest, and to take pride in their own accomplishments. If a student is found not following these guidelines consciously, a teacher will speak to him/her, and involve the parents if necessary. At the beginning of each academic year, students and parents will be requested to sign a document that reflects their understanding of the importance of Academic integrity.

4. Offences against academic integrity

Academic dishonesty or malpractice behaviours results in, or may result in an individual gaining unfair advantage, the following is a list of such behaviour but is by no means exhaustive:

4.1 Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit

acknowledgment. The ideas may be derived from a variety of sources, from electronic to oral forms of communication

4.2 Collusion: supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another.

4.3 Duplication of work: the presentation of the same work for different assessment components, this can sometimes be called double dipping.

4.4 Fabricating or falsifying research data: this includes any type of dishonesty where a student invents or distorts the source or content of information used as authority. Examples include citing a source which doesn't have an existence and citing information from a source, which is not included in the source for which credit is given.

4.5 Leakage: this means that the total or partial content of an exam has been obtained, disclosed or shared prior to the examination.

4.6 Impersonation: An individual who is not registered as a candidate take the place of one that is registered.

4.7 Use of foreign materials: This is the introduction of unauthorized materials notebooks, crib notes, charts and answers into the examination hall. The material is normally hidden in the clothing, shoes, or written on parts of the body or materials taken into the exam room.

4.8 External Assistance: Individuals who are not examination candidates giving unauthorized assistance to candidates. This can be done by an individual, using electronic devices or oral/visual aids.

4.9 Copying: Reproduction of another candidate's work with or without their permission

4.10 Intimidation: to physically or psychologically threaten a member of staff or other student(s) to provide extra help to student(s).

4.11 Other behaviour that allows any student to gain unfair advantage: for example, disrupting or distracting other candidates during an exam, stealing examination material, providing all or partial answers to exams prior to its delivery.

5. Roles and responsibilities of stakeholders

5.1 Roles and responsibilities of the School leadership team and facilitators

- Students understand the standards of academic integrity document of the school.
- Students are aware of what constitutes academic dishonesty.
- Students are aware of the consequences of academic dishonesty practice or plagiarized work.

- The librarian of the school maps the skills required for complete and proper citation of work which is divided in three different levels and the students develop citation skills gradually over a period of their learning.
- Teachers follow the standards of academic integrity policy of the school
- Review of academic integrity takes place once in two years
- Changes after review are incorporated in the policy document and the same is communicated to the school's stakeholders.
- Academic integrity document is uploaded on the school web site for everyone's access.
- Students and parents have signed the agreement letter/contract for following academic integrity standards.
- Discuss with parents the importance of academic integrity and the consequences of any academic misconduct
- Communicate the academic integrity document with the parents during orientation events.

5.2 Roles and responsibilities of the facilitators

Facilitators at FirstSteps are trained to encourage good academic integrity among students as well as in their own work.

- The Facilitators act as role models by following it in their work. They provide advice to students when necessary so that students can have a clear idea of what constitutes plagiarism in various subjects.
- They clearly communicate the consequences of breaching academic integrity and IB regulations to the students and the parents.
- Ensure that the words, ideas, works from sources, are acknowledged appropriately enough to spot inexplicable changes in the style and quality of student work.
- Use 'grammarly' as a tool to check plagiarism in student's work.
- They create inquiry based assessment tasks where creativity is encouraged. They are caring and keep long term wellbeing of students in mind.
- The home room facilitators support students in their work and reinforce citation and acknowledgements of others work. They ensure that all the students follow academic integrity in their class work and homework.
- They set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have researched on.
- Facilitators design assignments that are age appropriate and promote learning.
- They use a web based plagiarism prevention service wherever possible to detect plagiarized work.
- Facilitators authenticate student's work whenever required.

- No candidate is unsupervised during examination. Proper use of CCTV cameras is made wherever applicable.
- No content of examination paper is disclosed within 24 hours after the examination has been conducted.
- Facilitators strictly follow start and end time during examinations.
- Facilitators do not provide undue assistance to candidate in components that contribute to assessments requirement of the IB program.
- In case of any incident of misconduct, the facilitator reports the incident to the coordinator to record the case.
- The email facility should be used primarily for academic and official purposes and the teachers should refrain from using the facility for illegal/commercial purposes.

5.3 Roles and responsibilities of the parents

Since the entire FirstSteps community works together for the greater good of the children, hence, the parents too, are an integral part of the academic integrity policy. The parents are made aware of their responsibility through making available, the academic integrity policy of the school, on the school website for their reference and special orientations.

Parents are expected to:

1. Be aware of academic integrity document of the school
2. Support student's learning integrity at home
3. Support the school's academic integrity policy, its expectations
4. Encourage students to meet the respective subject teacher for the help and support.
5. Counsel them on the importance of process is more than the end result.
6. Encourage their children to plan their work carefully and provide support with the scheduling of work and use of technology, especially if there are many assignments to be completed simultaneously.

Note: A detailed document on the expectations from the parents will be shared with them on the respective orientations

5.4 Roles and responsibilities of the students

Academic integrity guide states, The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. It is the student's responsibility to ensure the integrity of all work and to understand what

constitutes an offence against academic honesty. Academic integrity policy of school strongly advises students to abide by the policy guidelines in terms of:

- Understanding the value of academic honesty as per the essential agreements formulated by the school community.
- Obeying the internal assessment deadlines, work submission and External assessment regulations.
- Knowing the authority of the respective curriculum coordinator to reject the work that is suspected to be plagiarized or includes collusion or any kind of malpractice.
- During research or understanding of the content, collaboration with other students and support of teachers may be required but it should be ensured that the final work is submitted and is produced independently.
- Acknowledging all sources of research and information and making authentic citations (eg. books, journals, internet sites, CD-ROM, magazines, photographs etc.) used during an assignment.
- Using footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person as well as paraphrased ideas.
- Ensuring that words and arguments of others are appropriately cited and referred.
- Not attempting to submit a similar piece of work for different assessments taken.

6. Sanctions for academic dishonesty

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

All incidents are recorded with the PYP/CAIE Coordinator.

PYP	SECONDARY
<p>First Violation: Teacher points out the breach and issues the student a warning. The student is expected to do the work again. The incident is recorded in the student file. The matter is reported to the PYP coordinator.</p>	<p>First Violation: Teacher points out the breach and issues the student a warning. The student is expected to do the work again. The incident is recorded in the student file. The matter is reported to the CAIE coordinator. The student is asked to re-do the assignment or examination. He does not get full credit for the work. The Student goes through the academic policy again.</p>

<p>Second Violation: In case of second violation, after recording the case, PYP Coordinator reports the incident to HOS. The student is called by the HOS to discuss the incident. The student gets to share his/ her perspective. The assignment/examination or project goes ungraded. The student is asked to re-do the assignment or examination. He does not get full credit for the work.</p>	<p>Second Violation: In case of second violation, after recording the case, CAIE coordinator and HOS have a meeting with the student along with the parents. No assessment grade in that piece of work or examination. Warning letter issued.</p>
<p>Subsequent Violation: In case of subsequent violation, after recording the case, PYP coordinator and HOS have a meeting with the student along with the parents. May lead to suspension from regular lessons and/or dismissal from the school.</p>	<p>Subsequent Violation: In case of subsequent violation, after recording the case, PYP coordinator and HOS have a meeting with the student along with the parents. May lead to suspension from regular lessons and/or dismissal from the school.</p>

Note: In extreme cases the students would not be recommended for any scholarships and competitive program that requires account of their conduct.

7. Academic Integrity Policy Review Process

- This policy is a living document. It has been created using IB and Cambridge support materials, local school data and input from the community. It is an ongoing process systematically reviewed, evaluated and modified as needed by the members.
- The academic honesty policy review committee will comprise of Chairperson, CEO, Head of the school, Principal, PYP-C, CAIE exam coordinator, grade facilitators and school counselor. The committee will review the current document, revise as needed, and plan how to communicate current practice to staff and parent community.
- The academic integrity policy has been revised in June 2022 and will be reviewed after a period of two years i.e. June 2024.

8. Link with other school policies

The academic integrity policy is in sync with other school policies of the school. While granting admissions at FirstSteps School, students' previous academic record will be reviewed so as to ensure that they had not been involved in any form of academic dishonesty. The school's assessment policy mentions the principles of academic integrity and measures to encourage the students to imbibe the practice of submitting assessments which are not

plagiarized in any manner. The school's ICT and technical support ensures the implementation of all the protocols to maintain the security and safety of all the network users within the school premises. Further, the ICT facilitators emphasize on the importance of referencing and citation to the students while using resources from the internet.

Bibliography

Following documents were used as references during the review and updation of the Academy Honesty Policy:

1. Academic honesty Policy Templates online.
2. From Principles Into Practice IB 2014- Academic Honesty in an IB Educational Context, 2014
3. Making PYP happen, Online Curriculum Centre, IBO 2014. Web access 6th January, 2014
4. Handbooks for Procedure Diploma Programme, Online Curriculum Centre, IBO 2014. Web access 8th February 2014
5. Good shepherd international school academic honesty policy.
6. Cambridge International Curriculum - Support and training for schools – support for teachers – plagiarism

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Appendix
Academic Integrity Contract Form
Grade Preschool - 1

As a parent, I understand the role of academic integrity in my child's learning and hereby agree to abide by the following:

1. I will assist and support my child to produce independent and authentic work.
2. I will assist my child to understand the importance of acknowledging the source of their research (websites, books, etc.)
3. I will assist my child to understand the importance of acknowledging the contribution of the people who support their inquiry based learning.

I have read and understood this academic integrity contract and have discussed the same with my son/daughter. I agree to encourage compliance with the guidelines stated above.

Parent Name:

Date:

Parent Signature:

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Academic Integrity Contract Form Form Grade- II to V

As a parent/student, I understand the role of academic integrity in learning and hereby agree to abide by the following:

1. I understand the definitions of academic honesty and I will not take any idea in any form from another source without proper citation. I will refrain myself from plagiarism.
2. I will do my own work and will not allow my work to be copied or submitted for assessment by another. I will refrain myself from collusion.
3. I will not cheat from another student's test or homework sheet.
4. I will use and present my original ideas, language and method of expression.
5. I will follow the direction of my teacher regarding whether it is acceptable to give, receive or ask for help on homework, or any assignment.

I have read and understood this academic integrity contract.

Student's Name:

Date:

Student's Signature:

I have read and understood this academic integrity contract and have discussed with my son/daughter. I agree to encourage compliance with the rules stated above.

Parent Name:

Date:

Parent's Signature:

Academic Integrity Contract Form Grade VI - Grade AS/A Level

As a parent/student, I understand the role of academic integrity in learning and hereby agree to abide by the following:

1. I will do my own work. I will not copy another person's work, in whole or in part, and turn it in as my own and will not show any sort of plagiarism.
2. I will not receive unfair assistance from another student, parent, other adult or computer programme or any other unauthorized source on project, assignment that was meant to be completed alone. I will refrain myself from collusion.
3. I will remain silent during tests and exams. I will not talk to any student, look at anyone else's paper, or allow anyone else to see my paper.
4. I understand the definitions of academic honesty and I will not take any idea in any form from another source without proper citation.
5. I will not claim credit for work that is not the product of my own honest effort.
6. I will follow the direction of my teacher regarding whether it is acceptable to give, receive or ask for help on homework, or any assignment.
7. I will not communicate exam information or answers during or following an exam.
8. I will abide by the Notice to candidate and Warning list issued by CAIE during IGCSE and AS/A level Assessment.
9. I will not falsify or fabricate data or observations.

Any student who breaches this academic integrity contract is subject to disciplinary action including grade penalties.

I have read and understood this academic Integrity contract and general regulations.

Student's Name:

Date:

Student's Signature:

I have read and understood this academic integrity contract and have discussed with my son/daughter. I agree to encourage compliance with the rules stated above.

Parent Name:

Date:

Parent's Signature:

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Academic Misconduct Record

Student Name		
Registration Number		
First Offence	Second Offence	Subsequent Offence
Date of first misconduct	Date of second misconduct	Date of third misconduct
Nature of Evidence attached for First offence	Nature of Evidence attached for second offence	Nature of Evidence attached for third offence
Signature of Student	Signature of Student	Signature of Student
Signature of Coordinator	Signature of Coordinator	Signature of Coordinator
Signature of Principal	Signature of Principal	Signature of Principal

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