

Johnson Grammar School, Kokapet

Academic Integrity Policy

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I. Johnson Grammar School, Kokapet Guiding Principles

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.

JGS, Kokapet-Vision

To ensure all children from our school can adjust to this fast-changing global environment, along with the ability to lead in any field of their choice with the utmost integrity and courage.

JGS, Kokapet- Mission

To achieve and sustain exemplary standards in providing quality education for the comprehensive development of the students in a caring and challenging environment. Wherein, students as lifelong learners and inquirers, explore the world and develop intercultural understanding to respect and accept people with open-mindedness.

II. IB Learner Profile:



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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.	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.
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.	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.
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.	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.
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.	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.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect to the rights and rights of people. We are courageous and resilient in the face of challenges and change.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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III. Source : Academic integrity policy© International Baccalaureate Organization 2017

Academic Integrity and integrity is an indispensable part of the International Baccalaureate Organization and an essential part of Johnson Grammar School, Kokapet.

“Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.” (IB Publications)

Academic Integrity Policy of JGS kokapet closely follows the IB publication, Academic Integrity: Guidance for Schools. The purpose of this policy is to clearly state the expectations that the faculty has from the students and role and responsibilities of the teachers and parents, to ensure that the learners present authentic work.

Academic Integrity should be viewed positively by all the stakeholders and act with integrity and honesty taking responsibility for our actions and their consequences. Thus striving to be “Principled”.

An authentic piece of work is one that is based on the candidate's individual and original ideas with the shared knowledge duly acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person is represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

IV. Academic Misconduct includes the following:

1. Plagiarism:

Presenting work or ideas that are not your own for assessment is plagiarism. Failing to properly acknowledge where the work or idea came from is dishonest and unacceptable. This applies to all written documents, interpretations, computer software, designs, music, sounds, images, photographs, and ideas that were created by someone else.

- Not acknowledging the original source of information or ideas
- Not using Proper In-text citations
- Closely Paraphrased material that is too similar to the original source should also be in-text cited

2. Collusion

Collusion involves unpermitted or illegitimate cooperation between more than one student to complete work that is then submitted for assessment.

Students are encouraged to engage in discussion and debate of subject content,

but any work submitted for assessment must be the student's own.

Researching, discussing, and sharing ideas is fine, but students are not allowed to write assessments with other students.

Students are not allowed to:

- Provide work for another student to submit as part of their own assessment
- Use the work of another student as your own for assessment
- Co-write or share the background information that you will use in your assessable work

3. Duplication of work

Duplication of work understood as presentation of the same work in different evaluation components

4. Faking websites in citations

Malpractice also includes any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate like taking unauthorized material into an exam room or misconduct during an examination or taking undue advantage from an external tutor while performing home assignments.

V. Responsibilities of Teachers:

PYP framework provides opportunities for the development of academic integrity

- Teachers brief the Academic Integrity policy with the students and share consequences for violating the rules.
- Teachers Provide support for implementing academic integrity
- Teachers design the ATL for the delivery of the curriculum through carefully referenced, cited and acknowledged resources using MLA style.
- Teachers as academically honest stakeholders, become the formative step in inculcating principles of academic integrity
- Teachers structure assignments to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.
- Teachers, along with the librarian, give specific instructions as well as written examples of proper citation of a variety of sources in all subject areas.

VI. Teachers role in Academic Integrity:

- Teachers are responsible for explicitly modeling and fostering ethical behavior.
- They guide students in understanding the importance of academic integrity and

help them develop integrity-related skills.

- Teachers must provide clear instructions on how to reference sources, avoid plagiarism, and respect intellectual property.
- Opportunities for students to practice integrity in assignments, assessments, and collaborative work are emphasized.
- Teachers must design assessments that minimize the opportunity for malpractice.
- Assessments should promote original thinking, problem-solving, and creativity while adhering to IB policies on academic integrity.
- Teachers are expected to stay informed about IB guidelines and attend training sessions on academic integrity.
- Schools are encouraged to provide ongoing support to help teachers recognize and address integrity-related issues.
- Teachers play a key role in monitoring student work for authenticity and providing constructive feedback to support honest practices.
- Teachers are responsible for documenting and reporting any incidents of academic misconduct.
- Collaboration with academic integrity coordinators or leadership teams is mandated to address and resolve issues.
- Teachers help students take ownership of their learning by fostering a transparent, respectful, and supportive environment.
- This approach encourages students to reflect on their learning processes and the importance of integrity.

VII. Responsibilities of students:

Candidate must bear the consequences if he/she submits any work that is not his/her own, regardless of whether the plagiarism was unintentional or deliberate. Students are expected

- Not to indulge in any kind of academic collusion, plagiarism, duplication of work and all other forms of cheating.
- Inform the staff when any other student has committed any of the above-mentioned academic dishonesty.
- Present authentic work by ensuring that they have used proper citations and using authentic websites by evaluating the resources.
- Present work that acknowledges all the sources used (Bibliography) in the work submitted without faking the websites or missing any references.
- Submit all the work/ tasks along with the checklist to ensure proficient research skills practiced and Academic Integrity policy implemented as signed.
- The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.

VIII. Responsibilities of parents:

- To develop a sense of Academic Integrity in their child and be viewed positively.
- To guide their child to an extent rather than helping beyond limit.
- To always ensure and encourage their child to present authentic work.
- To encourage their child to acknowledge all the sources referred to for the completion of the work and to use proper in-text citations. To guide their child in evaluating authentic resources or identifying quality resources.
- To support the school staff in developing a sense of responsibility in their child to become principled.

IX. Responsibilities of School:

- The school briefs the Academic Integrity policy with the parents and shares consequences for violating the rules.
- **School has to review these policies every year and share with staff, students and parent community**
- **Consequences for violating the school rules and following malpractices to be stated clearly in the beginning of the academic year.**
- **Any malpractice case noticed in the school will be highlighted and the student will be asked to give a written explanation.**
- **The school will block all the unwanted sites for the students to access.**

X. Enforcement of the policy:

PRIMARY YEARS PROGRAMME: Young learners of PYP need to understand the importance of acknowledging others' ideas and work. As teachers we are our students' greatest role models so it is essential that we lead by example. In doing so, we should make reference to the Learner Profiles and attitudes, particularly respect, integrity and Principled profile. We need to develop the understanding that, while the sharing of ideas and work is encouraged, we need to recognize to whom the ideas and work belong. By the end of Grade 5, students are expected to reference their sources in a bibliography.

Although we do not require very young learners to record other's work in the form of a bibliography, they are expected to recognize and state when an idea or piece of work is not their own. This is the case not only with published work/ideas, but also those of their peers.

The school reserves all rights to check the student-submitted work for authenticity. The method of checking can range from use of external websites to other methods which the teacher deems fit in order to verify the originality of student work.

Consequences of violation of Academic Integrity policy:

The students need to be principled and maintain the norms of Academic Integrity. Malpractice incidents will be discussed with the student and then reported to parents, counselors, and Coordinators.

X. References:

“International Education.” *International Baccalaureate*®, 17 June 2019, www.ibo.org.

“Authentication Selector.” *Ibo.org*, 2025

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