Academic Integrity Policy

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This policy outlines guidance on Academic Integrity implementation, enforcement and appeals procedures at Global Jaya School.

Contents

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1. Rationale

Global Jaya School is an IB World School and as such is committed to the principles and standards of the IB across all programmes and the five fundamentals: honesty, trust, fairness, respect and responsibility.

Academic integrity is embedded in the IB Programme standards and practices (2019).

The policy and procedures in this document are informed both by the GJS mission and vision GJS Mission and Vision statements and the attributes of the International Baccalaureate (IB) learner profile.

2. Aims
- Clearly define what academic integrity is within the context of GJS.
- Clearly define misconduct in relation to academic integrity.
- Outline practices and procedures to support academic integrity across the school.
- Outline procedures in relation to misconduct.

3. Definition of Terms

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Balance of probabilities approach

"Balance of probability" means that the decision-maker (s) with appropriate expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Draft

A draft is a complete piece of work submitted for feedback.

Event

An initial suspected case of misconduct.

Student academic misconduct

The IB defines student academic misconduct as 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 submitted student work.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB

examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Unprecedented or extraordinary incidents

Student academic misconduct incidents that are outside the IB's usual procedures and/or experience.

4. Responsibilities

Based on the IB statement referring to academic integrity, it must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Whenever possible, the topic must be treated in a positive way, stressing the benefits of properly conducted academic research, respecting the integrity of all forms of assessment, and recognizing copyright and intellectual property rights (Academic 2). Both teachers and students are responsible for building, maintaining, and respecting academic integrity.

4.1 Responsibilities of teachers:

4.1.1 Ensuring that students have a full understanding of the expectations and guidelines of all subjects by referring to the Academic Integrity Policy

4.1.2 Ensuring that students understand what constitutes academic misconduct and its possible consequences

4.1.3 Planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations

4.1.4 Giving feedback and ensuring students are provided appropriate opportunities for editing, as long as it is not contrary to instructions described in the relevant
IB documentation

4.1.5 To use MLA referencing or IB subject-specific referencing methods as part of their teaching programme.

4.1.6 To set appropriate and scaffolded deadlines and scaffolding for work.

4.1.7 To supervise the development of all assignments.

4.1.8 To utilise methods such as "Turnitin" and/or others to verify the originality of work and to promote the use of applications such as *easybib.com* to support students in the presentation of work with accurate and complete citation and referencing.

4.1.9 To comply with all requirements of the IB, confirm that the work submitted by students for the MYP Personal Project and IB Diploma assessments is authentic.

4.1.10 To reinforce the school's examination policy and procedures.

4.1.11 To follow the procedures set out in this policy and model academic integrity

4.2 Rights and Responsibilities of Students (The Student Code of Conduct):

    4.2.1 Own their intellectual property.

    4.2.2 To seek an appeal of a decision, as outlined in Appendix A.

    4.2.3 Possess a full understanding of GJS and IB policies

    4.2.4 Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators

    4.2.5 Respond to acts of school maladministration and report them to their teachers and/or programme coordinators

    4.2.6 Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities

    4.2.7 Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products

    4.2.8 Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites

    4.2.9 Abstain from giving undue assistance to peers in the completion of their work

    4.2.10 Show a responsible use of the internet and associated social media platforms.

    4.2.11 To uphold the principles of academic integrity through the submission of work and completion of tests and examinations.

    4.2.12 To use the MLA referencing system or other approved referencing system when indicated by the teacher.

    4.2.13 To submit drafts or notes as requested by teachers.

    4.2.14 To comply with the examination policy and procedures.

    4.2.15 To submit work to "Turnitin" and/or others as required.

    4.2.16 To comply with all requirements of the IB in the submission of work for the IB, including signing to verify the work is authentic.

5. Misconduct

5.1 The IB defines academic misconduct as behaviour that results in or may result in, the student or any other student gaining an unfair advantage in one or more components of submitted student work.

    5.1.1 **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.

    5.1.2 **Collusion** is supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.

5.1.3 **Duplication of Work** is the presentation of the same work for different assessment components, except in cases where it has been approved in advance by the teachers in the affected subjects.

5.1.4 Any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

5.2 Any intention to submit work which is not one's own is considered academic misconduct. The action may include, but is not limited to, the following:

5.2.1 Submitting another student's work as one's own work.

5.2.2. Obtain or accept a copy of tests or scoring devices prior to their administration.

5.2.3 Giving or obtaining test questions or answers from a member of another class prior to their administration.

5.2.4 Copying from another student's test or computer screen or allowing another student to copy from a test or computer screen.

5.2.5 Using materials which are not permitted during a test (calculator, reference material, etc.).

5.2.6 Copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer-based work or take-home test, regardless of whether or not the work is being submitted for a grade. Submission of work purchased through an online entity and not by the submitting student.

5.2.7 Permitting another student to copy or write another student's take-home test, homework, project, report or paper for which they take credit as the author.

5.2.8 Accessing restricted computer files without teacher authorization.

5.2.9 Copying materials, including computer software, in violation of copyright law.

5.2.10 Deception by providing false information to an assessor concerning a formal academic exercise. e.g. giving a false excuse for missing a test, exam or deadline or falsely claiming to have submitted work, submission of deliberately sabotaged or corrupted files.

5.2.11 Cheating - any attempt to give or obtain unauthorised assistance in a formal academic exercise (like an examination).

5.2.12 Bribery - or paid services. Giving or receiving certain test answers for money.

5.2.13 Sabotage - acting to prevent others from completing their work. This includes removing pages from textbooks, taking or destroying another student's work, blocking online/computer access, or willfully disrupting the experiments of others.

6. Responses

All reported events will be reviewed, and an appropriate response will be carried out. This process will include a review of the student's history of academic misconduct. Incidents of academic misconduct are tracked cumulatively within the school year and across subjects. Primary School Leadership will inform Secondary School Leadership of any concerns regarding the academic integrity of transitioning students. Student Academic Misconduct in Secondary School will remain in a student's file and will be taken into consideration if such misconduct is repeated.

The standard responses to academic misconduct are outlined below. Further consequences may be applied if the circumstances warrant it (i.e. repeat behaviour, multiple incidents, severely egregious offence, dishonesty, misrepresentation of events, etc.). Such consequences may include, but are not limited to, counselling, suspension, contract probation, expulsion, and/or denial of diploma/certificate. In the case of denial of the diploma/certificate, the school reserves the right to contact transfer partners to provide corrected transcripts without the approval of the student.

6.1 Primary School Responses:

Events: Suspected Misconduct is reported using the Academic Misconduct Reporting Form. If it is confirmed that there was Academic Misconduct, the following will apply:

6.1.1 First Incident of Academic Misconduct

6.1.1.1 For the first misconduct, students will have the opportunity to re-submit work with the appropriate referencing and will be advised that future offences will have more serious consequences.

6.1.2.2 Class teachers conduct a meeting with the students to ensure they have a clear understanding of what plagiarism is and the strategies which can be applied to avoid plagiarism in the future (summarising in their own words, citing quotes, etc.).

6.1.2 Second Incident of Academic Misconduct

6.1.2.1 A second misconduct will result in students re-submitting the work, and the student's parents will also be notified by the CL using the school letter template, and the Principals will be kept informed.

6.1.3 Third Incident of Academic Misconduct

6.1.3.1 A third offence will result in the student receiving a 0 (zero) mark in line with the IB. If the work informs a summative report mark, the 0 will appear on the report and be explained in the general teacher's comment.

6.1.4 Academic Misconduct in a school-set exam

6.1.4.1 If a student is suspected of misconduct during a school set exam, they are allowed to finish the exam.

6.1.4.2 The classroom teacher and CL investigate the event.

6.1.4.3 If necessary, the student can re-sit the exam at a later time. A different exam paper can be used at the teacher's discretion.

6.1.4.4 All confirmed cases will follow the steps listed above for first, second and third incidents.

6.2   Secondary School Responses

Events: Suspected Misconduct is reported using the Academic Misconduct Reporting Form. If it is confirmed that there was Academic Misconduct, the following will apply:

6.2.1 First Incident of Academic Misconduct

6.2.1.1 The student will have the opportunity to re-submit work with the appropriate corrections and will be advised that future offences will have more serious consequences.

6.2.1.2 The subject teacher conducts a meeting with the students to ensure they have a clear and shared understanding of what plagiarism is and the strategies which can be applied to avoid plagiarism in the future.

6.2.1.3 HOY and CL are informed.

6.2.1.4 A record of the incident will be kept in ManageBac.

6.2.2 Second Incident of Academic Misconduct (Tier Two of Pastoral Framework)

6.2.2.1 The student must resubmit the work to a satisfactory standard or re-sit the exam but will have a recorded grade of 0 (zero).

6.2.2.2 The teacher will assess the work for the purpose of providing feedback to the student.

6.2.2.3 A letter from the HOY will be sent home to parents outlining the situation using the school template. This letter must be returned to GJS, signed by the parents

6.2.2.4 This letter and a record of the incident will be kept in Managebac.

6.2.2.5 The student and parents will be advised that further misconduct will result in an escalation of consequences

6.2.2.6 The student will receive support to follow the Academic Integrity Policy.

6.2.3 Third Incident of Academic Misconduct (Tier Three of Pastoral Framework)

6.2.3.1 The student must resubmit the work to a satisfactory standard or re-sit the exam but will have a recorded grade of. The 0 (zero) mark is in line with the IB. If the work informs a summative report mark, the 0 will appear on the report and be explained in the general teacher's comment. If the misconduct is in a subject where previous misconduct has taken place, resubmission is not required.

6.2.3.2 The teacher will assess the work for the purpose of providing feedback to the student.

6.2.3.3 A meeting is held between the Programme Coordinator, the Dean of Students, the Principal, the student and the student's parents. A letter of understanding will be discussed and signed.

6.2.3.4 The student and parents will be advised that further misconduct

This will result in an escalation of consequences, including but not limited to cancellation of IB registration, removal from the May exam session, or dismissal from the school community.

6.2.3.5 The student will receive support to enable them to follow the school's policy on Academic Integrity.

6.2.3.6 A record of the incident will be kept in ManageBac.

6.2.4 Academic Misconduct in a school-set exam

6.2.4.1 If a student is suspected of misconduct during a school set exam, they are allowed to finish the exam.

6.2.4.2 The subject teacher and CL will investigate the event.

6.2.4.3 If necessary, the student can re-sit the exam at a later time. A different exam paper can be used at the teacher's discretion.

6.2.4.4 All confirmed cases will follow the steps listed above for first, second and third incidents.

6.3.5 Academic Misconduct in Formal Components of the Diploma Programme

6.3.5.1 Students suspected or deemed to have been cheating or plagiarising in the final IB Diploma examinations, Extended Essay, Theory of Knowledge Essay or Internal Assessments will be subject to the misconduct procedures defined in the Academic Integrity Policy of IB.

Works Cited

Academic Honesty. Geneva, Switzerland: International Baccalaureate Organization, 2019. Print.

Garza, Celina, Dr. Academic Honesty – Principles to Practice. Cardiff, Wales: International Baccalaureate Organization, 2014. Digital.

General Regulations Diploma Programme. Cardiff, Wales: International Baccalaureate Organization, 2021. Digital.

Academic Honesty. Geneva, Switzerland: International Baccalaureate Organization, 2019, Updated March 2023. Digital.

Appendix A: Appeal of Misconduct and Responses

This document outlines the procedure for cases in which a student has been found to have committed academic misconduct and wishes to lodge an appeal. In all cases of appeal, if the decision favours the student, the issue is considered resolved, and the teacher and student must proceed as though there was no misconduct. If the decision finds there was misconduct or malpractice, or an investigation leads to the discovery of additional misconduct, the Principal/Dean of Students will refer to relevant policies and respond accordingly.

Initial Appeal

The student may appeal to the Primary Principal or Secondary Dean of Students within five days of being notified of their academic misconduct. The Initial Appeal form is here.

The Principal/Dean of Students will investigate the event and render a decision. In cases where evidence beyond a reasonable doubt is unavailable, the Principal/Dean of Students will rely on the balance of probabilities approach to render a decision.

Request for review by the Academic Integrity Panel

Within five days of being notified of the results of their appeal, students may request a review by an Academic Integrity Panel. The form to request a review by the Academic Integrity Panel is here. Panel membership is fluid and is determined by the Principal to best address the individual situation. The panel will consist of the following representatives:

- 1 Principal (cannot be the same principal who reviewed the initial appeal)
- 1 Programme Coordinator
- 1 full-time Faculty Member
- 1 Counsellor
- 1 member of the student council (whenever possible/appropriate)

The panel, under the guidance of the principal, will review all evidence presented, including any additional information gathered from the initial appeal. The panel reserves the right to request a meeting with the student, the reporting teacher, others with relevant knowledge of the event, or any combination thereof. The panel also reserves the right to make their decision based solely on the evidence provided without any further investigation. In cases in which evidence beyond a reasonable doubt is not available, the panel will rely on the balance of probabilities approach to render a decision. All panel meetings will be minuted, and all minutes will be made available to the student, the student's parents, the reporting teacher, and relevant members of leadership, as determined by the member Principal.

The panel's decision will be based on a simple majority decision. In case of a tie (if a member of the student council is not included on the panel), the member principal will make the final decision.

Request for review by the Head of School

Within five days of being notified of the Academic Integrity Panel's decision, a student may request a meeting with the Head of School. The Head of School will request all previously gathered evidence and minutes from the meeting of the Academic Integrity Panel. After reviewing these materials and meeting with the student and his or her parents, the Head of School will render a decision. In cases in which evidence beyond a reasonable doubt is not available, the Head of School will rely on the balance of probabilities approach to render a decision. The decision of the Head of School is final.

Appendix B: Guidance on the use of Artificial Intelligence (AI) tools at Global Jaya School:

As a school, we teach our students how to effectively use AI as an instructional tool, which includes correctly referencing AI information and ethically using (AI) as a tool that enhances learning.

School Responsibility:

At GJS, in alignment with IB expectations… we teach students about academic integrity and the ethical use of AI as a learning resource.

AI is a tool that can be used to generate ideas and text and for other creative purposes. As such, we teach students to utilise AI for clear learning needs appropriately and to provide appropriate citations when AI is a source of information within a student's body of work. The school encourages students to work with their teachers when using AI proactively, and questions of academic integrity may arise. The students' creative and critical thinking must be their own and not the use of AI.

Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic and most likely not of suitable quality to be awarded high marks and must be referenced according to MLA guidelines.

What does the school expect when a teacher checks the authentication box to confirm that work has been completed by the student?

1. The teacher has seen the student develop the work over a period of time—the coursework is not designed to be completed in a single evening.
2. The student can explain their work sufficiently and with confidence to ensure that the work has been created by the student.
3. The student follows clear and appropriate citation steps when quoting other people's ideas, work, and AI generated information.
4. The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

How should teachers guide their students when using AI tools?

The students will be informed of the following rules:

1. All AI tools must be clearly referenced in the body of their work and added to the bibliography.
2. The in-text citation should contain quotation marks using the MLA referencing style, and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.