



SHAMBHU DAYAL GLOBAL
SCHOOL

MYP Academic Honesty Policy

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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.

SDGS MYP MISSION STATEMENT

To build inquisitive learning with decisions that develop integrity, responsibility and enhance skills with honesty in knowledgeable and caring young people who connects with each other globally and respect others culture.

IB Learner Profile

As IB learners we strive to be:

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.

SDGS, in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate Mission**:

Statement of Philosophy

At the SHAMBHU DAYAL GLOBAL SCHOOL, we promote strong values and ethical behavior, not only because this is in line with the expectations of the IB Middle Years Programme, but more importantly, because being trust worthy and responsible learners is fundamental to who we are and who we aspire to be. We recognize the critical role the school plays in both the academic and ethical development of each student. Additionally, assuming responsibility for building and maintaining a culture of academic integrity, trust worthiness and behaving in a principled manner extends to the wider school community of students, staff and parents.

We believe it is essential that all teachers, regardless of subject, provide correct and consistent guidance on how to effectively work collaboratively, how to properly cite our cesusing MLA format, and to support a transparent learning environment so that students complete their tasks with integrity from the start. As such, all teachers are supporting the development of student research and information literacy skills. Additionally, it is during these years that students' characters are formed, and equipped with the skills to work independently, SDGS students are encouraged to be life long learners.

Assignments incorporate critical thinking skills to challenge students to research independently, synthesize their ideas, or work together to create. Accurate assessment of a student's understanding through completed assignments allows teachers to support students with sound instructional strategies and suggestions for revising. Inaccurate representations of a student's progress obstruct this process.

Academic honesty in the IB is a principle informed by the attributes of the **IB Learner Profile**. In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the **IB Learner Profile**, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people every where". MYP students must demonstrate academic honesty and avoid any form of academic misconduct.

SDGS MYP Academic Honesty Policy focuses on prevention and promoting good practice. It is our goal for the entire school community to view the principles of the Academic Honesty Policy positively.

ACADEMIC HONESTY POLICY



SDGS is committed to academic honesty and will ensure that all students in the MYP Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic dishonesty and malpractice

Although the following list is not exhaustive, academic dishonesty 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 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 exam, bringing unauthorized material into an exam room, or consulting such material during an exam 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 which have not been collected in an appropriate way;
- **Collusion:** helping another student to be academically dishonest.

Prevention of academic dishonesty

SDGS in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Procedure for investigating suspected cases of academic dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB MYP coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB MYP coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the principal will decide the outcome of the case.

The consequences of academic dishonesty

Any student who is found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. Any work deemed to be academically dishonest will not be accepted and not be credited; if there is time for a student to do so, he/she will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will not a grade for that piece of work, which could prevent the student from receiving an ISP MYP diploma. A second violation will result in a meeting between the school, student and parents in order to build an agreement to promote academic honesty. No further course credit will be given until this agreement is in place. A failure to abide by any individual agreement put in place to support academic honesty will be treated as requiring a level 3 intervention ("flagrant or willful disrespect for community members or rules", see Secondary School Handbook) with attendant consequences.

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

Actions:

1st Offence

In addition to the procedure outlined, the following will take place:

1. The teacher will notify parents of the incident.
2. The student will redo the assignment receiving within the time period only.
3. Record will be maintained by class teacher.

2nd Offence

In addition to the procedure outlined, the following will take place:

1. The MYP Coordinator will notify parents of the incident.
2. The MYP Coordinator will meet with the student and the teacher to discuss the incident.
3. The student will receive a ZERO for the assignment.

3rd Offence

In addition to the procedure outlined, the following will take place:

1. A conference including parents, teacher, student, MYP Coordinator and head of school will take place to discuss the academic misconduct and how to avoid it in the future.
2. The MYP Coordinator will make a written record which will remain in the student's permanent file the session.
3. The student will receive a ZERO for the assignment.

Table : Examples of academic dishonesty

Plagiarism

Violation	Examples
Plagiarism	<p>Presenting as your own (with or without the author's permission) information collected, organized, or written by someone else.</p> <p>In the arts, plagiarism can include taking someone's ideas or concepts and portraying the same on your own.</p> <p>Plagiarism can be both intentional and unintentional, but both are treated the same way.</p> <p>Some examples:</p> <ul style="list-style-type: none">* Copying an article from a website and not giving credit—but not understanding you had to give credit—is still plagiarism. Always ask your teacher if you should give the original author credit if you are unsure.* Copying and pasting information from a website into your work, and then failing to give the website credit.* Reading an article or other text, taking ideas from it, and then claiming the same your own ideas.

To Avoid Plagiarism: If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information. Using outside sources makes a better argument and gives your work greater credibility

Collusion

Violation	Examples
Collusion	<ul style="list-style-type: none">* You let another student copy from your homework.* The teacher gives a lab to be completed individually and you work with other students but submit the work with only your name on it.* If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion.* In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz. <p>You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them.</p>

To Avoid Collusion:

Always do your own work. If you are unsure, ask your teacher before you ask a classmate.

During an exam or other assessment, avoid talking or looking at classmates. Raise your hand to make a request to the teacher

Duplication

Violation	Examples
Duplication	*You completed a Design Evaluation in MYP 3 and you copied parts of it to complete your Community project Design related report in MYP 3.

To Avoid Duplication:

Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.

Cheating

Violation	Examples
Cheating	<p>* Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not.</p> <p>* Using restricted material during assessment task/ e-Assessment, such as cheat sheets, or electronic devices.</p> <ul style="list-style-type: none">• Leaving the room during an assessment task/ e-Assessment and using restricted materials prior to returning. <p>Fabricating information or try to earn more time or credit on an assignment, project, or exam.</p>

To Avoid Cheating:

Leave all electronic devices in your locker when taking an assessment/ e-Assessment. Avoid talking to or looking at classmates during an assessment. Be a principled human being and tell the truth.

Roles and responsibilities

Implementing this academic honesty policy is the collaborative work of all the members of the school community, even though each one has a specific role and responsibility.

MYP Principal-Coordinator

- Create the academic honesty policy with teachers, reviewed by students and parent representatives promoting good practice and fostering a school environment that motivates the school community to act honestly.
- Promote and encourage teachers to educate students regarding the policy.
- Enforce the consequences when a student violates the policy.

Teachers

- Implement the school's academic honesty policy through relevant ATL skills Development in all subject group classes.
- Be role models in honesty for students.
- Provide guidance regarding studying, writing an academic document, inquiring and citing sources so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines.
- Promote a classroom environment that encourages academic honesty and critical thinking.
- Enforce the consequences when a student violates the policy.

Librarian

- Support teachers and students in identifying good practice regarding academic honesty.
- Help students obtain reliable information from various sources.

Students

- Learn and practice academic honesty as part of their ATL skill development and be aware that the coordinator, librarian and teachers are available to offer further advice and guidance.
- Support the spirit of the academic honesty both in attitude and action when completing all assignments.
- Understand that no assignment is excluded from this policy.
- Receive and sign a student version of this policy to show comprehension and Compliance with school's Academic Honesty Policy.

Families

- Support the ethical values of honesty and integrity.
- Share school's enforcement of the academic honesty policy, especially with regard to Work done outside of school.

Help and encourage students with school work, but never do it for them.

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