

RGS ACADEMIC INTEGRITY POLICY

NO	TITLES	PAGE NUMBERS
1	IB AND RGS MISSION AND VISION STATEMENT	2
2	PURPOSE OF ACADEMIC INTEGRITY POLICY	2
3	WHAT IS ACADEMIC INTEGRITY POLICY AND CONNECTION WITH LEARNER PROFILE AND APPROACHES TO LEARNING	3
4	COMPLIANCE WITH IBO	4- 6
5	LINK BETWEEN ACADEMIC INTEGRITY POLICY AND ASSESSMENT POLICY	6
6	OBJECTIVE OF THE POLICY	7
7	REVIEWING RGS ACADEMIC INTEGRITY POLICY	7
8	ROLES AND RESPONSIBILITIES	7 -11
9	CONTINUUM OF EXPECTATION ACROSS YEAR GROUPS	12
10	PROCEDURES FOR REPORTING, RECORDING AND MONITORING OF ACADEMIC MISCONDUCT	13
11	RIGHTS OF THE STUDENTS	13
12	CONSEQUENCE OF ACADEMIC MISCONDUCT	13- 14
13	REFERENCES	14 - 15

IBO AND RGS Mission Statement

We at RGS have aligned our mission statements with the IBO and our *Academic integrity policy* directly relates to both the mission statements mentioned below



As advocated by IBO 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.

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.

What is Academic Integrity?

IB learners' work needs to exemplify the values of academic integrity, while remaining committed to the inquiry-action-reflection cycle. Academic integrity can be considered an anchor that leads learners to assume responsibility and ownership of the work produced by them and also acknowledge any external source that they might have used. In an age of rapid technology advancement, IB World Schools need to take care that learners do not plagiarise and/or collude with fellow learners and promote originality in every work that they produce. They also need to prevent learners from doing so to gain an unfair advantage.

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.

IB LEARNER PROFILE REFLECTED IN ACADEMIC INTEGRITY APPROACHES	
PRINCIPLED	Students demonstrate integrity by taking responsibility for their own learning and upholding the principles of academic integrity, avoiding plagiarism and all forms of misconduct, in accordance with the school's Academic Integrity Policy
REFLECTIVE	Students reflect on their academic behavior, understanding the importance of ethical research, accurate citation, and using their experiences to enhance and improve their future learning practices.
COMMUNICATOR	Students communicate their ideas clearly while respecting the intellectual contributions of others through proper acknowledgment and referencing of all sources.
INQUIRER	Students engage in ethical research, using information responsibly, demonstrating curiosity, and adhering to principles of academic integrity.

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-organized, and ethically produced work.
THINKING SKILLS	Thinking skills are represented in the Academic Integrity Policy by encouraging students to critically analyze 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 emphasizing the importance of ethical sourcing, proper citation, critical evaluation of information, and responsible data collection to ensure academic integrity and intellectual rigor.

COMPLIANCE WITH IBO

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.	<p>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 behavior, thereby fostering a culture of integrity and responsibility.</p> <p>More details defined in ATL Skill table</p>
Culture 6 - (0301-06) The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. <i>Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)</i>	<p>The Academic Integrity Policy at Ryan Global School shows relevance and connection with other core policies and to be read in conjunction with 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.</p> <p>More details in policy review section</p>
Purpose 3 (0101-03) The school community fosters internationally minded people who embody all attributes of the IB learner profile.	<p>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.</p> <p>Details specified in the section IB LEARNER PROFILE REFLECTED IN ACADEMIC INTEGRITY APPROACHES</p>
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	<p>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 reflects and practiced strongly into the school culture and policies.</p>
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)	<p>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</p>

	Primary Years Programme.
<p>Culture 3.2 - 0301-03-0300) <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></p>	<p>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.</p> <p>Refer to role and responsibility</p> <p><u>Refer to segment - Roles and responsibilities segment</u></p>
<p>Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)</p> <p>Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)</p> <p>Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)</p> <p>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)</p> <p>Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)</p>	<p>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.</p>
<p>Culture 3.4 (0301-03-0400) The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented.</p>	<p>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.</p> <p>The school utilizes 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</p>

	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 school's procedures are transparent, fair and consistent.	<p>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.</p>

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.

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 unauthorized material into an examination room, or consulting such material during an examination in order 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 acknowledgment or permission.

Link between Academic Integrity Policy and Assessment Policy:

Academic integrity policy is linked with assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, 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 3 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 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

REVIEWING THE RGS Academic integrity Policy

- 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.
- 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. It is the responsibility of the school to ensure that 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 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.

Members of Academic Integrity Policy Committee are

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

ROLES AND RESPONSIBILITIES

Pedagogical Leadership team: As the example of excellence of 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 for 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 about 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 personal academic integrity.
- Provide examples of the PYP attitudes when giving examples of academic integrity for students in 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 .

Students: Student 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 imbibing 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 behaviors 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 guidelines given for individual and group work
- Follow age-appropriate expectations and practices regarding references, citations, quotations and paraphrasing.

In addition, RGS PYP students endeavor 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 in order to learn new information	Present parent or other persons' work as his or her own (the importance of this is explained to parents)
Summarize 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
Begin to use team work together in groups to share information gathering and presentation with contribution 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
Summarize 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
Is able to 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 contributes by sharing information and presenting understandings	

Students learn:

- How to organize research independently from sources
- To work from guiding questions to organize 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 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 and 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 independently work in an academically honest manner. During the exhibition, an academically honest student:

DOES	DOES NOT
Acknowledge help from his/her mentor	Present use mentor sources as his/her own without citation
Plan his/her own independent inquiry leading to research	Misrepresent or misquote first person sources

RGS ACADEMIC INTEGRITY POLICY

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 organizations and individual first person resources	Present material that is not true, or fictitious as fact
Contact and initiate communication with first person sources.	
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.	

Continuum of expectation across year groups

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						✓

Source : https://www.skagerak.org/uploaded/Policies/SIS_Academic_Honesty_policy_FINAL_2017.pdf

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 PYP Coordinator will be involved in an investigation process to determine the student's intent. RGS recognizes that there are different levels of severity regarding academic misconduct. The investigation will take into consideration the age-appropriateness of the student and consequences will reflect the level of intent. The findings from the investigation will be noted as an academic memo into 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 PYP Coordinator regarding the incident to share his/her perspective
2. Redo the assignment under the guidance of the teacher, the Librarians or other TCIS personnel
3. Request to have a meeting with the PYP 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

Academic misconduct is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first-draft material, and students are taught or re-taught the skills needed to rework the material in their own words and to cite quotations. Self-evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic integrity. Misconduct is generally considered to be the result of a lack of language and/or research skills and is addressed accordingly. In the event that a student with proficient language skills willfully and deliberately continues malpractice, the following can occur:

1. The student may be asked to redo the work, but he/she may not receive full credit for the work
2. The student may have a meeting called between the teacher, parents and student, and ultimately between the principal and parents
3. In extreme cases the student may be placed on an academic contract or receive in-school/off-campus suspension.

Academic Integrity Policy Revision

The Academic Integrity policy will be reviewed after a period of 5 years. We have undergone 4 cycles of revision of the policy in 2012, 2016, 2020, 2025. **Next review will be done in 2029.**

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 modeling 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 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 behavior 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.

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RGs ACADEMIC INTEGRITY POLICY