



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 experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

ACADEMIC INTEGRITY POLICY:

Philosophy:

“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.

What is Academic Integrity?

Academic integrity means performing all academic work without plagiarism, cheating, lying, tampering and stealing. It also includes giving or receiving unauthorized assistance from any other person or using any source of information that is not common knowledge without due acknowledgement. Academic integrity must be seen as set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is one of the building blocks of foundation on which any educational institution succeeds in achieving its mission.

Academic Integrity Policy at AGS.

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 and acknowledge the work of others.
- Students are guided to make clear which words, ideas, images and works are not their own. Students are guided and recommend 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.
- During PYPX regular training sessions and workshops are organized in school for Primary Years Programme students and teachers headed by PYPC.

Academic Integrity is fostered at AGS through regular training and guidance.

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.

- Students ensure that information they have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with their teacher.
- Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the formal writing process.
- Documenting the research in this way is vital: it allows readers to evaluate the evidence for them, and it shows the student's understanding of the importance of the sources used.
- For more detailed information on styles for citations and referencing students will refer to the IB document – Effective citing and referencing as shared with them during Academic Integrity and Extended Essay session.
- Making clear which words, ideas, images and works are not their own (including maps, charts, musical compositions, movies, computer source codes and any other material). All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.
- Using Turnitin.com to create a similarity report whereby plagiarism can be monitored and authenticity verified.
- During written or oral examination students should not try to copy any part of their work from other students.

Ensuring Academic integrity at AGS:

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.

What is academic misconduct?

Academic misconduct is any action or attempted action that results in or may result in, the student or any other student gaining an unfair academic advantage over the other in any assessment components. "Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Different forms of misconduct are listed below:

Plagiarism-It implies direct copying of academic material and information from different available resources without acknowledging it. This includes, but is not limited to words, ideas, pictures, works of art/or any electronic media.

Collusion- This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of Work- This is defined as the presentation of the same work for different assessment components.

Paraphrasing- This is defined as the restatement of someone's work in another form. For it to be allowed, the source needs to be acknowledged.

AI tools- Usage of the AI generative tools without any reference falls under the category of academic dishonesty.

Communication- Students should not share or communicate about the content of an examination before 24 hours after the examination with others outside the cohort taking the examination.

Disregarding the Examination Code of Conduct-This is defined as disregard of guidelines as established by CIE/IBO with respect to examination code of conduct during the examination.

- No unauthorized material should be taken to the examination room. If inadvertently done so, it must be handed over to the Coordinator or Invigilator immediately. This otherwise would lead to breach of the examination code of conduct.
- Students should not communicate with others once they have entered the examination room.
- They cannot borrow stationery, calculators, etc. from other students during an examination

Consequences of breach of Academic Integrity

When such misconduct is reported by teachers or by invigilators it shall be recorded in the central record of the student's file and may be put into the transcript if such actions are being carried out on a regular basis.

- Each incident shall be treated on a case-by-case basis.
 - Procedure, reporting, recording and monitoring
 - Consequences of breach of Academic Integrity Policy
-
- To ensure good practices when coming to a decision the student shall be given an opportunity to present his/her case in the presence of the person who has brought it to the notice of the school, parents of the student and senior administration of the school.
-
- All aspects of student's background, character history and history in terms of academic integrity, age and level of awareness, severity of the incident, intent or non-intent, or other factors shall be taken into consideration when deciding on the action to be taken.
-
- In case the work has to be submitted to IB as e-coursework it shall not be sent to IB and student will have to work on that again.
-
- In school the breach of academic integrity policy shall be reviewed by coordinators and principal.
 - In oral or written IBDP Final Examination, if misconduct has been observed, then IB shall be notified through a full written account of the misdemeanor along with photographs of unauthorized material or videos of the misdemeanor. Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation.

Step by step procedure in case of breach of academic integrity:-

First Offence:

- The student will not be graded for the particular piece of work.
- The teacher will contact the parent or guardian and inform them of the incident and of possible consequences for subsequent offenses.
- Referral will be sent to an administrator/counsellor for recording.
- If students commit additional infractions within the same academic year as the first one, regardless of whether they occur in the same class/subject, they will face penalties. These penalties will be imposed for both the second and third infractions.

Second Offence:

- The student will not be graded for the particular piece of work.
- The teacher will contact parents or guardians and inform them of the incident and of possible consequences of subsequent offenses.
- The student will receive a referral to an administrator or counsellor.
- The student and administrator/counsellor will agree to a system designed to prevent subsequent incidents and inform the parents and other subject teachers of this decision.

- Students may receive a 'malpractice' comment on the subject report card as per the discretion of the Head of School.

Third Offence:

- The student will not be graded for a particular piece of work.
- A senior administrator/ Head of School will meet with the student, parent/guardian, teacher(s), and counsellor to review the school's policy and decide on an appropriate action.
- The administrator will inform all the subject teachers of the student's third offense.
- The student will receive a 'malpractice' comment in the semester report card from the administrator and a notice stating that this student has committed three offenses will be placed in the student's permanent record.
- Students may be suspended from school for a period of time decided by the management.
- Students who commit misconduct after the **Third Offense** will be expelled from the school.
- Any transcript information pertaining to the said student would include a reference to the expulsion and the reasons for expulsion.

The gravity of the consequences of academic dishonesty will depend on:

- The age of the student.
- The seriousness of the offense.
- Whether the occurrence was accidental, caused by carelessness or a deliberate action.
- Whether the occurrence contravenes the rules of an examination board.

Rights of Members of the School Community

To ensure fairness and transparency, all members of the school community have the following rights:

Student's Rights:

- Students should develop an age-appropriate understanding of what constitutes misconduct so they can make responsible academic choices.
- Academic integrity should be supported through clear guidance on expectations and explicit instruction in research skills, proper citation, and the ethical use of information.
- When concerns arise, they should be addressed through a fair and unbiased investigation process that allows students the opportunity to reflect on the situation and respond before any consequences are applied.
- Throughout the process, incidents should be handled with confidentiality to ensure respect and protection for all individuals involved.

Teacher's Rights:

- Teachers have the right to expect authentic work from students that accurately reflects each learner's own understanding, effort, and academic progress.
- They are also entitled to address any concerns related to academic misconduct, including plagiarism, unauthorized collaboration, or the misuse of sources, in a professional and

constructive manner. In doing so, teachers should receive appropriate institutional support when applying and enforcing academic integrity policies, ensuring that procedures are followed consistently and fairly across the school.

- They have the right to maintain clear and consistent academic standards in their classrooms so that expectations for honesty, responsibility, and ethical learning remain transparent and equitable for all students.

Parent's Rights:

- Parents have the right to be clearly informed about the school's academic integrity policies and expectations so they can understand the standards their children are expected to follow.
- This includes access to guidelines related to honest work, proper research practices, and responsible use of information.
- Parents should also be notified when significant or repeated instances of academic misconduct occur, allowing them to stay informed about concerns that may affect their child's learning and development.
- In such situations, parents have the opportunity to participate in restorative discussions where appropriate, working collaboratively with teachers and school leaders to support reflection, learning, and the development of responsible academic behaviors

Academic Integrity in the Early Years

Objective: At AGS, Early Years Program's academic honesty policy aims to nurture core values of integrity, respect, and responsibility in young learners. It focuses on guiding children to understand and practice honesty, originality, and appreciation for others' work in ways that are meaningful and developmentally appropriate for their age.

Strategies to Introduce Academic Integrity in Early Year Program-

Storytelling and Books: Reading stories and giving examples of academic honesty. The importance of telling the truth, admitting mistakes, giving credit when someone helps you.

Role-Playing Activities: Set up scenarios in classroom settings where children can practice giving credit to others or ask for help appropriately. This builds confidence in speaking honestly and reinforce respectful communication.

Collaborative Activities: Foster teamwork where each child has a defined role, emphasizing the value of each contribution. Celebrate each role equally to show that all contributions matter. This encourages accountability and teaches respect for others' efforts.

Art and Creativity: When children are inspired by others' work, help them to phrase acknowledgments. Display posters or create essential agreements for the class about being honest and respectful with work. Visual reminders reinforce classroom values.

The goal is not formal citation but cultivating a culture of respect for others' ideas.

Academic Integrity in the PYP

Objective – At AGS, the objective of the integrating Academic Integrity in PYP (Primary Years Programme) is to foster a culture of integrity and respect for the intellectual property of others.

It supports the development of students who are principled and understand the importance of academic integrity in their educational journey.

The goal is to ensure that students engage in their learning with the principle of academic integrity and its **Core Principles: honesty, trust, fairness, respect, and responsibility**.

By aligning Essential Agreements with the IB Learner Profile and ATL Skills, the PYP fosters a holistic approach to student development, ensuring students not only acquire knowledge but also develop key personal, social, and academic skills for lifelong learning.

Roles and Responsibilities of various stakeholders in PYP (Primary Years Program) in accordance with academic integrity policy–

In the Primary Years Programme (PYP), fostering academic integrity is a collective responsibility shared by teachers, librarians, parents, and the wider school community. Each plays an essential role in helping students understand and demonstrate honest practices in ways that reflect the PYP's core values. Through consistent guidance, positive role modelling, and ongoing support, these stakeholders work collaboratively to nurture a culture of integrity.

Teachers and Librarian in PYP (Primary Years Program) –

- Clearly communicating and guiding students through the school's Academic Integrity Policy, ensuring they understand what plagiarism is, why proper use of sources matters, and how to produce original work.
- Creating a safe and supportive environment where students feel comfortable asking questions, seeking clarification, and discussing concerns related to academic integrity.
- Teaching students how to locate, evaluate, and use accurate, reliable, and credible sources in their research.
- Providing clear expectations for the responsible use of digital tools, correct citation of online resources, and honest, effective collaboration.
- Staying informed about current referencing styles and best practices for promoting academic integrity.
- Remaining vigilant about academic misconduct, including inappropriate "cut, copy, and paste" practices from the internet or other published sources.

Parents in PYP (Primary Years Program) –

- Read and become familiar with the Academic Integrity Policy and discuss its meaning and expectations with their children.

- Encourage their children to develop as independent learners by supporting them to complete tasks on their own, think critically, and express their own ideas, while reminding them to seek help appropriately when needed.
- Guide their children in the ethical use of online resources by helping them understand how to avoid plagiarism, respect intellectual property, and use information responsibly.
- Foster respect for others' work by teaching children not to copy or present someone else's ideas as their own, and to acknowledge sources appropriately.
- Engage in open and constructive dialogue with teachers and school leaders about academic honesty, contributing positively to conversations on how it can be strengthened within the school community.

Breach of academic integrity in Early Years

Guided conversation - Guided conversations are intentional teacher-led discussions where educators ask thoughtful questions and help children reflect on their actions and choices to encourage them to develop honesty and responsibility.

Relearning activity - It is an opportunity for children to revisit and practice a skill or concept after making a mistake followed by a reflection on good choices.

Teacher support- Teachers should create a positive classroom environment which promotes children to feel safe ,to try, to take risks, and learn honestly.

Breach of academic integrity in PYP (First Offense – Minor)

Re-submission of work - Resubmission means that a child is allowed to submit their work again after revising it based on guidance from the teacher. It can happen when child work is incomplete or the concept is misunderstood.

Reflection form - A reflection form is a guided worksheet or set of questions that encourages children to think about what happened, why it happened, and how they can improve next time.

Repeated incidence of academic misconduct –

Parent meeting - The student and PYPC/counsellor will agree to a system designed to prevent subsequent incidents and inform the parents and other subject teachers of this decision.

Academic integrity counselling - HRT and PYPC can counsel the child to make better choices and cite resources or acknowledge others' work and not repeat the misconduct.

Formal warning - The PYPC will inform the parents concerned about the misconduct and issue a formal warning.

PLAN FOR IMPLEMENTATION AND REVIEW

The Head of School and Pedagogical Leadership Team accept the responsibility for ensuring the academic integrity policy is put into practice. Teachers and programme coordinators will communicate academic integrity policy to all stakeholders and publish it on the school website. The Leadership Team will regularly evaluate implementation of academic integrity policy as evidenced by classroom observations and school presentations. AGS Academic Integrity Policy will be reviewed every three years or earlier as needed by the pedagogical leadership team.

References used–

- Academic Integrity in the IB educational context
- Academic integrity 2023 – IB document.
- Programme Standards and Practices, September 2020.
- Cambridge Handbook.

Reviewed by: -
Head of School
DPC, CIC, PYPC
HOD – English and Math

Reviewed on – 2nd March 2026