



Oakridge
International
School

Bengaluru | Hyderabad | Visakhapatnam | Mohali

Oakridge International School

Newton Campus

Academic Honesty Policy

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The International Baccalaureate's 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.

The Oakridge International School's Mission Statement

The Oakridge International school will be a centre of excellence in education. In keeping with the rich heritage of India, it will stress the simultaneous development of the Spirit, the Mind and the Body and endeavour to send out compassionate, responsible and innovative students committed to change and progress in the development of India and the global environment.

The IB Learner Profile

Inquirers We develop their natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

Principled We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

Open-minded We understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and

strategies. We are brave and articulate in defending their beliefs.

Balanced We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective We give thoughtful consideration to our own learning and experience. We are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Academic Honesty: Philosophy and Practice

Philosophy

Oakridge International School, guided by the philosophy of the IB, places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community – students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes, which describe students as:

- **PRINCIPLED:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **REFLECTIVE:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

It is the policy of Oakridge International School that:

- All IB Programme students understand the basic meaning and significance of academic honesty.
- All work produced by IB Programme students is their own, authentic work.
- All such authentic work has the ideas and words of others fully acknowledged through standard methods such as referencing, bibliographies and so on.
- Students understand and obey the rules relating to the proper conduct of examinations.
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion.
- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB.

The aim of this policy is to:

- Promote good academic practice and a school culture that actively encourages academic honesty.
- Enable students to understand what constitutes academic honesty and

dishonesty.

- Encourage students to look to their teachers, supervisors and coordinators for support when completing assessed work in order to prevent any possible form of malpractice.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- Explain to students that they have an important role in ensuring that their work is 'academically honest'.
- Impart to students that plagiarism is a serious academic offence for which Oakridge International School shows no tolerance.
- Explain to students precisely what penalties will be imposed should they be found guilty of malpractice.

What is Academic Honesty?

Academic honesty refers to:

- Appropriate behaviour while examinations are being conducted.
- The full acknowledgement of the original authorship and ownership of creative material.
- The production of authentic pieces of work.
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

What is Academic 'Malpractice'?

Malpractice is behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice may include:

- **Plagiarism:** The representation of the ideas or work of another as the candidate's own.
- **Collusion:** Supporting malpractice by another candidate – allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** The presentation of the same work for different parts of the diploma (An example would involve submitting the same piece of work for a History Extended Essay and the History internal assessment).
- **Fabrication of data:** falsifying, misrepresenting or inventing data or information to support an argument, experiment or opinion.

Malpractice also includes:

- Making up data for an assignment.
- Falsifying a CAS record.
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.

- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.
- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes, etc.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Copying the work of another candidate with or without their permission.
- Referring to or attempting to refer to, unauthorized material that is related to the examination.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another candidate.
- Including offensive material in a script.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorized calculator during an examination.
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations.

DEFINING FORMS OF MALPRACTICE

Collusion/Collaboration

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged such as the Community Project of the MYP. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's unless explicitly outlined by the requirement of the assessment. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration. Even if a student has 'collaborated' with another student, the work finally presented must be his/her own. Collusion is malpractice and will be penalized.

Working together is collaboration while copying someone else's work is collusion.

Plagiarism

Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as a student's own.

Plagiarized work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty. It is also a criminal offence in some instances.

What is paraphrasing?

Paraphrasing is writing a piece of text out in your own words. This is permitted but the sources used must be acknowledged.

What is Infringement?

Infringement is when a student unintentionally violates the standard academic practice of clearly acknowledging all ideas and words of other persons. In this case, the candidate is not deliberately attempting to gain an unfair advantage. An example of infringement would be a candidate who has not used some means of indicating a quotation, but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type as academic infringement and not malpractice.

If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject. The Head of School will be notified that this action has been taken. The case will not be recorded as malpractice.

Acknowledging Sources

PYP

- While referring to a website for research work, a student should write his/her understanding and not copy text verbatim.
- Every resource used (including websites, books, magazines, newspapers, DVD, CD-ROMs and photographs) should be mentioned in the bibliography.
- A listed Bibliography should be at the end of the report in alphabetical order. Students may even begin using the MLA format, especially during the PYP Exhibition.

MYP and DP

- 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 and every piece of material used in the production of work.
- All ideas and work of other persons, regardless of their source, must be acknowledged.
- 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, data, graphs, audio-visual 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, dance, music, theatre arts or visual arts must have their source/origin acknowledged.
- Always use "TurnItIn" (access for which is available with all teachers) or similar electronic checks to affirm the authenticity of the work submitted.
- Material cannot be paraphrased without acknowledging the source.
- Styles of citation such as the MLA style may be employed by the students to acknowledge sources cited. Many of the sites also provide information on grammar and mechanics.

The Role of the Librarian

The Librarian is a very useful resource for all IB students and teachers.

- School librarians teach and employ good academic practice for documenting sources used.
- Their knowledge of resources available and their search skills can be used to validate sources cited, and they are often able to trace the origins of suspect passages.
- They may conduct sessions for students to give guidance on appropriate citation systems.
- Librarians may even help students identify authentic sources of information during research work.
- He /She is an expert in the area of academic honesty, and can provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly the Extended Essay in the IBDP and the Personal Project in the MYP.

The Role of Turnitin

To promote academic honesty and teach students about plagiarism and accountability, the school has purchased a license for turnitin.com. All teachers starting with the MYP Year 1 will be expected to introduce students to using Turnitin. As students get older and go into later MYP years, teachers will expect that all summative and formative written assignments be checked through turnitin. When students reach Year 1 of the DP, they will have been accustomed to using this software automatically before turning in any assignment.

While turnitin can check for plagiarism, the similarity report it produces must be checked by teachers and must be explained to students. Each teacher will create his/her own acceptable percentage boundaries for similarity reports depending on the assignment and its length. It is the responsibility of the teacher to guide students on how to avoid inadvertently be found guilty of academic dishonesty. Every learning opportunity be given to students to ensure that they are able to model this behaviour.

The Teacher as a Role Model

The teacher is an important role model for students. Just as teachers expect students to be academically honest, they as well need to be academically honest. Teachers need to religiously name sources and cite sources. If the teacher uses a poster, worksheet, presentation, etc. that he/she found on the internet, they need to cite the source. Teachers should also cite sources of clip art they use to enhance their handouts and worksheets.

IV. Academic Honesty in the Arts

A. Plagiarism in the Arts

Copying works of art, whether music, film, dance, theatre arts or visual arts, without proper acknowledgment, may also constitute plagiarism. There are circumstances where the creative use of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another

person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

B. Acknowledging Sources in the Arts

Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer/P2P file sharing) for which candidates may face legal proceedings.

C. Academic Honesty in the Arts

Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that candidates may be influenced by the work of other artists and writers, whose works may inspire the candidates' own creativity.

Thus, there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged. The imitation of another artist's work may be acceptable in contexts that are well defined by the teacher, but candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

What Support Can Students Expect from OIS?

Through its 'Academic Honesty Policy', the school makes it clear what constitutes academic honesty and an authentic piece of work.

- All students will be introduced to the Academic Honesty Policy, by the Coordinators in the first Quarter. Depending on the complexity of the Grade Levels, the Coordinator will discuss the impact of the policy on the students.
- Students will be clearly informed about how malpractice will be investigated, and what the consequences are of having been found guilty of malpractice.
- Teachers must also actively use correct citing conventions when providing students with reference material.
- The Librarian is always willing to provide support and assistance in terms of research, and the correct use of citations. The Library website also provides considerable advice regarding their aspects of academic honesty.
- Students will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.
- Candidates will be provided with the 'Conduct of Examinations' prior to the exams, and this will be discussed fully by the student advisors.
- Provide professional development for teachers.
- Explain to the parents the importance of academic honesty during parent orientation Programmes.

The Responsibility of Each Student

Responsibilities of students in respect to academic honesty include the following:

- Students are responsible for ensuring that all work submitted for

- assessment is authentically their own work.
- Students are responsible for fully and correctly acknowledging the work and ideas of others.
 - Students are expected to review their own work before submission for assessment to identify any passages, computer programs, data, photographs and other material, which require acknowledgement.
 - Students may be required to submit their work using Turnitin.com. Failing to do this could result in an accusation of plagiarism, and/or a refusal to accept the work within school and/or to submit the work to the IB.
 - Students are expected to comply with all internal school deadlines. This is for their own benefit and may allow time for revising work that is of doubtful authorship.

Responsibility of PYP students

- Students are encouraged to show academic honesty in all classwork and homework assignments.
- Students are expected to follow guidelines while researching in school or at home.
- Follow the guidelines given by the teachers and the librarian while working on PYP exhibition.

Responsibility of MYP students

- Maintain Process journals when working on community project or personal project or any projects assigned by subject group teachers.
- Familiarize themselves with what constitutes academic misconduct in the on-screen examination.
- MYP students need to submit work that is authentic as part of the e-Portfolios and personal/community projects.

Responsibility of DP students

- Once a student has 'signed off' the official IB DP coversheet, indicating that and internally assessed piece of work is authentically his/hers, there is no opportunity to re-submit different work, if the first submission is deemed to be plagiarized.
- Students should be aware that teachers have the right to refuse to sign the cover sheet if they do not believe the student has completed the work within the terms of the Academic Honesty Policy. This will also become relevant if the student cannot prove ownership to the teacher's satisfaction or the satisfaction of the IB DP Coordinator. The IB will accept the teacher's decision in this case.
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarized.

The Responsibility of Each Teacher

- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an

- experienced academic than a secondary school student.
- Subject teachers are in the best position to identify work that may not be the authentic work of the student.
 - Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal assessments.

Responsibilities of PYP teachers

- Encourage Academic Honesty both in school and at home.
- Students are encouraged to submit their original work and acknowledge resources used in research.
- Encourage students to have integrity and understand what it means to be honest. The teachers put it in practice by following it themselves.
- Teachers involve parents in making the students independent and responsible for their own learning.
- Teachers keep the parents informed through the Unit Overview letters, Weekly transaction reports and through various orientation sessions like curriculum days.
- Students are encouraged to be Principled and follow the guidelines while researching.

Responsibilities of MYP Teachers

- Guide and support students to understand the philosophy of and need for Academic Honesty.
- Communicate the expectations they have for their students by clearly referring to the Academic Honesty Policy.
- Encourage honesty and communicate the consequences of breaching IB regulations.
- Make the Approaches to Learning (ATL) skills an explicit focus for teaching and learning, particularly Research Skills.
- Explain task-specific clarification of assessment requirements giving relevant examples.
- Conduct orientation sessions every year to the students how to document their investigation with references, and developing an accurate bibliography.
- Explain the student's importance of independent research work and reporting data accurately.
- Make sure that assessment tasks, especially, but not only, in the Personal Project, require inquiry and creativity.
- Guide the students to maintain a process journal while working on culminating projects like community project and personal project.
- Discuss with students what is piracy, responsible use, alternative royalty, free print and multimedia resources (including creative commons licensing).
- Set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding.

Responsibilities of IBDP Teachers

- Teachers are strongly encouraged to use Turnitin to check major assignments through the entire course of study, and are required to use Turnitin for final versions of the Extended Essay and the TOK essay.
- Any issues of authenticity arising from plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB DP Coordinator
- If the Coordinator or teacher has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject, may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggests that one of two possible courses of action may be adopted:
 - 1) The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the coordinator to send the work to the examiner by the appropriate IB deadline.
 - 2) If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded. An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction, that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented.
- The school may make further decisions, in line with its own code of conduct, which may include expulsion, in addition to, or even prior to, the suggested course of action noted above.
- If plagiarism is detected after a candidate's work has been accepted or submitted for assessment, the International Baccalaureate's Curriculum and Assessment office (IBCA) must be informed.

Monitoring and Sanctions

Teachers, students and the administration are encouraged to reflect on the work they are completing, presenting and assessing. This self-reflective approach, coupled with a school ethos which values personal and academic integrity, should, we believe, result in an environment where the monitoring of academic honesty is consistent, student-led and non-invasive.

Teachers do, however, retain primary responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IB regulations. Equally, students are primarily responsible in ensuring that the work submitted complies with all regulations contained within this Academic Honesty Policy.

To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise.

- i. Internal sanctions are those used by OIS, and generally refer to assignments and classwork (general homework and 'drafts'), which do not count towards the award of the final IB Diploma.
- ii. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually 'final version' (internal assessments, final exams, TOK assessment, CAS folders, the EE, etc.) which counts towards the final IB Diploma. However, there is some overlap to be expected between the applications of these sanctions, so they should not be seen as acting in isolation from each other.

IBDP

Internal Sanctions

Internal sanctions may be imposed by the school for incidences of malpractice relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

- **1st Offense:** The student is required to re-do the work and reminded of OIS's academic policy. Parents are notified by the teacher and the malpractice is noted in school records.
- **2nd Offense:** The student is given zero for the work, parents are notified by the Principal and/or DP Coordinator, and the student receives disciplinary consequences. This second malpractice offense is noted in school records.
- **3rd Offense:** If a student is found guilty of a 3rd breach of academic honesty, they will receive no credit for the relevant course, and may be recommended for withdrawal from the school.

External Sanctions

External sanctions are those assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work which counts towards the award of the final Diploma. Should such academic dishonesty be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, malpractice investigation and sanctions will take place as detailed in the section below.

The school retains the right to apply other sanctions when dealing with malpractice internally including internal exams, tests, coursework (internal assessments), and homework procedures. When the malpractice involves official IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, refusal to allow the student to attend the Graduation Ceremony, or to receive the school's High School Diploma.

Investigating Malpractice

Investigations take place when:

- A Coordinator informs IB Curriculum and Assessment (IBCA) that malpractice may have taken place during an examination.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion.

An investigation of malpractice detected by an examiner outside the school may take the following form:

- The Head of Examinations Administration will inform the Coordinator that a candidate is being investigated for suspected malpractice.
- The Coordinator immediately informs the Head of the School that a candidate is being investigated.
- The coordinator will provide IBCA with:
 - I. A statement from the candidate;
 - II. A statement from the subject teacher or extended essay supervisor;
 - III. A statement from the coordinator;
 - IV. A summary of the interview with the candidate about the allegation of plagiarism;
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate.
- The candidate's parents will be informed at the commencement of the investigation.
- The planning and conduct of the investigation are left to the discretion of the Coordinator, but the candidate's personal rights must be protected. Normal practice is to interview the candidate with a parent or guardian in attendance once it has been established that a formal investigation is taking place.
- The candidate must be shown the evidence and be invited to present an explanation or defence.
- With the candidate's permission, a transcript of the interview may be taken and submitted to IBCA. The candidate must also be given the opportunity to provide a written statement.
- The candidate and his/her parents have a right to see evidence, statements report and correspondence about the case. Evidence may be withheld to protect the identity of an informant.
- The candidate must be given a copy of the Regulations and his/her attention drawn to the articles which concern malpractice.
- The candidate must be given sufficient time to prepare a response to the allegation.

An investigation of malpractice which happens during an IB exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption

as possible should take place so that other students are not disturbed or distracted.

- The Coordinator should be immediately informed by the invigilator of his/her suspicions.
- The Coordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator.
- The Head of School should be informed immediately.
- The candidate's parents/guardians will be contacted.
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents
- The candidate must be allowed to complete all other exams in that session.
- The IB will make the final decision as to whether or not there should be consequences.

An investigation of suspected or proven malpractice relating to internal assessments may take the following form:

- The candidate is told that there are doubts about the authorship of his/her work.
- If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done.
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this cannot be the case.
- The candidate, his/her parents, the subject teacher and the Coordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work – and the subject.
- The subject teacher's decision will be final, and the candidate must be aware that the school can award an F for the work, which the IB is extremely unlikely to question or dispute.
- If time does not allow, or the cover sheet has been signed off, the candidate should be informed of the situation, and that an F has been entered. Although the candidate can dispute this, it may be too late, as IA marks have already been entered. While the school will remain open to discussion with the candidate, it should be made clear that any further investigation may not be worthwhile, or result in a positive outcome.

Consequences of Malpractice/Sanctions

PYP

In case of academic dishonesty, it is the teacher's responsibility to discuss consequences with the student. Some of these consequences may include:

- Review the Academic Honesty Policy again with the student.
- Work should be submitted again with no plagiarism.
- Discussions with parents.

MYP

Any kind of academic dishonesty detected in the completion of homework, class assignments, project work, exams, tests would face the following consequences-

- **First instance** – The student will redo the exam or test or assignment again and work will be assessed if submitted within the deadline. Parents would be notified by the concerned teacher and the malpractice will be noted in school records. Students would be reminded of OIS academic honesty policy.
- **Second instance** – The student work will not be accepted for assessment. Instance would be recorded in school records with a notification to the parents by the coordinators.
- **Third instance** – The student will get no grade in the subject and will face disciplinary action as mentioned in the school Code of Conduct.

Besides the above mentioned sanctions any other appropriate disciplinary action would be taken at the discretion of the school management such as suspension from regular lessons or other sanctions as identified in the Code of Conduct.

DP

- 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', as already explained in an earlier section of this document.
- If a candidate is found to have plagiarized all or part of any assignment, then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.
- If the case of malpractice is very serious, the candidate may not be allowed to re-register for examinations in any future session.
- An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established.
- An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

In conclusion,

Academic Honesty is valued highly by Oakridge International School, by the IB, by universities and employers. Academic malpractice is viewed as a serious transgression of the values that Oakridge seeks to impart and uphold. There can be no tolerance of deliberate academic dishonesty.

Students must have a full understanding of the IB's approach to Academic Honesty and we strongly recommend that students read this Academic Honesty Policy in conjunction with the full IB Guide to Academic Honesty which is available on the IBO's website.

Students should be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.

IB students as are expected to be 'Principled'.

Students should act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They must take responsibility for their own actions and the consequences that accompany them.

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