



AARTH
UNIVERSAL SCHOOL

Academic Integrity Policy

September 2024

Table of Contents

Vision Statement	1
Mission Statement	1
Purpose	1
Characteristics in the IB Learner Profile aligned with Academic Integrity	2
What is Academic integrity:	3
Terms related to academic integrity and definitions	4
We believe that all students should:.....	5
We believe that all staff should:.....	5
Academic dishonesty involves:.....	6
Actions taken for Student academic misconduct:.....	6
Academic Integrity in the PYP	8
Academic integrity in the MYP	8
The Role of the Librarian.....	9
Creating and maintaining a culture of academic integrity:.....	11
For Students:	11
For Teachers and Staff:.....	12
For Parents:	13
AI Usage:.....	13
Here are examples for common types of sources MLA 9	17
Works Cited:	19

Vision Statement : Aarth Universal School strives to prepare students for an ever-changing global community by providing world-class international education that maximises students' inherent potential and lights up students' quest for lifelong learning for a better tomorrow.

Mission Statement : To cultivate character, to achieve excellence and to build a sustainable future locally and globally.

Purpose

The purpose of this document is to ensure that the Aarth community is academically honest and to formulate the response of the school when there is a breach. All academic activity in the school shall be based on an inviolable commitment to the right spirit of learning, fairness and honour and shall be equally applicable to the entire community of learners – students, the faculty and the non-teaching staff.

- To ensure that all students and faculty of Aarth understand the concept of academic integrity.
- To make students and faculty understand what constitutes malpractice.
- To make them aware of the consequences of malpractice.
- To foster a school culture that promotes good academic practice and actively encourages academic integrity.
- To promote ethical academic practices through adherence to guidelines on the responsible use of AI technology tools by students and staff.
- To ensure research integrity by guiding students and staff to appropriately cite primary, secondary, and tertiary sources in their academic work.

Aarth Universal School is an IB World School. It is authorised for the Primary Years

Programme and a candidate school for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization.*

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit <http://www.ibo.org>*

Characteristics in the IB Learner Profile aligned with Academic Integrity

At Aarth, successful learners strive to embody the characteristics described in the IB Learner Profile, especially to:

- Act with honesty, integrity and responsibility in their academic endeavours, fostering an ethical learning environment where trust and fairness thrive (PRINCIPLED)
- Listen to others, write and speak to inform and respond in a respectful way, cultivate transparency and accountability by sharing authentic information and giving credit to others (COMMUNICATOR)
- Maintain equilibrium in academic pursuits, embracing a harmonious experience that ensures integrity and fairness to all (BALANCED)
- Courageously explore and express diverse ideas and perspectives within the bounds of academic integrity and express themselves in a variety of ways

(RISK- TAKER)

- Ask questions and develop skills needed to conduct research with integrity, fostering an environment where intellectual curiosity thrives (INQUIRER)
- Think creatively and critically about local and global perspectives to navigate intellectual challenges with integrity and enhance their ability to analyse, synthesise and contribute meaningfully (THINKER)
- Demonstrate empathy and compassion, recognising that honesty upholds the principles of fairness and trust and also contributes to a supportive learning environment (CARING)
- Engage in continuous process of self-evaluation through thoughtful introspection, recognising the importance of academic integrity for personal growth (REFLECTIVE)
- Be open to the ideas of others, embrace diverse perspectives, fostering an environment where academic integrity becomes a gateway to mutual respect (OPEN-MINDED)
- Apply ethical practices in the pursuit of knowledge, thereby fostering a community where intellectual growth is built upon the foundation of integrity and trust. (KNOWLEDGEABLE)

What is Academic integrity:

Academic integrity is the commitment to ethical conduct in academic pursuits, emphasising the importance of fairness, integrity, and trust. It involves submitting one's own original work, giving proper credit to sources, avoiding plagiarism, and upholding integrity in assessments and collaborative efforts. Respecting intellectual property, representing oneself honestly, and using technology ethically are integral components. Academic integrity is essential for fostering a trustworthy learning

environment, ensuring that students develop skills and knowledge through their own efforts, and preparing them for future academic and professional challenges. The Academic integrity policy outlines expectations, consequences for violations, and mechanisms for reporting and addressing academic disintegrity tailored to the specific context of our school.

Terms related to academic integrity and definitions

- **Academic misconduct**

Deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

- **Plagiarism**

Representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement

- **Collusion**

Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

- **Duplication of work**

The presentation of the same work for different assessment components.

- **Difference between collaboration and collusion**

Collaboration involves working together with other students, which is permitted or encouraged in projects like the MYP Community Project. However, each candidate must produce their final work independently, even

if based on similar data. This means that all sections, including the abstract and introduction, must be written in each student's own words. If two candidates submit identical sections, it will be considered collusion (or plagiarism), not collaboration. Ultimately, while working together is encouraged, presenting someone else's work as your own is misconduct and will be penalised.

We believe that all students should:

- Be honest in their work and understand that plagiarism is a serious offence.
- Understand that they have an important role in ensuring that their work is authentic and original.
- Be principled- It is important to ensure that their work is authentic and original.
- Prevent fellow students from copying their work
- Use a method to cite or give credit when they use ideas and words that are not their own
- Understand that penalties will be imposed should they be found guilty of academic misconduct

We believe that all staff should:

- Model academic integrity
- Provide clear guidelines and expectations for student work
- Give credit to others' for their ideas. They should put integrity into practice.
- Treat minor breaches of the academic integrity as 'teachable moments' to support student's ethical development
- Empower students by celebrating and recognising authentic student work by

being vigilant for subtle changes in writing styles, appreciating the individuality of each student's growth, and leveraging their unique style to foster an environment where genuine academic achievements shine through.

- Encourage students to demonstrate integrity and understand what it means to be honest.
- Be expected to read and check students' work for authenticity before submission. This refers to all internal assessments.

Academic dishonesty involves:

- Using unfair means to enhance performance in tests and assignments e.g. copying, fabricating data etc.
- Plagiarism - the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- Using unauthorised materials to assist in the examinations, tests, assessments.
- Gaining advance access to assessment materials like question papers etc.
- Encouraging and assisting another student to indulge in unfair practice(s)
- Engaging private (paid) tutors/professionals to get one's own work done
- Self-plagiarism: Presenting the same work for different assessment components, subjects and requirements
- Not citing the source of any research/information used in academic work or non academic work

Actions taken for Student academic misconduct:

- The case shall be studied to ascertain whether it was a wilful or an inadvertent violation of the rules

- A warning shall be issued and the student is given an opportunity to provide an explanation
- Loss of Privileges: Temporarily restrict certain privileges, such as participation in extracurricular activities or eligibility for honours and awards.
- Counselling: Provide counselling or guidance services to help the student understand the reasons behind the disintegrity and develop strategies for improvement.
- Educational Interventions: Require the student to attend workshops or sessions on academic integrity to better understand the importance of honest academic practices.
- Parental Involvement: Inform parents about the incident and involve them in discussing the importance of academic integrity with their child.
- Reassessment: Require the student to redo the assignment or assessment under strict supervision of the teacher or Head of departments or Team Leads or IB coordinators to ensure authenticity.
- Grade Reduction: Deduct points or assign a lower grade for the specific assignment or test involved in the disintegrity.
- Community Service: Assign community service related to academic integrity or ethical behaviour to instil a sense of responsibility.
- Academic Probation: Place the student on academic probation, which may involve additional monitoring and support to ensure adherence to academic integrity.
- Recorded Warning: Issue a written warning that goes on the student's record, serving as a reminder of the importance of academic integrity.
- Referral to Administration: In severe cases, involve school administrators -

the IB Coordinators and/or the HOS, who may impose more significant consequences, such as suspension or expulsion, depending on the school's policies.

Academic Integrity in the PYP

- While referring to a website for research work, a student should write his/her understanding and not copy text verbatim.
- Every resource used, whether primary or secondary source of information (may include but not limited websites, online learning tools, books, magazines, newspapers, videos, educational/informational movies, lectures, interviews, DVD, CD-ROMs and photographs) should be mentioned in the bibliography.
- The upper primary students will be guided to include Bibliography in alphabetical order at the end of the presentation.
- The school is gradually transitioning from MLA 7 to MLA 9.
- Students may even begin using the MLA 9 format, especially during the PYP Exhibition.

Academic integrity in the MYP

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of work, and/or in a bibliography at the end, each piece of material used in the production of work.
- All ideas and work of other persons, regardless of their source, must be acknowledged.
- All secondary sources of information like CD ROM, email messages, web sites on the Internet and any other electronic media must be treated in the same

way as books and journals.

- The sources of all photographs, maps, illustrations, computer programs, applications and softwares, data graphs, audio-visual (lectures/broadcasts) and similar material must also be acknowledged.
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- All works of art, film, literature, dance, music, theatre arts or visual arts must have their source/origin acknowledged in line with the following guidelines:

Copyrighted Materials:

- a. Permission: Obtain explicit permission for copyrighted materials in academic work, unless covered by fair use.
 - b. Licensing Agreements: Adhere to licensing terms, respecting agreements and aligning with specified permissions.
 - c. Attribution: Provide accurate citations, giving proper credit to the original creator/source.
- Material cannot be paraphrased without acknowledging the source.
 - The school is gradually transitioning from MLA 7 to MLA 9.
 - Styles of citation such as the MLA 9 style may be employed by the students to acknowledge sources cited.
 - The Modern Language Association (MLA) has specific guidelines for citing and acknowledging original authorship in the 9th edition of the MLA Handbook.

The Role of the Librarian

The librarian plays a crucial role in promoting academic integrity in our school

setting. Here are several key responsibilities for the librarian in fostering a culture of integrity:

- **Information Literacy Education:** Provide information literacy education to students, teaching them how to conduct proper research, cite sources, and avoid plagiarism.
- **Library Workshops:** Organise workshops on academic integrity, citation styles, and effective research methods to empower students with the skills needed for ethical information use.
- **Resource Management:** Curate and organise resources, ensuring easy access to materials that support academic integrity, such as guides on citation, plagiarism prevention, and research ethics.
- **Collaboration with Teachers:** Collaborate with teachers to integrate information literacy and academic integrity lessons into the curriculum, reinforcing these concepts in various subjects.
- **Reference Assistance:** Offer reference assistance to students, guiding them in locating and citing appropriate sources for their assignments.
- **Technology Integration:** Stay informed about digital and AI (Artificial Intelligence) tools and technologies that can aid in preventing plagiarism, and collaborate with educators to effectively integrate these AI tools into the research process.
- **Promotion of Reading:** Promote a culture of reading and critical thinking, emphasising the value of original thought and independent analysis in students academic work. **Resource on Citation Style:** Provide resources and guides on citation styles (e.g., MLA 9) to help students understand and implement proper citation practices.

- **Encouragement of Academic Integrity:** Actively promote the importance of academic integrity within the school community through displays, events, and other initiatives.
- **Support for Research Projects:** Offer support to students engaged in research projects, guiding them on ethical research practices, the proper use of AI tools, and assisting with the appropriate use and citation of sources.
- **Collaboration with Parents:** Collaborate with parents to provide resources and information on academic integrity, helping them understand how to support their children in developing strong research and citation skills.
- **Continuous Learning:** Stay informed about current trends and best practices in information literacy and academic integrity, participating in professional development opportunities.
- **Academic integrity in connection with ATL Skills:** Teachers play a crucial role by educating students on the importance of acknowledging contributions, understanding plagiarism and developing research skills, educators create an environment that prioritises honesty. Integrating ATL skills into the curriculum encourages meaningful collaboration while upholding integrity. Through modelling ethical behaviour and providing support, teachers empower students to become responsible, principled learners.

Creating and maintaining a culture of academic integrity:

For Students:

1. **Educational Workshops:** Conduct regular workshops and sessions to educate students about the importance of academic integrity, plagiarism and ethical research practices.

2. **Clear Expectations:** Clearly communicate academic expectations and integrity standards at the beginning of each academic year or course, reinforcing the value of honesty in their academic pursuits.
3. **Peer Education:** Encourage a culture of responsibility and mutual accountability among students by promoting peer learning on academic integrity, where students can learn from and support each other.
4. **Positive Reinforcement:** Acknowledge and celebrate instances of academic integrity, creating a positive environment that reinforces the importance of ethical behaviour.
5. **Discussion during whole school community times:** Create discussions on academic integrity, allowing students to express their thoughts, concerns and questions about ethical conduct.

For Teachers and Staff:

1. **Model Integrity:** Demonstrate academic integrity in your own work, emphasising the importance of honesty and ethical behaviour in the learning process.
2. **Reviewing and understanding the Policy:** During teacher orientation every new teacher reads the Academic Integrity policy to understand the expectations. Every year the policy is reviewed by all the teachers.
3. **Training Programs:** Provide staff members with training on promoting academic integrity, ensuring that everyone in the school community understands the importance of maintaining high ethical standards.
4. **Consistent Enforcement:** Establish consistent procedures for addressing academic dishonesty across the school, ensuring fairness and transparency in the enforcement of policies.
5. **Support Systems:** Implement support systems for students who may be

struggling with academic integrity, offering guidance and resources to help them develop better research and citation skills.

6. Teacher Mentor : Encourage a culture of responsibility and mutual accountability among teachers by promoting peer learning on academic integrity, where they can learn from and support each other.

For Parents:

1. Parental Involvement: Engage parents in discussions about academic integrity, emphasising their role in supporting the school's values and reinforcing the importance of honesty by having open discussions with their children about the importance of honesty, integrity and responsible academic behaviour.
2. Workshops for Parents: Conduct workshops or informational sessions for parents to provide guidance on how they can reinforce and model academic integrity at home.

AI Usage:

➤ Core Principles:

1. AI as a Learning Aid: AI should support, not replace, student effort. It's acceptable when used to enhance understanding.
2. Student Ownership of Work: Any use of AI must still reflect the student's personal engagement with the material.

➤ Guidelines for Specific Situations:

1. Using AI for Summaries and Sources:

- Allowed: Students may use AI to summarise or find sources but must

fully understand and engage with the material.

- Not Allowed: Directly copying AI-generated text into assignments without proper referencing or comprehension.

2. Exploring Different Perspectives:

- Allowed: AI can help students explore alternative viewpoints, provided they analyse and reflect on the information.

3. Quoting from AI:

- Not Allowed: Students should not use AI to gather quotes without further research. Understanding the context is key.

4. Creating Research Questions with AI:

- Not Allowed: Students should consult teachers for guidance rather than relying on AI to generate research questions.

5. Using AI-Generated Essays as Models:

- Context-Dependent: Students may refer to AI-generated examples but must not replicate the content directly.

6. AI Assistance in Writing (e.g., Introductions):

- Context-Dependent: Using AI to help structure writing is allowed, but the final product must represent the student's thinking.

7. Rewriting Essays via AI:

- Not Allowed: Students should submit their original work. Teachers may focus on understanding why AI was used for rewriting.

8. Translating Work with AI:

- Not Allowed for Assessment: AI translation tools should not be used for final assessments where language skills are evaluated.

9. Using AI for Grammar Improvements:

- Allowed: AI tools can be used to enhance grammar and clarity, but

students should be transparent about what was changed.

10.Using AI for Feedback:

- Context-Dependent: AI-generated feedback is allowed in non-assessment scenarios, but teacher feedback remains crucial.

11.AI-Generated Reflections:

- Not Allowed: Reflection is a personal process that AI cannot substitute.

12.Concealing AI Usage:

- Not Allowed: Honesty about AI use is essential, even if the AI’s use was acceptable.

13.Using AI for Essay Templates:

- Context-Dependent: AI-generated structures are allowed if students acknowledge the AI's assistance.

Teacher Guidance:

- Keep Developmental Work: Encourage students to save drafts and show how their work has evolved.
- Trust Your Judgement: Teachers should use their discretion to assess the authenticity of student work and may require oral assessments if needed.
- Promote Transparency: Emphasise the importance of being open about any AI usage.

AI Referencing at Aarth Universal School

Any AI-generated content used by students must be properly referenced. Include the AI prompts and a brief description of how AI was used in the work. *Transparency is the goal, ensuring that students’ work remains their own.*



The Aarth Academic integrity Policy will be shared with parents as a part of the Parent Handbook.

The Aarth Academic integrity Policy will be reviewed every year and as in when required.

Appendix 1

Here are examples for common types of sources MLA 9

➤ **Journal article from a website**

▪ Format

Author's Last Name, First Name. "Title of Article: Subtitle if Any." *Name of Journal*, vol. Volume Number, no. Issue Number, Date of Publication, pp. First Page Number- Last Page Number if available, DOI, permalink or URL.

▪ Example

Elson, Peter. "A Comparative Analysis of Nonprofit Policy Network Governance in Canada." *Canadian Journal of Nonprofit and Social Economy Research*, vol. 6, no. 2, 2015, pp. 42-64, <https://doi.org/10.22230/cjnser.2015v6n2a201>.

➤ **Books**

▪ Format

Last Name, First Name. *Title of Book*. Publisher, Publication Date.

▪ Example

Kirsh, Steven J. *Children, Adolescents, and Media Violence: A Critical Look at the Research*. Sage, 2006.

➤ **Websites**

▪ Format

Author's Last Name, First Name. "Title of Page or Document." *Title of Website*, Name of Organization Affiliated with the Website, Date of copyright or date last modified/updated, URL.

▪ Example

Poncelet, Barbara. "Mom Am I Fat?: Helping Your Teen Have a Positive Body Image." *Verywell.com*, About Inc., 20 Apr. 2016, www.verywell.com/mom-am-i-fat-3200843.

➤ **AI-generated text**

▪ Format

"Description of prompt" prompt. *Name of AI tool*, version of AI tool, Company, date text was generated. URL.

▪ Example

"Identify the themes in Mctague by Frank Norris" prompt. ChatGPT, 21 November version, OpenAI, 4 Dec. 2023. <https://chat.openai.com/share/2f2be19d-eadd-4151-8ceb-0785319074b3>.

➤ **Encyclopaedia or Dictionary in print**

▪ Format

Author's Last Name, First Name. "Title of Entry." Title of Encyclopedia or Dictionary, edited by Editor's First Name Last Name, Edition if given and not first edition, vol. Volume Number, Publisher Name, Year of Publication, pp. First Page - Last Page.

▪ Example

Barber, Russell J. "Anthropological Ethics." *Ethics*, edited by John K. Roth, Rev. ed., vol. 1, Salem Press, 2005, pp. 67-69.

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	Name / Signature Date
Last review	Jan 2024, Sept 2024
Reviewed by	Whole School staff (Jan 2024); MYP inclusions (Sept 2024)
Approved by	Jyothi Nair Sep 2024
Next review	June 2025