

ACADEMIC INTEGRITY POLICY

NO	CONTENT
1	<u>WHAT IS ACADEMIC INTEGRITY AND ITS CONNECTION TO THE MISSION STATEMENTS</u>
2	<u>PURPOSE OF ACADEMIC INTEGRITY POLICY</u>
3	<u>WHAT IS ACADEMIC INTEGRITY POLICY AND CONNECTION WITH LEARNER PROFILE AND APPROACHES TO LEARNING AND COMPLIANCE WITH IB</u>
4	<u>WHAT IS CONSIDERED ACADEMIC MISCONDUCT</u>
5	<u>LINK BETWEEN ACADEMIC INTEGRITY POLICY AND ASSESSMENT POLICY, OBJECTIVE OF THE POLICY</u>
6	<u>ACADEMIC INTEGRITY @ PRIMARY YEARS PROGRAMME</u>
7	<u>ROLES AND RESPONSIBILITIES</u>
8	<u>CONTINUUM OF EXPECTATION ACROSS YEAR GROUPS</u>
9	<u>PROCEDURES FOR REPORTING, RECORDING AND MONITORING OF ACADEMIC MISCONDUCT</u>
10	<u>RIGHTS OF THE STUDENTS</u>
11	<u>CONSEQUENCE OF ACADEMIC MISCONDUCT</u>
12	<u>REVIEWING RGS ACADEMIC INTEGRITY POLICY</u>
13	<u>References</u>



ACADEMIC INTEGRITY POLICY

What is Academic Integrity?

At RGS, honesty is a crucial aspect of our philosophy. This is the moral underpinning of all matters in relation to the school, as well as in our own lives. Our vision demonstrates that we are committed to high standards in academics, aiming at excellence in all that we do. We believe that only through the practice of Academic Integrity can students become responsible global citizens who are imbued with a sense of integrity and values. By promoting Academic Integrity, we are striving to create a community based on trust, respect and integrity. By encouraging creativity and personal responsibility, our students will become active and lifelong learners.

IB students must be creative, independent, and principled learners. So, it is important that everybody at RGS - teachers, students, parents and staff - understand the importance of honesty and how honesty can be role-modelled in our school. Honesty and learning should be the cornerstones of a cohesive relationship in the development of a child, fostering personal achievement and a sense of pride in one's achievements.

As an IB school, we strive to develop the attributes of the Learner Profile and these attributes can be reflected in Academic Integrity. The IB Learner Profile emphasises the values of learning, taking responsibility for that learning and showing respect for the work of others. These ideas are further underlined in the IB Handbook on Academic Integrity (2009), where Academic Integrity is defined as "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment". Academic Integrity requires an understanding of the difference between Academic Integrity, intellectual property, plagiarism and authentic authorship. (Academic Integrity in the IB educational context –August 2014).

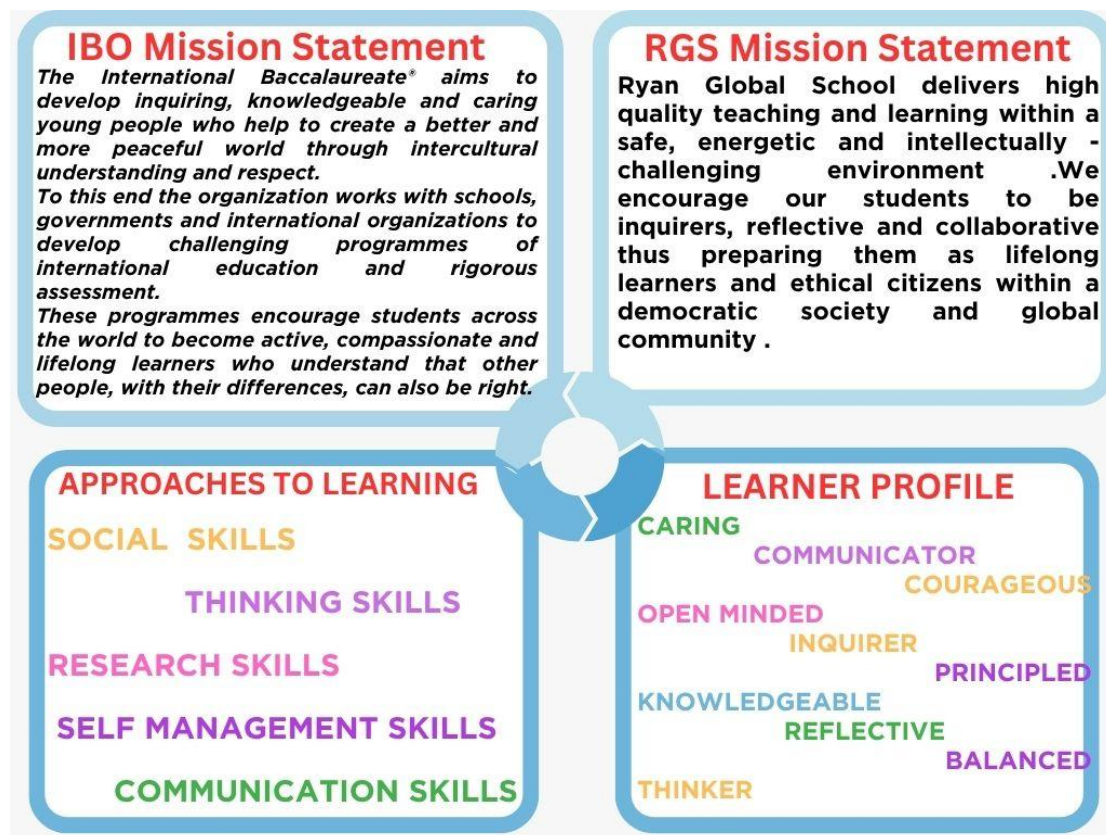
Purpose of Academic Integrity Policy

The purpose of an Academic Integrity Policy is to ensure that our school procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice and misconduct, and what actions are to be taken if there are transgressions. Emphasis is placed on developing lifelong habits of academic integrity and ethical research practices.

ATL At RGS. we have developed the scope and sequence of the ATL based on the Australian curriculum General Capabilities. In the Appendix section, the scope and sequence of the goals to be reached by Grade 12 are explained in detail.

At RGS, we value originality of thought and creation and aim to raise our students to be truly principled thinkers and reflective communicators. Our academic integrity policy is directed towards promoting and encouraging these traits in our community and upholding them in all our practices. IB learners should not only exemplify integrity but also actively promote it among their peers through collaborative reflection sessions

ACADEMIC INTEGRITY POLICY



As advocated by IB we at RGS ensure that the Academic Integrity policy is implemented, understood and supported by the entire school community. Parents are informed about the policy through parent meetings, the school website, handbook, curriculum booklet and Parent-Teacher conferences.

IB LEARNER PROFILE REFLECTED IN ACADEMIC INTEGRITY APPROACHES

PRINCIPLED	The philosophy and the essence of Academic Integrity is a part of the general characteristics of a student and thus part of humanistic values, which indeed is about holistically developed.
REFLECTIVE	The students are required to self-access the significance of honest diligence to improve their performance
COMMUNICATOR	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.
INQUIRER	Students are equipped to develop research skills from primary school, following correct ways of citations and the process of how to handle primary and secondary sources or data.
KNOWLEDGEABLE	The students are erudite and responsible for acknowledging sources through proper citations.



ACADEMIC INTEGRITY POLICY

THINKERS	The students are encouraged to be critical thinkers in their academic writing and so are able to discern ethical academic practices.
OPEN MINDED	The school community is urged to focus on the receptivity of the idea of all-round development rather than just pursuing higher grades
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	Students are steered to create international mindedness in their academic work so that multicultural viewpoints are reflected sensitively

APPROACHES TO LEARNING REPRESENTED AND REFLECTED IN ACADEMIC POLICY APPROACH	
SELF-MANAGEMENT SKILLS	Self-management is reflected in the Academic Integrity Policy by promoting responsible work habits, time management, emotional regulation, and accountability, ensuring students submit authentic, well-organised, and ethically produced work.
THINKING SKILLS	Thinking skills are represented in the Academic Integrity Policy by encouraging students to critically analyse information, make ethical decisions, reflect on their learning, and apply responsible, independent thinking in their academic work.
SOCIAL SKILLS	Social skills are reflected in the Academic Integrity Policy by promoting respectful collaboration, responsible communication, and ethical teamwork, ensuring students value others' contributions and uphold integrity in group tasks and interactions..
RESEARCH SKILLS	Research skills are reflected in the Academic Integrity Policy by emphasising the importance of ethical sourcing, proper citation, critical evaluation of information, and responsible data collection to ensure academic integrity and intellectual rigour.
COMMUNICATION SKILLS	Communication skills are reflected in the Academic Integrity Policy by emphasising the clear, accurate, and responsible sharing of ideas and information. Students are encouraged to express their understanding effectively, attribute sources properly, and engage in honest academic dialogue. This ensures that both written and verbal communication uphold ethical standards, fostering transparency, clarity, and integrity in all interactions.

What is considered academic misconduct?

While we do understand that the given conditions of academic misconduct may not always be deliberate, we also want our community to be aware and conscious of what constitutes MISCONDUCT in their academic life and the kind of consequences it entails.



ACADEMIC INTEGRITY POLICY

Although the following list is not exhaustive, academic misconduct can, in general, take several forms:

- **Plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- **Copying:** taking the work of another student, with or without his or her knowledge and submitting it as one's own.
- **Exam cheating:** communicating with another candidate in an examination, bringing unauthorised material into an examination room, or consulting such material during an examination to gain an unfair advantage.
- **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **Falsifying data:** creating or altering data to one's advantage, which has not been collected in an appropriate way.
- **Collusion:** External/ internal help that can lead a student to be academically dishonest. This could be an external aid, a friend, a parent or a teacher.
- **Misuse of Artificial Intelligence (AI):** Using AI-generated content without proper acknowledgement or permission.

Link between Academic Integrity Policy and Assessment Policy:

The academic integrity policy is linked with the assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, the academic integrity policy mentions the consequences of academic misconduct in various forms of assessment. Another relation is in the fact that students will sign an undertaking and a contract that the work uploaded is the final version and is their own original work, whether written/oral/video recorded, and maintains integrity during all forms of assessments. Also, as mentioned in the assessment policy, teachers will only give feedback on the first draft of internal assessments, which is aligned with IB academic integrity guidelines. Incorporate a reflection exercise for students to self-assess their adherence to academic integrity principles after completing assessments.

OBJECTIVE:

The school encourages academic integrity in PYP programmes by:

- Discussing the meaning of appropriate help regularly with parents
- ensuring parents and learners understand what the learner profile values mean
- making clear what will happen if the submitted work is not the learner's own.
- creating inquiry-based assessment tasks, which rely on a child's creativity and application of skills rather than mere fact collection
- Introduce regular student sessions on ethical research and citation practices led by the librarian or ICT teacher.
- designing assessment criteria that value and reward the work required, rather than only the result
- teaching ways to acknowledge others in their writing, like the use of quotation marks
- teaching students to reflect on what they have written so that they have the chance to realise if they have been dishonest

Academic Integrity @ Primary Years Programme

Even young learners need to understand the importance of acknowledging others' ideas and work. As teachers, we are our students' greatest role models, so we must lead by example. In doing so, we should refer to the Learner Profile and attitudes, particularly respect, integrity and principled. We need to develop the understanding that, while the sharing of ideas and work is encouraged, we need to recognise to whom the ideas and work belong. By the end of Grade 6, students are expected to reference their sources in a bibliography. Although we do not require very young learners to record others' work in the form of a bibliography, they are expected to recognise and state when an idea or piece of work is not their own. This is the case not only with published work/ideas, but also with those of their peers. The following table outlines our expectations for students at each grade level:



ACADEMIC INTEGRITY POLICY

Grade	Paper Media	Digital Media
1	Identify the source clearly using gestures or showing the media to an adult.	Cite the name of the website
2	Identify the source clearly using gestures or showing the media to an adult	Cite the name of the website
3	Begin to record the author and title of the source	Cite the name of the website
4	Record the author and title	Record the URL
5	Record the author, title and publisher	Record the URL and date accessed
6	Record the author, title, publisher and year of publication	Record the title of the website, URL and date accessed
7	Grade 6 students should cite primary sources, books, reference works/encyclopaedias, magazines/newspaper articles, websites and interviews using the MLA formatting outlined in the table below	

Assessment tools used in Grades 3-6 should include the above age-specific expectations as part of the success criteria.

How to cite sources

Modern Languages Association (MLA) is the formatting style at the International School of Milan. By the end of grade 5 we would like students to be able to:

Book	Author. Title of Book. City of Publication: Publisher, Year Example: Brinkley, Alan. The Unfinished Nation. New York: Knopf, 1993
Reference works and Encyclopedias	Author. "Article Title" Title of Encyclopedia. Edition Date. Example: Byrne, Jamie. "Saint Ambrose" Encyclopedia Britannica. 1984
Magazines and newspaper articles	Author. "Title of the Article". Title of the Newspaper. Date of Publication Example: Horne, Adele. "Calls Grow for Rumsfeld's Resignation" The Sydney Morning Herald. 7th May 2004
Websites	Author. Title of webpage. Available http://address, Date of Document or date of access
Interviews	Example: Burka, Lauren. A Hypertext History of Multi-User Dimensions. Available http://www.usa.net/home/history.html, January 10, 1996 Interviews Inter Interviewee's name. (Date of Interview). [Name of person who interviewed]. Place of Interview

Students may use websites such as www.bibme.org and www.citationmachine.net to help with the formatting.

Members of the Academic Integrity Policy Committee are

The academic integrity policy at RGS is a whole school policy, collaboratively written & will be reviewed every two years.

This policy applies to all programmes and students of the school.

- Pedagogical Leadership Team
- Exam Officers
- Teacher Representatives
- Teacher Librarian
- ICT teacher



ACADEMIC INTEGRITY POLICY

ROLES AND RESPONSIBILITIES

Pedagogical Leadership team: As an example of excellence in academic integrity, the Pedagogical Leadership team is responsible for:

- Establishing an Academic Integrity Committee.
- The Academic Integrity Committee is responsible for drafting an Academic Integrity Policy.
- Making sure that the policy is completed and communicated clearly to the entire school community, especially to the students.
- Establishing the School's academic policies, for making sure the other school policies (such as the Assessment Policy or IT Policy) are in line with the Academic Integrity Policy.
- Conduct annual training for staff on identifying and preventing various forms of academic misconduct.
- Promoting a good practice and culture of academic integrity within the school.
- Delegating responsibility to various members of the school staff and establishing a school culture where all students are aware of both the importance of academic integrity and the consequences of academic misconduct.
- Provide professional development for all PYP teachers on the RGS Academic Integrity Policy as it relates to the PYP
- collaborate with the Librarians, the Media Integration Specialists and the Technology Coordinator to promote the teaching and practice of academic integrity in PYP classrooms and units of study
- Provide all PYP students and parents with the General Regulations: Primary Years Programme Handout.

Teachers: Teachers are expected to model academic integrity and act as role models for students by:

- Keeping themselves apprised of referencing styles and methods of promoting academic integrity.
- Supporting and enacting the School's Academic Integrity Policy.
- Being attentive towards malpractice, particularly towards plagiarism and "cut/ copy and paste" from the Internet or any published source.
- Guiding students and actively encouraging a culture of academic integrity.
- They will support and act on the School's policies on good academic practices and guide students accordingly whenever necessary.
- Teachers should be convinced that any work submitted to them is the students' own work, and when in doubt, the teacher should hold a discussion with the student(s) concerned as a first step.
- Integrate academic integrity discussions into lesson plans at regular intervals to reinforce fundamental values.
- Foster and encourage attitudes of confidence, independence, integrity, and respect, particularly as they relate to student development and personal academic integrity.
- Provide examples of the PYP attitudes when giving examples of academic integrity for students in the classroom and homework practices, in group work and in other activities
- Provide age-appropriate modelling of academic integrity practices
- Ensure parents are engaged in the process and provided with regular and frequent examples of the academic integrity policy. *(adapted from pp.8-9 of Academic Integrity in the IB Educational Context)*

Parents: Parents (or legal guardians) play an important role in promoting academic integrity.

- Read the Academic Integrity Policy and discuss it with their children.
- Model academic integrity and serve as role models for their children.
- Constructively discuss academic integrity with teachers and administrators and contribute to the school discourse about academic integrity and how to promote it.
- RGS As educators of academic integrity, the most important role of the administrators, teachers and parents is to teach students about academic integrity.
- Participate in bi-annual meetings with teachers to understand academic integrity and how to support it at home.
- By promoting the culture of academic integrity at all levels of the school, the adults of the school community ensure that students are aware of both the importance and the methods of academic integrity.



ACADEMIC INTEGRITY POLICY

Students: Students must

- Use the Internet correctly.
- Be aware of the consequences of malpractice.
- Know the ways to credit or reference a work and acknowledge it correctly.
- Appreciate academic integrity as an essential principle of education and imbibe its principles
- Comply with set standards of academic work.
- Be principled in all areas of their academic and personal lives
- Take personal responsibility for their own academic integrity and for recognition of what behaviours constitute academic misconduct (at age-appropriate levels)
- See academic integrity as a larger set of values and skills that promote lifelong learning and being principled as a lifelong goal/process
- Engage in inquiry and ethically use information to construct new learning based on what they know and learn from other sources
- Develop their approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) in all of their courses and units of study
- Engage with other students, teachers, the Librarians, the Media Integration Specialists and the Technology Coordinator to promote academic integrity.
- Adhere to agreements related to the responsible use of information technology and media resources
- Follow the guidelines given for individual and group work
- Follow age-appropriate expectations and practices regarding references, citations, quotations and paraphrasing.

CONTINUUM OF EXPECTATION ACROSS YEAR GROUPS

DO'S & DONT'S

In addition, RGS PYP students endeavour to:

- Exemplify the IB learner profile and the PYP attitudes that relate to academic integrity in their classroom and homework practices, in group work, and in other activities
- Understand and follow Elementary School academic integrity guidelines for individual and group work
- Authenticate their work for the PYP Exhibition.

Furthermore, in PYP Grade K1 to Grade 2, the academically honest student:

DOES	DOES NOT
Look at and read books and print material to learn new information	Present parent or other persons' work as his or her own (the importance of this is explained to parents)
Summarise key understandings from audio-visual material	Copy whole sentences from a book or print material onto his or her own paper
Begin to put information together from several sources into independent ideas and understandings	Copy classwork from another student
Understand copying as cheating	Communicate new knowledge in his/her own words
With teacher guidance, begin to use keywords to take notes from written or visual materials	Pass off another student's work as his or her own when working in groups



ACADEMIC INTEGRITY POLICY

Begin to use teamwork together in groups to share information gathering and presentation, with contributions from all group members.	
Acknowledge help from parents, older students and friends	

Students will learn:

- To read factual text for information
- To distinguish fact from opinion
- To identify contents, index, and headings in books
- To create guiding questions for form, function, causation and change
- Dictionary skills
- Scanning for information in simple texts
- With teacher guidance, how to find keywords in text
- Simple summary skills, both orally and in written form
- How to acknowledge both what one knows and what one does not yet know with confidence, while maintaining a sense of self-worth
- Simple ways to acknowledge information derived from others
- How to work to gather information, share and assimilate ideas and present learning in a group
- What constitutes copying?

In PYP Grades 3 to 5, the academically honest student:

DOES	DOES NOT
Acknowledge help from parents, older students and friends, and group members	Present parent or other persons' work as her/his own (the importance of this is explained to parents)
Read from several sources, including print sources, in order to gather information	Present other persons' work as his or her own (the seriousness of plagiarism is explained)
Take notes in his/her own words, using keywords and paraphrasing skills	Copy classwork from another student without permission (as in during group or pair work)
Begin to use first-person sources and interviews in information	Pass off another student's work as his or her own when working in groups
Summarise understandings from audiovisual material in his or her own words	Copy phrases or sentences from any source as his or her own
Write reports and summaries of information in his/her own words with a developing style of academic language	Copy another student's homework or allow another student to copy his/her homework without permission
Acknowledge sources in a bibliography	Copy from notes or others on tests
Copy from notes or others on tests	Present material that is not true, or fictitious, as fact



ACADEMIC INTEGRITY POLICY

Can assimilate knowledge from several sources into independent ideas and understandings	
Understand plagiarism as cheating	
Understand that downloading or copying from electronic sources without permission is cheating. Work collaboratively in groups and contribute by sharing information and presenting understandings	

Students learn:

- How to organise research independently from sources
- To work from guiding questions to organise an inquiry and frame research
- Research skills for print, audiovisual, and electronic sources
- To evaluate sources for fact or opinion
- To skim and scan for information
- Dictionary and thesaurus skills
- To use the book, print, and electronic contents and indexes
- Basic note-taking skills
- Summary skills, both orally and in written form
- To write drafts from notes and edit and revise drafts in one's own words, RGS Academic Integrity Policy
- To determine what one does not yet know and make goals to improve in knowledge or understanding Simple bibliography format
- Use of quotations
- Simple interview techniques
- Effective group work, sharing, and presentation
- What constitutes plagiarism
- The relationships between knowledge, responsibility, action, and personal integrity

PYP EXHIBITION

As evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic integrity presented in the primary years, and especially in PY4-6. In addition, exhibition work should show that students are able to work independently in an academically honest manner. During the exhibition, an academically honest student:

DOES	DOES NOT
Acknowledge help from his/her mentor	Present use of mentor sources as his/her own without citation
Plan his/her own independent inquiry leading to research	Misrepresent or misquote first-person sources
Create a central idea to guide his or her inquiry	Rely extensively on mentors, parents or other group members to gather information or create presentations.
Access sources from many different places, including organisations and individual first-person resources	Present material that is not true, or fictitious as fact
Contact and initiate communication with first-person sources.	

ACADEMIC INTEGRITY POLICY

Interview first-person sources	
Work collaboratively with his or her team to share and contribute information	
Present understandings in a variety of provoking audio/visual and creative formats	
Assimilate understanding leading to an action plan.	

Primary Years	P1	P2	P3	P4	P5	P6
How to read factual text for information	✓	✓	✓	✓	✓	✓
To distinguish fact from opinion	✓	✓	✓	✓	✓	✓
To use contents, index, and headings in books		✓	✓	✓	✓	✓
To write guiding questions for form, function, causation and change					✓	✓
Dictionary skills			✓	✓	✓	✓
With teacher guidance, how to find key words in text.		✓	✓	✓	✓	✓
Simple summary skills both orally and in written form.	✓	✓	✓	✓	✓	✓
Simple ways to acknowledge information derived from others. (first person information)	✓	✓	✓	✓	✓	✓
How to work to gather information, share and assimilate ideas and present learning in a group		✓	✓	✓	✓	✓
What constitutes copying	✓	✓	✓	✓	✓	✓
How to organize research independently from sources				✓	✓	✓
To work from guiding questions to organize inquiry and frame research						✓
Evaluate sources for fact or opinion				✓	✓	✓
Using book, print, and electronic contents and indexes			✓	✓	✓	✓
Basic note taking skills			✓	✓	✓	✓
Simple bibliography format						✓
Use of quotations				✓	✓	✓
Simple interview techniques					✓	✓
What constitutes plagiarism				✓	✓	✓
The relationships between knowledge, responsibility, action, and personal integrity						✓
To write central ideas and guiding questions for inquiry and to frame research						✓
To research organizational and first person resources						✓
Interview techniques with first person sources						✓
Ways to relate understanding and personal integrity to action						✓
Ways to provoke others to action						✓



ACADEMIC INTEGRITY POLICY

Grades 6–12

It includes concise guidance you can display in classrooms, include in your student handbooks, or attach to exam orientation materials.

DOs	DON'Ts
Submit only your own original work for all assessments, projects, coursework, and assignments. Acknowledge all sources, references, and ideas borrowed from others using proper citation formats. Sign and uphold the student declaration of authenticity for coursework or projects.	Don't copy or rephrase someone else's work without credit. Don't let others do your work or pay someone to do it. Don't claim AI-generated, plagiarised, or purchased work as your own.
Collaborate ethically—share ideas and discuss, but produce your own individual submission when required. Clearly state which parts of a task were done collectively and which individually.	Don't copy another student's file, project, or lab data. Don't share or exchange written answers before submission. Don't claim full credit for group work done by others.
Follow all exam instructions and maintain silence during assessments. Keep your Cambridge candidate number, ID card, and materials ready before exams. Report any irregularities or unfair advantage immediately to the invigilator.	Don't communicate, text, or look at another student's paper during the test. Don't bring unauthorised devices, notes, or cheat sheets into the exam room. Don't discuss exam content before or after the exam—it breaches Cambridge security.
Use technology to research and learn, not to replace original thinking. Acknowledge use of AI or digital tools (e.g., ChatGPT, Grammarly) if used for support. Follow the school's acceptable use policy for devices and the internet.	Don't use AI tools to generate answers, essays, or coursework for submission. Don't post, share, or upload Cambridge papers, tasks, or assessment content online. Don't use translator apps to bypass language learning or create false work.
Use correct referencing for all sources: books, websites, journals, interviews, and media. Use quotation marks when using someone's exact words. Learn to paraphrase ideas properly while maintaining meaning.	Don't present someone else's text or images without citing them. Don't forget to credit online materials like Wikipedia or Google sources. Don't fabricate citations or bibliography.
Keep all drafts, process logs, and supervisor feedback as evidence of progress. Follow the teacher's authentication procedures for coursework. Use your own experimental data and analysis in lab or science reports.	Don't reuse previously submitted work ("self-plagiarism"). Don't invent or alter data in practical reports. Don't share drafts of your coursework before submission.
Take responsibility for understanding what counts as misconduct. Seek clarification from your teacher if unsure about collaboration, referencing, or the use of tools.	Don't ignore or hide cases of malpractice. Don't believe "everyone does it"—Cambridge takes integrity seriously. Don't assume small copying is harmless—it violates the Cambridge Code of Practice.



ACADEMIC INTEGRITY POLICY

Report any cases of dishonesty or malpractice that you witness.	
Use social media responsibly to share learning, not confidential material. Respect Cambridge assessment security and copyright.	Don't post, screenshot, or discuss exam content on social media. Don't share restricted question papers or answer keys online.

Cambridge Code of Practice (2024) – “We will maintain the security and integrity of our examinations.”

Procedures for the Reporting, Recording and Monitoring of Academic Misconduct

Any student reported for any type of academic misconduct to the Head of Primary Section, along with the Coordinator will be involved in an investigation process to determine the student's intent. RGS recognises that there are different levels of severity regarding academic misconduct. The investigation will take into consideration the age-appropriateness of the student, and the consequences will reflect the level of intent. The findings from the investigation will be noted as an academic memo in the student's personal file for future reference.

Rights of the Student in the Event of a Breach of Academic Integrity

If a student is suspected of a breach of academic misconduct, then he/she has the right to:

A student who is suspected of academic misconduct has a right to:

1. Meet with the Programme Coordinator regarding the incident to share his/her perspective
2. Redo the assignment under the guidance of the teacher, the Librarians or other personnel
3. Request to have a meeting with the Programme Coordinator and his/her parents together
4. Appeal a decision upholding academic misconduct with the RGS leadership team.
5. Students have the right to request additional guidance or clarification regarding proper citation methods after an incident.

Consequences of Academic Misconduct

At Ryan Global School (RGS), academic misconduct is viewed as a learning opportunity aimed at guiding students toward academic integrity and ethical scholarship. Instances of verbatim copying, inadequate citation, or improper referencing are initially treated as first-draft material. In such cases, students are explicitly taught or re-taught the necessary research and paraphrasing skills to express ideas in their own words and to cite sources correctly. Through self-evaluation, reflection, and teacher-led discussions on rubrics, students develop a clearer understanding of academic honesty and set goals—individually or collaboratively with teachers—to improve their skills and attitudes toward integrity.

Academic misconduct is generally understood to arise from developing language proficiency or research skills and is addressed through education and support. However, if a student is found to have engaged in intentional or unintentional plagiarism, collusion, duplication of work, or any other form of academic dishonesty, the supervising teacher must immediately inform the respective Coordinator and the Academic Integrity Director.

Consequences for Research-Based Assignments, Presentations, or Projects:

- **First Offense:** The student will be required to redo the assignment, and parents will be informed in writing. No marks or grades will be awarded for any academically dishonest work.
- **Second Offense:** If repeated in the same subject or across two subjects, the student will be suspended and required to redo the assignment under exam-like conditions.
- **Third Offense:** If repeated in the same subject or across three subjects, the case will be referred to the Academic Integrity Committee. Based on the committee's discretion, this may result in expulsion.



ACADEMIC INTEGRITY POLICY

Reporting, Recording and Monitoring of Academic Misconduct (Cambridge Curriculum – Secondary School) Procedure Summary (School Level + Cambridge Protocol):

- **Detection:** Teachers or invigilators identify suspected malpractice (e.g., plagiarism, collusion, cheating, use of unauthorised materials, impersonation, or AI-assisted work).
- **Immediate Reporting:** The teacher/invigilator completes a *Suspected Candidate Malpractice Form* (as per the *Cambridge Handbook for Centres*) and informs the Exams Officer / Head of Centre immediately.
- **Evidence Collection:** All relevant evidence (scripts, coursework drafts, invigilation notes, seating plans, witness statements, Turnitin reports, etc.) must be collected and securely stored.
- **Internal Review:** The Academic Integrity Committee / Head of Centre reviews the incident objectively before submitting to Cambridge, ensuring the student is informed and heard.
- **Record Maintenance:** Every case is logged in the School Academic Misconduct Register, including details of the allegation, actions taken, and final decision/outcome.
- **Reporting to Cambridge:** Confirmed or unresolved cases during examination or coursework submission are reported to Cambridge via the Exam Officer Portal, following official timelines.
- **Monitoring & Reflection:** Annual integrity review meetings evaluate patterns, teacher training needs, and policy effectiveness to prevent future breaches.

Cambridge Guidance on Coursework & AI – “Teachers must authenticate coursework as the candidate’s own unaided work.”=

Cambridge Plagiarism Guidance – “Candidates must understand they cannot submit someone else’s work as their own.”

Cambridge Reference:

Cambridge Handbook 2025 – Section 5.1, Malpractice & Misconduct Regulations- “Centres must investigate and report all instances of suspected candidate malpractice and retain full records for monitoring.”

Academic Misconduct during Examinations/ Summative/Formative Assessment:

If any academic misconduct is detected during school examinations/summative/formative assessments, the student will complete the paper/assessment, and it will be marked by the teacher, but the student will be awarded a zero in that assessment or subject examination. The Academic Integrity Director, the student and the parent will also be informed. Repetition of such misconduct would also lead to suspension or even expulsion of the student. Stealing of examination/ test material will, in the first instance, lead to a suspension and pending inquiry, the consequences will be decided by the school authorities. A record of all cases of Academic Misconduct will be kept by the school.

Rights of the Student in the Event of a Breach of Academic Integrity

Student Protection & Due Process (Aligned to Cambridge Policy):

- **Right to Notification:** Students must be formally informed of the allegation and the nature of the evidence collected.
- **Right to Respond:** Students are entitled to explain their version of events before any decision is made—through a written statement or meeting with the Head of Centre.
- **Right to Evidence Review:** Students may review the materials or evidence that form the basis of the allegation (scripts, similarity reports, etc.) within privacy limits.
- **Right to Support:** A parent/guardian, class teacher, or pastoral support staff member may be present during the review meeting.
- **Right to Fair Consideration:** The school must apply the “balance of probability” standard (Cambridge principle) — decisions must be reasonable and supported by evidence.
- **Right to Appeal:** Students can appeal against a finding or sanction as per the school’s internal appeals policy, and Cambridge’s appeals process if applicable.
- **Right to Confidentiality:** The student’s identity and case details must be handled with discretion, shared only with authorised staff and Cambridge.
- **Right to Reintegration:** If cleared of wrongdoing, the student must be reinstated without prejudice, and the record amended accordingly.

ACADEMIC INTEGRITY POLICY

Cambridge Reference: Cambridge Handbook 2025 – Section 5.2 -“Centres must ensure candidates are treated fairly, given the opportunity to respond, and that all actions are evidence-based and proportionate.”

Consequences of Academic Misconduct (Cambridge Curriculum – Secondary School)

- **Work not accepted:** The student’s coursework, project, or examination paper may be rejected or awarded zero marks for that component.
- **Disqualification from the component or subject:** Cambridge may disqualify the candidate from the specific paper, subject, or even the entire examination series.
- **Loss of eligibility:** The student may lose the opportunity to resubmit coursework in that session or future entries without approval.
- **Withholding of results:** Cambridge can withhold or cancel results while the malpractice investigation is underway or confirmed.
- **School disciplinary action:** The school may impose internal sanctions such as detention, suspension from leadership roles, or warning letters.
- **Record of incident:** A written report of the misconduct is kept in the school’s Academic Misconduct Register and may be shared with Cambridge upon request.
- **Re-education requirement:** The student may be asked to complete an Academic Integrity Reflection or Retraining Module before being allowed to participate in further assessments.
- **Parent notification:** Parents/guardians are formally informed of the misconduct and the decision taken by the school.
- **Repeat offences:** Repeated or severe cases (forgery, impersonation, collusion) may lead to permanent exclusion from school or Cambridge registration.

Cambridge Reference: Cambridge Handbook 2025 – Section 5.3 “Outcomes and Penalties”- “Where malpractice is proven, Cambridge may apply penalties ranging from loss of marks to cancellation of results or disqualification from the qualification.”

COMPLIANCE WITH IB

The following practices require schools to demonstrate their support for learning diversity.

<u>Programme standards and practices</u>	<u>Practice at RGS</u>
Lifelong learners 1 - (0402-01) Students actively develop thinking, research, communication, social and self-management skills.	At Ryan Global School, students are encouraged to develop thinking, research, communication, social, and self-management skills as part of their lifelong learning journey. These practices are aligned with the school’s Academic Integrity Policy, ensuring that students produce original work, correctly cite sources, collaborate ethically, and reflect on their academic behaviour, thereby fostering a culture of integrity and responsibility. More details are defined in ATL Skill table
Culture 6 - (0301-06) The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates	The Academic Integrity Policy at Ryan Global School shows relevance and connection with other core policies and to be read in conjunction with the Assessment Policy, Inclusion Policy, Language Policy, Admission Policy, ICT Policy, Collaborative Meeting Policy, Student Code of Conduct, and Parent Code of Conduct, as these collectively guide ethical practices, expectations, and responsibilities within the school community. More details in the policy review section

ACADEMIC INTEGRITY POLICY

<i>cultures of ethical academic practice. (0301-03)</i>	
Purpose 3 (0101-03) The school community fosters internationally minded people who embody all attributes of the IB learner profile.	We at RGS are committed and collaboratively think , reflect and act through learner profiles representing our schools culture , schools mission statement and IB Mission statement. Details specified in the section IB LEARNER PROFILE REFLECTED IN ACADEMIC INTEGRITY APPROACHES
Culture 3.3 - (0301-03-0300) The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility	The Academic Integrity Policy at Ryan Global School reflects and upholds the five fundamentals by promoting integrity in academic work, fostering trust within the school community, ensuring fairness through clear and consistent guidelines, encouraging respect for intellectual contributions, and reinforcing responsibility in students' academic conduct and decision-making. These principles are embedded across teaching, learning, and assessment practices and evidently reflect and practiced strongly into the school culture and policies.
<i>Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)</i>	The Academic Integrity Policy at Ryan Global School outlines the expectations and responsibilities of students, teachers, and parents in upholding honesty, trust, fairness, respect, and responsibility in all academic work. It provides clear guidelines for ethical practices in teaching, learning, research, and assessment, ensuring that the school community maintains the highest standards of academic integrity in alignment with the philosophy of RGS and the requirements of the IB Primary Years Programme.
<i>Culture 3.2 - 0301-03-0300)</i> <i>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.</i>	At Ryan Global School, through our Essential Agreements, the Academic Integrity Policy clearly defines the rights and responsibilities of all community members, outlines expectations for good practice and misconduct, and establishes procedures for addressing violations, fostering a culture of integrity, honesty and respect. Refer to role and responsibility <u>Refer to the segment - Roles and responsibilities segment</u>
Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04) Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100) Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work.	At Ryan Global School, students are encouraged to grow as ethical, informed, and responsible learners. The school community — students and teachers alike — adheres to IB academic integrity guidelines through shared Essential Agreements. All members respect and acknowledge the intellectual work of others, with structured support and guidance provided on proper citation and referencing. Teachers actively engage students in understanding the value of authentic, original work and the importance of integrity in every aspect of learning.

ACADEMIC INTEGRITY POLICY

(0402-04-0200) Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300) Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)	
Culture 3.4 (0301-03-0400) The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented.	At Ryan Global School, within the Primary Years Programme (PYP), librarians actively support the school community in nurturing academic integrity by guiding students in responsible inquiry practices. They collaborate with teachers to model ethical research habits, introduce age-appropriate citation methods, and help students understand the importance of respecting the work of others through engaging library sessions and workshops. The school utilises inquiry-based learning resources, age-suitable citation tools, and reflective checklists tailored for PYP learners to reinforce these values. Additionally, librarians support teachers and students by providing resources and strategies to detect and prevent academic malpractice, ensuring that learners consistently practise integrity, honesty, respect, and responsibility in their research and learning engagements.
Culture 3.5 (0301-03-0500) The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent.	At Ryan Global School, academic integrity is upheld through clear essential agreements and regular professional development for teachers. The policy is communicated via parent sessions, student workshops, Toddle, and school handbooks. Transparent systems for reporting, addressing, and appealing academic misconduct ensure fairness. The librarian guides ethical research and citation practices, supporting both students and teachers. The school regularly reviews the policy's impact to ensure it informs teaching, learning, and community awareness consistently.

Academic Integrity Policy Revision

- The policy states its firm assurance to pursue the best academic practices, and teaches the values of respect and academic uprightness within the entire learning community and stakeholders.
- This policy is intended for current/potential parents and students, the administrative staff and teachers of RGS
- and any accrediting or governmental authorities.
- The Purpose of this document is to ensure that academic integrity is positively reinforced.



ACADEMIC INTEGRITY POLICY

- The Academic integrity Policy is a **“living document,”** i.e. it is evolving and informed by research, best practice, external requirements, and by discussions, within the school.

The Academic Integrity Policy is being written, reviewed, and edited as required by the Academic Integrity Policy Committee.

This document is shared with all stakeholders of the school and the pedagogical leadership team along with the teachers, are ready to offer any further clarification or support to understand this policy.

The AI Policy is reviewed every four years and collectively by the Pedagogical Leadership Team, Exam Officers, Teacher Representatives, Teacher Librarian, and ICT teacher

However, it can be reviewed in the wake of an unforeseen development, if the need arises.

The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the Policy.

This policy was reviewed and revised in March 2025

Any new procedures, measures or technical requirements are introduced/ included

ACADEMIC INTEGRITY POLICY TO BE READ IN CONJUNCTION WITH	
RGS ASSESSMENT POLICY	At Ryan Global School, the Academic Integrity Policy complements the Assessment Policy by ensuring all assessments reflect honest, original work. Both policies collectively promote fairness, ethical practices, and authentic learning, where students are assessed responsibly and with integrity.
RGS EXHIBITION DOCUMENT	During the PYP Exhibition at Ryan Global School, students uphold academic integrity by producing original work, citing all sources, collaborating ethically, and taking ownership of their inquiry process, in alignment with the school's Academic Integrity Policy.
RGS TEACHERS ESSENTIAL AGREEMENTS	Teachers at RGS uphold the Academic Integrity Policy by modelling honesty, promoting ethical research, and ensuring fairness in learning and assessment, as part of their Essential Agreements.
RGS LANGUAGE POLICY	The Academic Integrity Policy at RGS aligns with the Language Policy by ensuring students accurately credit sources in all languages used, respect cultural and linguistic diversity, and express ideas responsibly and authentically across all forms of communication.
RGS ADMISSION POLICY	The Academic Integrity Policy aligns with the RGS Admission Policy by ensuring all prospective students and families are informed about the school's commitment to integrity, fairness, and ethical practices, fostering a transparent and principled learning community from the outset.
RGS ICT POLICY	The Academic Integrity Policy at RGS complements the ICT Policy by promoting responsible, ethical, and fair use of digital tools, ensuring students and teachers avoid plagiarism, cite digital sources correctly, and maintain integrity in all technology-based

ACADEMIC INTEGRITY POLICY

	learning and assessments.
RGS COLLABORATIVE MEETING POLICY	The Academic Integrity Policy is supported through structured period allotments and collaborative meetings at RGS, providing dedicated time for teachers to plan, discuss, and align on ethical teaching practices, assessment design, and consistent reinforcement of academic integrity across subjects.
STUDENTS' CODE OF CONDUCT	The Academic Integrity Policy supports the Student Code of Conduct by fostering integrity, responsibility, and respect in students' academic work, promoting ethical behaviour and accountability throughout their learning journey at RGS.
PARENTS' CODE OF CONDUCT	The Academic Integrity Policy at RGS is supported by the Parents' Code of Conduct, encouraging parents to foster integrity, responsibility, and ethical learning habits at home and to collaborate with the school in upholding academic integrity.

References :

- https://www.tcis.or.kr/uploaded/TCIS/Parent_Portal/Documents/TCIS_Academic_Honesty_Policy.pdf
- <https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/2026/MRHS%20Handbook%2016-17.pdf>
- <https://www.ibo.org/globalassets/publications/become-an-ib-school/dpgeneral-regulations-en.pdf>
- <https://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf>
- <https://www.ibo.org/globalassets/publications/become-an-ib-school/mypgeneral-regulations-2015-en.pdf>
- <https://www.ibo.org/globalassets/publications/become-an-ib-school/generalregulations-pyp-en.pdf>
- <https://www.aischool.org/academics/international-baccalaureate/academicintegrity>
- <https://www.cis.dk/academics/high-school/academic-honesty>
- <http://www.kis.in/wp-content/uploads/2015/07/KIS-Academic-PhilosophyPolicies.pdf>
- https://www.aischool.net/pdfs/IBDP/Policies/Academic_Honesty_Policy.pdf
- <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honestyib-en.pdf>
- <http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-theIB.pdf>
- <https://fluencycdn.fluencycms.co.uk/FileCluster/MarymountInternational/Mai>
- https://www.skagerak.org/uploaded/Policies/SIS_Academic_Honesty_policy_FINAL_2017.pdf
- General Regulations PYP
- "Academic Honesty." Online Curriculum Centre. International Baccalaureate Organization. 1 July 2011. Web. 10th October 2014.
- Making PYP happen, Online Curriculum Centre, IBO 2014.
- Folder/2017-2018/2018/Academic-Honesty-Policy---January-2018---FINAL.pdf
- PYP From Principles to Practice International Baccalaureate Organization.
- Academic Honesty in the IB educational context (2014)