ACADEMIC INTEGRITY POLICY DOCUMENT

Date of the Admission Policy formation:
20 April, 2021.

Policy Review Timeline
April 2022
April 2023
April 2024 as per program review cycle.
April 2025, will be revisited.

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 organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage learners across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. (IBO, 2014)

SWS Mission Statement:

Sunshine Worldwide School (SWS) is dedicated to delivering top-tier education that nurtures academic prowess, fosters intercultural comprehension, and enhances language proficiency. Embracing the International Baccalaureate, our language policy is designed to nurture the varied linguistic requirements of our learners, create an all-inclusive environment where every child feels safe to speak in their mother tongue, champion multilingualism, and guarantee fair access to the curriculum for all learners.

SWS Vision Statement:

Sunshine Worldwide School is dedicated to providing education that is both relevant to life and imbued with values, aimed at preparing children to adapt creatively to future challenges. Our goal is to cultivate a new generation of global and compassionate achievers, whose skills contribute to a world that is unconditionally happy and respectful of nature and diversity.

Our Values

Sunshine Worldwide School prides itself on being an international-minded institution, dedicated to instilling in learners a broad global outlook while fostering strong ties to their local communities. We actively engage families and community members in the educational journey of our learners, offering numerous avenues for collaboration.

Central to our educational philosophy is a focus on holistic development, ensuring that each child's intellectual, emotional, and social needs are nurtured comprehensively. We deeply value the unique talents and capabilities of every child, recognizing the diversity within our community.

Our faculty members are unwaveringly devoted to enhancing the academic achievements of each learner. Through the implementation of innovative instructional methods grounded in sound educational principles, we strive to optimize learning outcomes and foster a culture of excellence.

Sunshine Worldwide School is an institution distinguished for its commitment to fostering holistic development among learners from nursery to grade 12. Within our educational framework, assessment plays a pivotal role, seamlessly interwoven into the fabric of teaching and learning. It serves as a conduit for educators and learners alike, facilitating the invaluable exchange of feedback essential for continual growth.

Embracing inclusivity as a cornerstone principle, Sunshine Worldwide School endeavours to address the unique needs of every learner. To this end, we have meticulously crafted a comprehensive assessment policy that harmonizes with the esteemed philosophies and requirements of both the International Baccalaureate (IB) and the Central Board of Secondary Education (CBSE).

As an International Baccalaureate (IB) World School, we are also aligned with the IB Organization's mission and their IB Learner Profile.

Our Philosophy

- Provide happy and safe environment
- Deliver high quality teaching and learning
- Establish high expectations of students in all areas of school life
- Encourage students' confidence, self-esteem and self -efficacy
- Value all students as individuals so that they can achieve their full academic and personal potential
- Instil a sense of adventure and broadening of horizons
- Provide opportunities to be courageous global learners
- Extend learning opportunities beyond the classroom

- Provide an environment so that students develop moral and spiritual values
- Produce students who are independent of thought and have a lifelong enthusiasm for learning
- Establish mutual respect between all members of the school community
- Provide a broad curriculum which values the strengths of each subject and student equally
- Create a positive, secure and purposeful atmosphere
- Create an environment where growth mindsets are valued
- Foster links with parents/carers and the wider community
- Encourage excellence in every area of school life
- Create an environment which encourages true dialogue between members of our school and the wider community
- Deliver a philosophy that promotes learning without limits
- Inspire and empower all students to achieve the best that they can with the gifts that they have.

ACADEMIC INTEGRITY POLICY AND GUIDELINES

SWS High-Quality Teaching and Learning statement

HQTL takes into consideration the emotional and physical needs of the learners and ensures a safe supportive learning without fear.

Learning experiences challenge conceptual understanding using an inquiry and personalised approach to learning embracing technology as a tool — with an emphasis on developing critical thinking, creativity, and innovation.

The learning environment is aimed to strengthen collaborative learning, speaking, listening, reading and writing and other forms of communication and oracy.

The curriculum has an emphasis on providing an experiential learning experience using both local and global contexts.

As a result, learning incorporates formative assessment, summative assessment and self-assessment integrated in the activities to inform learner progress.

A high-quality teaching and learning environment reinforce the values of integrity, empathy, humility, and compassion.

General Guidelines

The Policy Statement

At Sunshine Worldwide School, we uphold the values of honesty, trust, fairness, respect, and responsibility as the foundation of our academic integrity policy. This policy ensures transparency, fairness, and consistency in all academic practices within the school community. It outlines the rights and responsibilities of students, staff, and stakeholders, defining good practices and addressing misconduct while providing a framework for necessary actions in case of violations. This covers projects, assignments, Theory of Knowledge, Extended Essay, and other emanating work from the school.

Objective

The Academic Integrity Policy serves the purpose of familiarising all members of the school community with the definitions and consequences related to academic integrity and honesty. It emphasises the importance of maintaining truthfulness, originality, and authenticity in all academic endeavours.

Implementation

On the orientation day for new parents, students, and teachers, a presentation on the school's academic policy is made by any of the programme coordinators within the IB continuum to all stakeholders

There will be specific conventions for being transparent about the use of works, images, and ideas of others that are enforced. Students must use the MLA referencing style in all their academic writing. There must be originality in the work submitted by students, and this must be the effort of the student, with all secondary sources of information duly cited and referenced.

Any work submitted by students through Toddle will be checked using Turnitin to check the originality of the work.

An investigation will be conducted by the programme coordinator for any breach of academic honesty, and in the case of any breach of academic integrity, sanctions will be applied. These

sanctions are a warning, loss of academic grades, subject failure, and non-award of the final completion certificate. For procedural fairness, the student will have the right to appeal to the principal and the committee set up for investigations on the sanctions imposed if they deem them unfair and do not reflect the breach.

Review

In accordance with instructions from the principal, the policy will be reviewed at the end of the academic year by the programme coordinators, teaching and learning coordinator, assessment coordinator, heads of department, and subject teachers.

Support Material

What is Academic honesty?

Academic honesty refers to:
- Proper conduct in internal and external examinations.
- The acknowledgement of the ownership of creative material, images, original authorship, and any intellectual property, which includes patents, registered designs, creative expression, moral rights, trade names, and copyrights.
- Authentic production of work.

Policy terminology (forms of academic dishonesty)

Examination misconduct

- On the grounds that a student is found to be in possession of material that is unauthorised during an oral or written exam (for example, mobile phones, textbooks, notebooks, or smart watches). This offence includes a situation where such unauthorised materials have been left in the washroom or at any vantage point for easy access by students to gain undue advantage in the process of the examination. Consideration on this issue will be given to whether the student could have gained, intended to gain, or gained an advantage with the use of the unauthorised material.
- Where there is disobedience in instruction by a student and such instruction is in accordance with Sunshine Worldwide School or IB examination regulation for the conduct of the examination.
- Where there is communication or attempted communication between two students during an examination session.
- Where a student has plagiarised or copied the work of another student during an examination session.

Plagiarism

Where a Genesi Global School student uses the work or an idea of a different person without acknowledging the original owner or the source(s) of the information and presents it as though it is his or her own idea. There will not be an excuse or mistake on the part of anyone submitting any such document.

Unethical behaviour

Where a student at Sunshine Worldwide School falsificates any records being it internal or external documents.

Collusion

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

Difference between collusion and collaboration

At Sunshine Worldwide School, we encourage collaboration among students, as this is an authentic way to enhance student learning. Since collusion is an illegitimate collaboration where a student's independent work is used by another student to gain an undue advantage.

Duplication of work

Presentation of the same work for different assessment components.

The Role of the school community

The Principal

The IB Principal is expected to:

1. Know and understand what constitutes academic integrity and authentic academic work submitted during the examination period.
2. The principal must understand the embodiments of plagiarism, collusion, and malpractice.
3. Understand and know the penalties for malpractice when a student is found guilty.

In consultation and collaboration with a committee (Academic Integrity) formed by the principal to establish and promote a good academic integrity culture within the school community, part of the principal's responsibility will be delegated to Programme Coordinators and subject teachers.

The Programme Coordinators

The PYP, MYP, DP and CP coordinators are expected to:

1. To ensure that students understand the academic integrity policy of the school.
2. Ensure students are aware of what constitutes academic dishonesty.
3. Ensure students are aware of the consequences of malpractice.
4. Ensure the school's librarian plays a key role in mapping the skills required for students to adhere to the academic integrity policy of the school.
5. Ensure teachers follow the academic integrity policy of the school.
6. Esure a review of academic integrity takes place once a year in consultation with the principals.

The Teachers

PYP, MYP, DP and CP teachers at Sunshine Worldwide School are expected to:

1. Ensure the students understand the academic integrity policy document and are adhering to it.
2. Understand the embodiments of malpractice and the consequences that come with them.
3. Reinforcing the importance of acknowledging the work of others.
4. Reports to the programme coordinators (PYP, MYP, DP and CP) if the students present any plagiarised work.
5. Ensure that all research coursework (EE, RP, IAs, and projects) is verified through Turnitin to detect any similarity in content and to give guidance to students.
6. Handle all cases of academic misconduct with confidentiality.
7. Confirm that, to their knowledge, the work submitted by the student is the authentic work of the student before signing the form or statement: "Declaration of Compliance with the IB Regulations and Academic Integrity".

The students

Any Sunshine Worldwide School student is expected to:

1. To read and understand the school's Academic Integrity Policy.
2. Must be aware of academic integrity and what authentic submission is.
3. Know the consequences and sanctions of malpractice.
4. Must receive guidance on academic writing from all subject teachers or an assigned professional from the school, like the school's librarian.
5. Must be sure the work submitted is authentic and acknowledged properly.
6. Must uphold the rule of intellectual property.
7. Must acknowledge all sources of information, including film, artworks, images, music, and theatre, without regard to form.
8. Submit authentic, properly cited work on time to allow revision of doubtful authorship.
9. Students must submit their work through Turnitin on Toddle to rule out any form of plagiarism or collusion.

Parents/Guardian

Parents / guardians are expected to:

1. To understand the embodiment of academic honesty and ensure their child(ren) understand the academic integrity policy of the school.
2. Ensure their ward(s) are aware of what constitutes academic dishonesty.
3. Ensure their ward(s) are aware of the consequences of malpractice.
4. If there is a breach of academic integrity, parents must support the school in applying the right sanction after forming part of the process of appeal with their ward(s).

The School

The role of the school:

1. Develop a school policy on academic integrity and bring transparency to the expectations, violations, and sanctions.
2. Train staff to familiarise themselves with the Academic Integrity Document of the school and its rules and regulations.
3. Communicate the Academic Integrity document to all stakeholders in the school.
4. Upload the Academic Integrity document to the school's official site to make it accessible to all stakeholders.
5. The librarian conducts a professional development session on academic integrity for the staff and the students.
6. Review the Academic Integrity Policy document once every year. This needs to be done in the presence of the principal, librarian, and staff.
7. After every review of academic integrity documents, all stakeholders are to be updated on changes made to the document.
8. Include the Academic Integrity Policy as one of the items on the agenda for parent orientation at the beginning of the academic year.

The Librarian

The librarian of the school, in partnership with all the program coordinators, ensures information literacy and academic integrity in teaching. Sunshine Worldwide School students must be adequately engaged through mini workshops and class lessons to know and understand how to reference and acknowledge sources used in completing assignments by paraphrasing or

direct quote (oral or written) to avoid most identified academic misconduct, including plagiarism.

Students across grades must submit projects, assignments, and any form of academic work with proper citation in the MLA format acquired during information literacy sessions by the school's librarian.

<u>Examples of some cited and referenced sources</u>

Book: Structure for a single author: author's last name, first name Title of the book. Publisher, year published

In-text citation: (Author's Last Name, Page Number)

Example: (Smith 45)

Reference example: James, Henry. The Ambassadors. Serenity, 2009.

Structure for two authors: 1st Last Name, First Name, and 2nd First Name, Last Name. Title of the book. Publisher, year published

In-text citation: Include the last names of both authors in the in-text citation, separated by "and."

Example: (Smith and Johnson, 45)

Reference example: Charaipotra, Sona, and Dhonielle Clayton. tiny, pretty things. HarperTeen, 2016

Structure for multiple authors: author surname, first name, et al. Book Title: Subtitle Publisher, Year

In-text citation: In the first in-text citation, include the last name of the first author followed by "et al." (which is Latin for "and others"). For subsequent citations of the same source, you can use the first author's last name followed by "et al."

Example first citation: (Smith et al., 56)

Example subsequent citation: (Smith et al., 56)

Reference example: Johnson, Norine G., et al., Beyond Appearance: A New Look at Adolescent Girls, American Psychological Association, 2009.

Digital image on a web page or online article

Structure: Image Creator's Last Name, First Name, "Image Title. Website Name, Day, Month, Year Published, URL

In-text citation: (Artist's Last Name)

Example: (Monet)

Reference example: de Jong, Sidsel. Photograph of Munch's The Scream. "The Scream' is fading. New Research Reveals Why, by Sophie Haigney, February 7, 2020. The New York Times, www.nytimes.com/2020/02/07/arts/design/the-scream-edvard-munch-science.html.

Photograph from a book

Structure: Image Creator's Last, First M. Image Title. Year Created. Book Title, by Book Author's First Last Name, Publisher, year published, p. page(s).

In-text citation: (Photographer's Last Name, Page Number)

Example: (Adams 32)

Reference example: Ikemoto, Luna. Cat in Repose. 2017. Bodega Cat's Adventure, by Wendy Prosser, Feline Press, 2020, p. 22.

Photograph or image from a museum or institution (viewed online)

Structure: Creator's Last Name, First Name Image Title. Year Created. Website name, numbers (if applicable), and URL

In-text citation: (Title of the Image)

Example: Starry Night

Reference example: Boudin, Eugene. On the Beach, Sunset, 1865 The Met, www.metmuseum.org/art/collection/search/438551

Journal article

Structure for a single author: author's last name, first name, "title of article, journal title, vol. number, issue number, publication date, page number(s), database title, DOI (if available), or URL (without https://). Access Date (supplemental)

In-text citation: (Author's Last Name, Page Number)

Example: (Johnson 22)

Reference example: Adams, Mark C. "Educating the Music User." Music Educators Journal, vol. 103, no. 1, 2016, pp. 64–69. JSTOR, www.jstor.org/stable/44677803. Accessed February 15, 2020.

Structure for two authors: 1st Author Last Name, First Name, and 2nd Author First Name, Last Name. "Title of Article. Journal Title, Vol. #, Issue #, Publication Date, Page Number(s) Database title, DOI (if available), or URL (without https://). Access Date (supplemental)

Structure for multiple authors: 1st Author: Last Name, First Name, et al. "Title of Article. Journal Title, Vol. #, Issue #, Publication Date, Page Number(s) Database title, DOI (if available), or URL (without https://). Access Date (supplemental)

Websites with an author

Structure for a single author: author's last name, first name, "Title of the Article or Individual Page. Title of the website, Name of the publisher, date of publication in day, month, and year format, URL

In-text citation: (author's last name)

Example: (Smith)

Reference example: McNary, Dave. "Keanu Reeves and Alex Winter Return for 'Bill and Ted Face the Music. Variety, Penske Media Corporation, May 8, 2018. variety.com/2018/film/news/bill-and-ted-3-keanu-reeves-alex-winter-1202802946/.

Structure for two authors: last name, first name of author 1, and first name, last name of author 2. "Title of Web Page. Title of Website, Publisher, Date Published in Day, Month, and Year Format, URL

Structure for multiple authors: first listed author's last name, first name, et al., "Title of Web Page. Title of Website, Publisher, date published in day, month, and year format, DOI, or URL

PDF file

Structure for a single author: Last name, first name Book Title. Publisher, Year. Website or database name, DOI, or URL PDF file or PDF download.

In-text citation: (Author's Last Name, Page Number)

Example: (Doe 5)

Reference example: Kosofsky Sedgwick, Eve. Touching Feeling: Affect, Pedagogy, and Performativity Duke University Press, 2003, Boston University www.bu.edu/honoringeve/files/2009/09/paranoid-reading-and-reparative-reading.pdf. PDF file.

CD ROMs:

Title of product (year), [CD-ROM]. Place of publication: publisher

In-text citation: (author's last name)

Example: (Garcia)

Reference example: World Development Indicators (2003), [CD-ROM]. Washington, D.C.: The World Bank.

Sanctions

Internal Sanctions

The programme coordinators must be informed immediately if any breach of academic integrity is suspected so that sanctions can be applied.

1st offence - The student is given a warning by the committee and made to read and understand the academic policy document again. They will also be counselled by the teacher concerned to ensure that they do not repeat the malpractice. The student is required to do the work again.

The parents are notified of the malpractice, and the case is noted in the school records.

2nd offence - The student is awarded a zero for the task in question. The student is issued a warning card accordingly. They will be put under constant monitoring by the teachers for a specific period and must report their everyday actions through the warning card. The warning card serves as a constant reminder of the mistake made and dissuades the student from repeating it. Parents are notified, and the case is noted in the school records.

3rd offence - The student is issued a red card along with the suspension. At the discretion of the principal concerned, the student can be asked to withdraw from the examinations. The student may be debarred from participating in important school activities for a specific period. Parents are notified, and the case is recorded in the school records.

Note: If the initial offence is tempering with examination material from the IB, the sanction will be suspension or dismissal.

External Sanctions

External sanctions are devised by the IBO in cases of malpractice in the final work submitted by the student towards the assessment for the MYP, DP and CP. In such cases, if the malpractice has been detected at the preparatory stage, internal sanctions are applied to give the student a chance to rectify their mistake. However, if the malpractice is detected after the

submission of the work or extremely late, the course of action will be in accordance with the IB guidelines.

Consequences (as outlined by IB)

1. If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as academic infringement.
2. If a candidate is found to have plagiarised all or part of any assignment, then no grade will be awarded for the subject. This automatically means that no IB certificate can be awarded.
3. Misconduct during an examination will result in no grade being awarded for the specific subject involved.
4. If a candidate falsifies a CAS, Service Learning or Language Development record, no diploma or CP certificate will be issued until 12 months after the examination session has passed. The CAS, Service Learning or Language Development record will need to be correctly completed.
5. If the malpractice case is profoundly serious, the candidate may not be allowed to reregister for examinations in any future session.
6. An IB certificate may be withdrawn from a candidate if malpractice is subsequently established.
7. An appeal may be made to the final award committee considering new factual evidence within three months of the original decision.

Additional guidelines

Breach of conduct by Examination Coordinator or Teacher

In case of a teacher or Examination Coordinator indulges in malpractice, the concerned Principal is expected to take appropriate action against the teacher/coordinator in question.

Guidance of the use of artificial intelligence tools (AI)

The main object of academic integrity is to bring transparency to understanding, thinking, and knowledge. It is important for students to attain mastery in the technical components of academic integrity, which include referencing correctly and ethical usage of AI tools. It is right for the entire school community to know that IB does not regard work produced by students, even if partly by such tools, as the authentic work of the student; therefore, any AI-generated image, text, or even graphics must be acknowledged like any other source. The source must be properly credited in the body of work and referenced in the bibliography. Any breach of this is considered academic misconduct.

References

2020 IB Programme Standards and Practices. (n.d.). Retrieved August 29, 2023, from https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/ib-psp-at-a-glance-en.pdf

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IB, 2018. *Academic Honesty in the Middle Years Programme.* [Online] Available at: https://resources.ibo.org/ib/topic/Academic-honesty/resource/1116242418/data/m_0_mypxx_sup_1609_1_e.pdf