



ACADEMIC INTEGRITY POLICY

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Amity Global School-Gurgaon, Mission Statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his/her academics, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School - Gurgaon , Vision Statement

At Amity we believe in creating a happy environment as a happy student creates a happy home leading to a happy society, a happy country and further a happy world.

The concept of Vasudhaiva Kutumbakam (The world is one family) is the foundation of our functioning.

IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

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

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.

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.

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.

ACADEMIC INTEGRITY POLICY:

“International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.” (Source: Academic honesty in the IB educational context) We strive as members of the IB community to be principled, acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

At AGS, students are regularly trained, guided and recommended to make sure that the information they use is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher. Students in the primary, middle and senior school are guided and advised to cite their sources so that readers can find them. Students are guided to make clear which words, ideas, images and works are not their own. Students are guided and recommended that they must give credit for copied, adapted and paraphrased material. When using text, students must make clear where the borrowed material starts and finishes. Students are guided and recommended to ensure that all sources cited in the text must also be listed in the bibliography and all sources listed in the bibliography must be cited in the text. Primary, middle and senior school understand the ways for acknowledging the work of others. During PYPX regular training sessions and workshops are organized in school for Primary Years Programme students and teachers headed by PYPC.

Regular training sessions and workshops are organized in school for IB Diploma Programme students and teachers, by the diploma programme coordinator, school librarian, extended essay coordinator and teachers for various subjects. Through these sessions students are familiarized with the methods for proper citation and they understand that proper citation is a key element to academic scholarship and intellectual exchange. Parents or legal guardian of a Diploma Programme student, are guided on how they can support their children. Parents are encouraged to establish a good level of communication with the school so that they understand the requirements of the Diploma Programme and what is expected of students.

IB Diploma Programme students submit an undertaking signed by them and their parents or legal guardian at the beginning of the academic session that all work submitted by the student for Extended essay, Internal assessments and Theory of Knowledge (TOK) will be authentic and candidate's own work and the candidate will not indulge in any form academic misconduct. Parents, students, teachers and legal guardians of students fully understand the categories of academic misconduct in the IB. Students, parents, teachers and other members of the school

community are made aware that a breach of IB regulations will have serious consequences.

At AGS students, parents and other members of the school community are made aware of the categories of academic misconduct in the IB which are as follows:

- Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion is defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another.
- Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.
- Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations
- Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.
- Students are trained to follow appropriate use of Generative AI tools.

References used—

- Academic honesty in the IB educational context
- Academic integrity 2023 – IB document.
- Programme standards and practices, September 2020.
- Cambridge Handbook.

Reviewed on – 4th December 2025

Reviewed by:-

Head of School

DPC, CIC, PYP

HOD – English and Math