



**SCOTTISH HIGH**  
INTERNATIONAL SCHOOL

Academic Honesty Policy

**Scottish High International School**  
**Gurgaon**

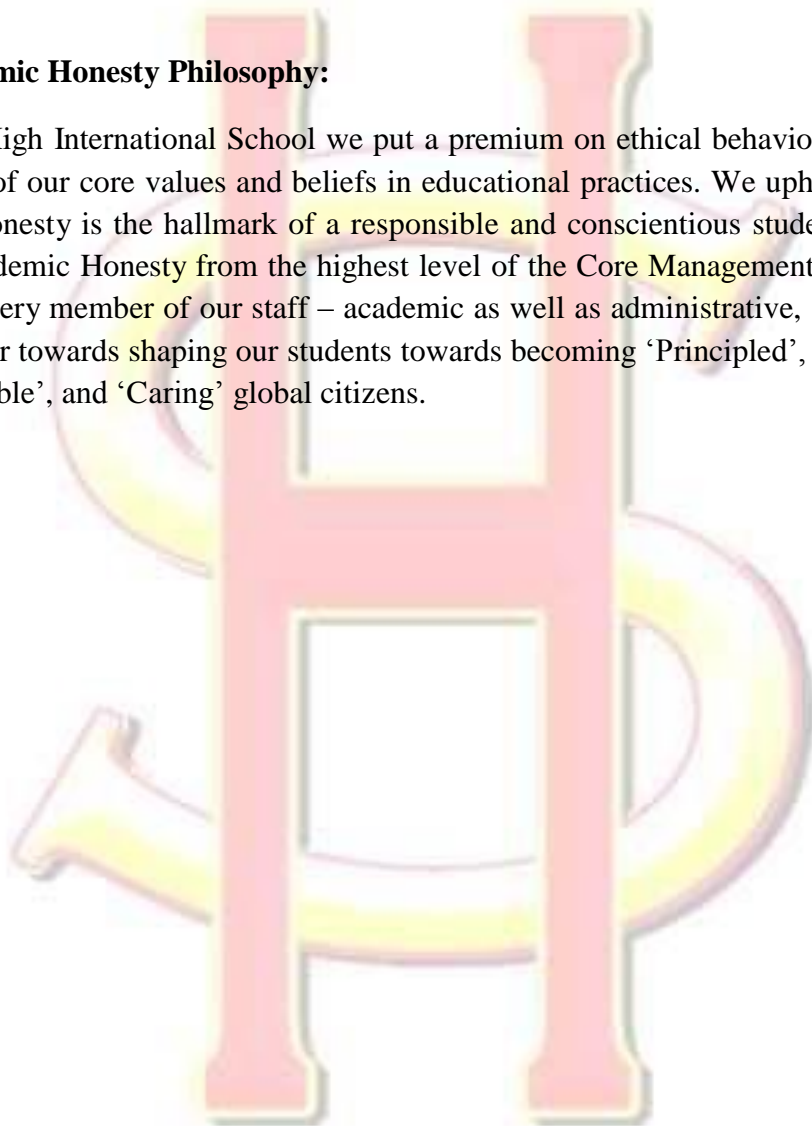
## **ACADEMIC HONESTY POLICY**

**Adopted - 2009**

**Last Reviewed-2017**

### **SHIS Academic Honesty Philosophy:**

At Scottish High International School we put a premium on ethical behavior and practices as an integral part of our core values and beliefs in educational practices. We uphold, completely, that Academic Honesty is the hallmark of a responsible and conscientious student and therefore, we promote Academic Honesty from the highest level of the Core Management Team of the School right up to every member of our staff – academic as well as administrative, students and parents. We endeavour towards shaping our students towards becoming ‘Principled’, ‘Balanced’, ‘Knowledgeable’, and ‘Caring’ global citizens.



## **General Approaches to Academic Honesty at SHIS:**

The concept and practices of Academic Honesty are conveyed to all the stakeholders members at SHIS on a regular basis through various modes of communication including all the orientation programme for the school community and parent community.

- All aspects of Academic Honesty are communicated to the students and their parents during their orientation for induction into the diverse curricula offered by the School beginning from the PYP, ICSE, ISC, IGCSE and IBDP.
- Teachers and various members of support staff regularly communicate the importance of academic honesty to the students at all levels.
- Care is taken to ensure that any dishonest incident is reported and investigated into and an appropriate course of action to rectify the act is in place. Extensive counselling is available for defaulters.
- Not adhering to Academic Honesty Policy may jeopardize the IB Diploma Certificate and results of IGCSE, ICSE, ISC students.
- The students are regularly monitored while drafting their projects in various subjects at the ICSE and ISC programmes. The teachers have regular interactions and give their inputs in writing, highlighting the shortcomings. This helps the teachers to have a clear understanding whether the work being submitted is an authentic creation of the child or the student has taken recourse to any of the academic malpractices.
- In the PYP, all the teachers enable students to understand the need for academic honesty through various engagements and examples on regular basis. Students are encouraged to cite the source of the research work that they bring during the units.
- The School's Prospectus and IB Diploma Programme Students' Handbook (pg no: 94 - 99) mention the components of Academic Dishonesty and the grave repercussions of this unethical behavior and conduct.
- The senior management, the respective programme coordinators, resource centre in-charges, librarians and subject teachers apprise the students about carrying out independent research, various research methodologies, teamwork and collaboration and the sanctity of originality in writing and submission.
- The school on its part has also subscribed to the screening software 'turnitin' to check plagiarism and to put in practice corrective measures. Every IBDP teacher has access to the turnitin and generates timely reports to ascertain the percentage of plagiarism if any and also the content which is acknowledged through footnotes, citations and bibliography.
- The Academic Honesty Policy has been published on the school's website for perusal of all concerned.

### **Academic Dishonesty Practices:**

In general it has been observed that the trials and tribulations of modern day education are somehow compelling the young students to take the shorter means in order to achieve academic excellence. In this pursuit the educational fraternity finds themselves lured to resort to educational malpractices like:

- ❖ **Plagiarism**- It implies the direct copying of academic material and information from a multitude of available resources like published papers, encyclopedias, textbooks, reference books, magazines, journals, internet sites and search engines and subsequently, 'passing off' the copied work as one's own.
- ❖ **Collusion**- When any academic research work / assignment / essay / investigation / exploration has been done by a person / persons other than the student to unfairly support him / her or to augment her / his academic result by unfair means.
- ❖ **Fabrication**- It involves the deliberate misinterpretation of data or information with the aim of misrepresenting facts to accrue unwarranted benefits.
- ❖ **Cheating**- This can be done in many ways like gaining unauthorized access to question papers, bringing material which is not permitted to the Examination centre, copying from various sources, impersonating candidature and forging of documents.
- ❖ **Unacknowledged Work**- It is imperative to cite and acknowledge the sources in footnotes / bibliography / appendices, otherwise it is regarded as a mala-fide act or intention.

### **Specific Approaches to Academic Honesty at SHIS**

At Scottish High we closely monitor the practice of academic honesty. This is necessary so as to ensure that our students not just graduate but also carry the ethos of academic honesty in all spheres of their personal and professional life.

The following initiatives have been put in place:

- Regular counselling sessions for the students from PYP to Senior Secondary School by the School Director (DP Coordinator), PYP Coordinator and the school counsellors;
- Workshops for teachers and the resource people like library assistants and lab assistants on the issues of referencing, citing, acknowledging the resources as also ensuring a similar practice in the teachers' presentations.
- Designing of projects, assignments and assessments to take place in a manner that encourages academic integrity and discourages academic misconduct.
- All teachers as well as the resource persons develop a continuous interaction with their respective students regarding various stages of the progress of the assignments and record these interactions. This helps the student to be independent and yet appreciate the role of the teacher, as a facilitator, in the process of learning and teaching.

- Students are appreciated for academic honesty practices irrespective of the standard of work produced.
- At all times it is ensured that tools of education and monitoring are in place so that the students are being trained to cite the resources they are referring to while they are preparing their assignments. At the PYP stage the habit of quoting and acknowledging the work presented is encouraged. The same is reinforced at the middle and senior secondary school.

Interactive workshops on academic integrity and academic honesty are held regularly. The teachers on their part always highlight and acknowledge the resources they are using while preparing their presentations and lectures. They ensure that this virtue is highlighted and reinforced in the minds of the children so that the young students evolve as responsible and honest citizens.

These practices along with the regular sessions with the School Counselors are sure to take the mission of developing an environment of 'Academic Honesty' to its rightful conclusion.

### **IB Specific Approaches to Academic Honesty in Primary Years Programme:**

The PYP staff will emphasize on the following practices:

- PYP facilitators will employ the attributes of IB learner Profile and the PYP attitudes when providing examples and models of Academic Honesty for students that support approaches to learning, classroom and home work practices, group work and other activities.
- These practices will be clearly communicated to all members of the school community and modelled at the level appropriate for the age of the students.
- We shall address students' responsibility of their own work, guidelines for individual and group work, age appropriate expectations and practice regarding references, citations, quotations and para phrasing, agreements related to the responsible use of information technology and media resources.
- The tools necessary to maintain academic honesty shall be developed across the curriculum. All teachers will regularly engage with the students during learning activities to provide opportunities for interactions that are collaborative as well as evaluative.
- Brainstorming will be done to understand the difference between academic dishonesty, intellectual property, plagiarism and authentic authorship.
- Students will be encouraged to recognize that they are personally responsible for academic dishonesty and be able to understand what behaviours constitute academic misconduct, for example, plagiarism, copying another's work using unpermitted notes or collaboration.
- Special emphasis during PYP Exhibition shall be communicated to all students for ethical use of information during the exhibition process.
- Parents will be engaged in this process of understanding and recognizing Academic Honesty and shall be expected to reiterate the same at home.

## **IB Specific Approaches to Academic Honesty in IB DP:**

The Diploma Programme faculty in their endeavor to support the students in behaving and learning ethically, emphasize on the following practices:

- Language Teachers monitor and encourage furnishing of references especially, during essay type questions. Further, the Teachers encourage the students to visit various reference sites like libraries, media events, information centers and internet, to use the resources judiciously and to develop a persistent habit of quoting and acknowledging the resources;
- Group 3 Teachers ensure that the students acknowledge their visits to various organizations for data collection and furnish relevant records. They have been and will continue to guide, monitor and motivate students to avoid fabrication of data.
- Similarly Group 4 Teachers educate students about conducting experiments / record observations and strictly desist from any collusion in projects and assignments or fabrication of data.
- Group 5 Teachers ensure that the students take recourse to academic honesty while undertaking any explorations, activities, assignments, projects and calculations and acknowledge the sources from wherever help / guidance is taken or sought.
- In Group 6 we offer two critical subjects Visual Arts and Theatre. In Visual Arts the Teachers educate the students on the virtue of creativity, authenticity and originality of the creations they make. The students are regularly informed about various practices that could result in academic misconduct. Further the students are made to create their assignments under the observation of their Teacher or cite / acknowledge the source of reference / inspiration. Similarly, the Teacher of Theatre Arts regularly counsels and monitors various stages of act prepared, designed, scripted and laid out by the students.
- Parents are educated through emails to guide and monitor their children as far as home- work assignments and projects are concerned. Undertakings are sought from the parent as well as the student concerned, wherein they assure that the work submitted is purely the work of student's own imagination and effort and whatever help is taken by the child it is duly acknowledged and is free of plagiarism, collusion or fabrication. (Refer to Appendix 1 and 2)

### **Corrective and Punitive Measures at SHIS:**

- ❖ Academic dishonesty is unacceptable and any noncompliance in the form of plagiarism, fabrication of data, involving parents or hiring professionals for written assignments is considered to be an act of overriding the Academic Honesty Policy of the school and is dealt with firmly.
- ❖ Oral and written reprimand is given in case of even a slight inclination towards 'aiming for dishonesty' for future assignments/ assessments.
- ❖ The corrective measures include oral / written warning for the first offence.
- ❖ A repetitive behavior leads to suspension after the parent of the student is informed about the academically dishonest behavior of the student. The student is permitted to rejoin once she/he has given a written undertaking promising adherence to SHIS Academic Honesty Policy, in future.
- ❖ The parents of the defaulting student are kept informed and a similar undertaking is taken from them.
- ❖ Remedial measures include counseling for correct and prescribed behavior and guidance for doing the work again with complete honesty and integrity.
- ❖ If any student persists with academic dishonesty, the School practices a zero tolerance policy in this regard and under no circumstance his/ her work is accepted or sent / uploaded.
- ❖ Truant behavior is liable for disciplinary action and prescribed punishments as part of the school's policy. As a remedial measure the matter is reported to the respective Principal / Head of the School and the School Director.

The Academic Honesty Policy lays out the guidelines for the entire academic process at SHIS, which includes the most important component of education - the assessment. It is the endeavor of the school management that every student who graduates from SHIS should carry the tenets of uprightness, compassion, integrity and respect for the creativity of others. To this end the various policies of the school especially the Academic Honesty Policy is framed.

### **Sources :**

- International Baccalaureate Organization- Handbook of Procedures
- International Baccalaureate Organization- Academic Honesty Policy
- Academic Honesty Policies of I.B. Schools worldwide.