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Cambridge International School

Academic Integrity Policy





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.





IB LEARNER'S PROFILE

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.

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.

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.

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.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

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.

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.

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.

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.

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.



Cambridge Assessment International Education

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Cambridge Learner Attributes

Confident: in working with information and ideas – their own and those of others.

Responsible: for themselves, responsive to and respectful of others.

Reflective: as learners, developing their ability to learn.

Innovative: and equipped for new and future challenges.

Engaged: intellectually and socially, ready to make a difference.

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MISSION STATEMENT OF FIRSTSTEPS SCHOOL

FirstSteps School believes in providing a stimulating value-based learning environment based on mutual understanding and respect to develop caring, responsible and lifelong learners. We promote international-mindedness in our school community to nurture global citizens fulfilling our mission **INDIA FOR WORLD.**

- I** Inculcate universal brotherhood and values,
- N** Nurture innocence, uniqueness and creativity,
- D** Develop concern for environment in particular and the Planet Earth in general
- I** Imbibe entrepreneurial skills & international mindedness.
- A** Acquire habit of inquiry.

- F** Foster international education system,
- O** Open mind for the development of intellect, self-esteem, self- confidence and critical learning,
- R** Respect one-self and others,

- W** Welcome the change and develop it with a positive attitude and vision.
- O** Organise self-discipline
- R** Right environment to develop inquisitiveness for learning and to disseminate learning beyond the classroom.
- L** Learners for life time and leaders of tomorrow.
- D** Develop the virtue of understanding others' perspective.

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Index

S.no.	Content	Page No.
1	Academic Integrity	2
2	Philosophy	2
3	Academic Integrity at FirstSteps	3
4	Offences against academic integrity	4
5	Roles and responsibilities of stakeholders	6
6	Sanctions for academic dishonesty	11
7	Academic Honesty Policy Review Process	12
8	Link with other school policies	13
9	Bibliography	14

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1. Academic Integrity

1.1 Academic integrity is an important principle in education that guides us to act responsibly to produce legitimate, authentic, and honest scholarly work. It lays the foundation for ethical decision-making and the building of trust between individuals. Academic integrity has to be a part of the ethical culture of an educational institution and must be embraced and fostered by the entire school community. The school not only requires a well-framed academic integrity policy but also a positive attitude towards it. It is important to build upon good academic practices and strategies so that all students understand:-

- Their responsibility for producing authentic and genuine individual and group work.
- How to correctly attribute sources, acknowledging the work and ideas of others.
- The responsible use of information technology and social media.
- How to observe and adhere to ethical and honest practice during examinations.

Educators must support the students in their learning and reinforce the principles of academic integrity through all teaching learning and assessment practices.

2. Philosophy

Our Academic Integrity Policy is part of our school-wide approach to align our mission 'India for World' with our teaching-learning practices and to embed it within our school culture.

The Academic Integrity Policy aims at the positive reinforcement of the objectives framed and implemented since inception. The document charts out the offenses against the policy and guides us to tackle the sanctions in case of academic dishonesty and demonstrates the role and responsibility of the students, teacher's fraternity and parent community. The document speaks about the school's intention to develop the model and foster the student's positive attitude on all aspects of being academically honest. It is committed to fostering a culture of honesty, respect, fairness, and responsibility in all academic work. These principles are essential not only for personal and academic growth but also for building a culture of being internationally minded.

Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of the "ethical culture" of our institute. It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

IB World Schools. (n.d.). IB learner profile.

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>



2.1 To create a safe and encouraging environment where the circle of a child's education revolves around gathering knowledge, developing understanding, and thinking transparently.

Such transparency needs to be taught and supported throughout a child's education. To fully master the technical aspects of academic integrity, such as accurately citing and referencing, students need to understand how knowledge is constructed and their role in building understanding. Technical skills are essential but the knowledge of the concepts and values behind them comes first. A safe and encouraging learning environment in which students can explore ideas and make visible the development of their thinking, will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours.

2.2 To demonstrate our understanding of the learner's profile attributes of being

- Principled- by acting with integrity, honestly following the set of skills with fairness and values.
- Balanced- by taking initiative, exercising research, working independently; recognizing the contribution of print and social media; collaborating with the peer group and facilitating teachers and any other source of learning.
- Thinkers- by critically analyzing and creatively thinking; by holding the responsibility of actions taken and decisions made in social, ethical, emotional and academic spheres of life.

2.3 To develop awareness about the School's Integrity Policy, its significance, requirements and consequences among the students.

2.4 To encourage the triangle of the Teacher, Student and Parent community in pursuing their academic and non-academic endeavours based on the model of INQUIRY-ACTION-REFLECTION ensuring the ownership of academic integrity in every individual associated with the school.

2.5 To embed academic integrity as a part of the teaching and learning process and as an aspiration of the entire school community. Maintaining such a fostering environment where academic integrity is understood and adhered to is a key accountability of the school leadership team, teachers, parents and students. It should inspire all school community members to uphold the values of respect, fairness, and trust where everybody assumes an equal responsibility to uphold this principle.

3. Academic integrity at FirstSteps

Academic integrity at our school means that students engage in the inquiry process as principled learners and critical thinkers who respect the ideas of others through proper citation.

3.1 Students will develop an understanding of the following concepts:

- Form (by developing an understanding of what academic integrity is)
- Causation (by understanding why it is important to be academically honest)
- Responsibility (by understanding and acting on the importance of academic integrity)

3.2 Students will imbibe the following skills:

- The importance of considering different sources to explore a range of perspectives
- The use of keywords to research efficiently
- How to highlight, take notes, paraphrase and summarize while researching
- How to think critically about the validity of sources
- How to give credit to whom and where their ideas come from by citing sources that follow simple formats.
- How to write a bibliography using the agreed conventions (including the title of the source, the author, the publication date, the publisher and the website if relevant)
- How to reflect on the learning process and consider what was learned from different contexts.

3.3 Students will become knowledgeable about:

- Primary and secondary sources
- The difference between facts and opinions
- How plagiarism and other malpractices hamper their learning.

3.4 We will model and foster the following attitudes for the students:

- Appreciation for their work and the work of others
- Respect for different ideas
- Integrity through honesty
- Commitment to learning by showing self-discipline
- Independence in their work and thinking

Ultimately, we aim for the students to take action for themselves by applying their understanding, knowledge, skills, and attitudes to take the initiative in being academically honest, and to take pride in their accomplishments. If a student is not adhering to these guidelines consciously, a teacher will speak to him/her and involve the parents if necessary. At the beginning of each academic year, students and parents must sign a document, reflecting their understanding of the importance of academic integrity.

4. Offences against academic integrity

Academic dishonesty or malpractice behaviours result in or may result in an individual gaining an unfair advantage, the following is a list of such behaviour but is by no means exhaustive:



4.1 Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The ideas may be derived from various sources, from electronic to oral forms of communication.

4.2 Collusion: supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another.

4.3 Duplication of work: the presentation of the same work for different assessment components, this can sometimes be called double dipping.

4.4 Fabricating or falsifying research data: this includes any type of dishonesty where a student invents or distorts the source or content of information used as authority. Examples include citing a source that doesn't have an existence and citing information from a source, which is not included in the source for which credit is given.

4.5 Leakage: this means that the total or partial content of an exam has been obtained, disclosed or shared before the examination.

4.6 Impersonation: An individual who is not registered as a candidate takes the place of one that is registered.

4.7 Use of foreign materials: This is related to the introduction of unauthorized materials notebooks, crib notes, charts and answers into the examination hall. The material is normally hidden in the clothing, and shoes, or written on parts of the body or materials taken into the exam room.

4.8 External Assistance: Individuals who are not examination candidates giving unauthorized assistance to candidates. This can be done by an individual, using electronic devices or oral/visual aids.

4.9 Copying: Reproduction of another candidate's work with or without their permission

4.10 Intimidation: to physically or psychologically threaten a member of staff or other student (s) to provide extra help to the student(s).

4.11 Other behaviour that allows any student to gain an unfair advantage: for example, disrupting or distracting other candidates during an exam, stealing examination material, and providing all or partial answers to exams before their delivery.

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5. Roles and responsibilities of the stakeholders

5.1 Roles and responsibilities of leadership

- Maintaining academic integrity is a shared responsibility of all the stakeholders.
- To ensure and maintain the academic integrity culture it is essential to draft and review the school's academic integrity policy.
- The school leadership must foster an environment where academic integrity is understood and applied.
- Academic integrity should be a part of the teaching and learning process and a common goal for the school community.
- To schedule orientations/sessions for the teachers, students and parents, the standards of academic integrity and the consequences of malpractices.
- To ensure that emphasis is laid on understanding the context of rule breaches rather than adopting a stance of punishments and penalties for the students, parents, and teachers.
- The school leadership must ensure that all teachers have the same level of understanding of academic integrity to avoid inconsistencies in the teaching and assessment strategies.
- Teachers should be given necessary support and guidance on when to take action, in case of any malpractice.
- To maintain clear and open communication with students and parents, they should sign the Academic Integrity Contract form.
- To ensure that the students and parents are aware of the sanctions that the school /IB/CIE will apply if it is confirmed that rules and regulations have been compromised.

(International Baccalaureate Organization, 2019, pp. 7–9)

5.2 Roles and responsibilities of the facilitators

Facilitators at FirstSteps play a major role in building the understanding and implementation of academic integrity in the classroom and beyond. They must have a clear understanding of the expectations of the school's academic integrity policy and act as role models in all aspects of teaching, learning and assessments. Teachers should ensure a supportive environment to evaluate the views and conduct of students in regard to academic integrity, to address any deficiencies and develop an appropriate action plan. Ensure that the words, ideas, works from sources, are acknowledged appropriately enough to spot inexplicable changes in the style and quality of student work. All members of the IB community should "act with integrity and honesty, with a deep sense of fairness, justice, and respect for the dignity and rights of people everywhere. We should take responsibility for our own actions and their consequences."

- Teachers should have an extensive understanding of the requirements of the school's Academic integrity policy and must receive support from the school to attend IB/CIE-designed professional development workshop.



- Teachers must offer support to their students to develop an ownership for their learning and develop a diligent and responsible attitude towards their learning process.
- Ensure that the students understand what constitutes academic misconduct and its possible consequences.
- Students need time and support to gradually develop the technical skills to correctly reference pieces of work, how to produce genuine and authentic work, and how to conduct research responsibly and ethically.
- Planning a manageable workload so that students can allocate time effectively to produce work as per expectations.
- Assessment tools such as tests, projects, assignments, essays, reports, quizzes, etc. can be used as instruments to reinforce academic integrity by providing appropriate and timely feedback.
- Develop a plan to cross-reference the students' work to check for plagiarism and to prevent collusion.
- Report student academic misconduct to the program coordinator/ Head of school and support the school's investigation.

(International Baccalaureate Organization, 2019, pp. 12–13)

5.3 Roles and responsibilities of the program Coordinators

Program Coordinators play an important role in the implementation of the program. They must have an understanding of the principles of academic integrity which are fundamental to the philosophy of IB /CIE. As a pedagogical leader, the coordinators must ensure that the program guidelines, rules and regulations are strictly followed and applied consistently and fairly. In collaboration with teachers, the coordinator must take responsibility for ensuring that the class schedule and academic calendars are appropriate, allowing the students to meet the demands of the programme and assessments.

- The programme coordinator should act as a role model and must always exhibit honest, ethical, and responsible behaviour.
- The programme coordinator must ensure that all teaching and learning activities follow the guidelines per school academic integrity.
- They should plan and conduct sessions for students, parents and facilitators to build a proper understanding of academic integrity policy.
- PYP Coordinator plays an important role in framing and reviewing academic integrity policy.
- They should ensure that the class schedules and calendars allow the students and facilitators can realistically meet the program requirements.
- Coordinators and facilitators must design classroom activities and strategies to support all students in developing the necessary skills to overcome any challenges of the program.
- The program coordinators are responsible for supervising all teaching and learning activities.



- They must ensure that all school and IB policies are applied fairly and consistently.
- Coordinators have to act decisively when an incident of academic misconduct occurs and report to the higher authorities.

(International Baccalaureate Organization, 2019, pp. 10–11)

5.4 Roles and responsibilities of the students

All students enrolled in the IB curriculum are expected to develop and imbibe the IB learner's profile attributes. In the context of academic integrity, one of the most important attributes is to be principled, which calls for the students to act honestly, responsibly, and ethically. To achieve this, students require a supportive environment to build their understanding of the significance of academic integrity. The students are encouraged to take ownership of their learning and to be responsible for submitting authentic and genuine work.

The students are expected to

- Have a full understanding of the school's academic integrity policy.
- To be vigilant and report any academic misconduct to their teachers /coordinators.
- To complete all assignments/ assessments to the best of their ability.
- To give credit to the sources used for the completion of their work.
- To abstain from giving or receiving non-permitted assistance while attempting the tasks/assignments/assessments.
- To show responsible behaviour while using the internet or social media platforms.
- Not to discuss the questions of the examinations till all the students have completed and submitted their work.
- Not to use inappropriate language or express views, exhibit behaviour that brings the school,IB/CIE into dispute.

(International Baccalaureate Organization, 2019, pp. 14–15)

5.5 Roles and responsibilities of the parents

Parents and guardians play a crucial role in the education process, which includes reinforcing the values and importance of academic integrity. Therefore, school leadership, programme coordinator and teachers must commit to an honest and open conversation with parents and legal guardians emphasizing the position the school holds in the principle of academic integrity, and the commitment expected from all the school community members. By understanding and accepting the expectations of the school, parents and legal guardians will be adequately equipped to support their children. This means that they can support their children to develop a conscientious and responsible attitude towards their learning. The parents are made aware of their responsibility by making available the school's academic integrity policy on the school website for their reference and special orientations.

Parents are expected to:

- Understand IB policies, procedures, and subject guidelines in the completion of the coursework.
- Support their children's understanding of policies, procedures, and subject guidelines by discussing and being role models for academic integrity.
- Understand the school's internal policies and procedures that safeguard the authenticity of their children's work.
- Support their children in planning a manageable workload so they can allocate time effectively.
- Understand what constitutes maladministration and misconduct and the consequences thereof.
- Report any potential cases of student misconduct to the school administration
- Submit only genuine and authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Abstain from giving or obtaining undue and unauthorized assistance in the completion of their children's work.

Note: A detailed document on the expectations from the parents will be shared with them on the respective orientations [CIE]

5.3 Roles and Responsibilities of the Librarian

- The School librarian teaches and encourages the use of esteemed academic practices.
- Their knowledge of the resources available and their research 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 academic integrity and can provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly (CIE projects, Personal inquiries, and Exhibition in the PYP)
- Librarian plays a significant role in promoting academic integrity, particularly with technical skills such as citing or referencing.
- To prevent misconduct at early stages, librarians can introduce authentic and selective resources that support student learning.

Roles and responsibilities of the ICT teacher:

The school's ICT and technical support ensures the implementation of all the protocols to maintain the security and safety of all the network users within the school premises. Further, the ICT facilitators shall emphasize the importance of referencing and citation to the students while using resources from the internet.



ICT facilitator shall explicitly teach referencing and citation formats as per the program requirements.

As academic integrity is, to make knowledge, understanding and thinking transparent, students must also master the technical components of academic integrity, which includes how to correctly reference artificial intelligence tools. The school looks at the use of AI tools as an opportunity rather than a threat and shall focus on teaching the students how to use these tools ethically. The software must be credited in the body of the text and appropriately referenced in the bibliography. Moreover, as per the IB guidelines all teachers must keep a check on the following:

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.
- This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people’s ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- 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.

(Guidelines mentioned in **Appendix 6 of the IB Academic Integrity document** [IBO], as updated on March 2023, for all concerns related to the academic use of A.I tools in PYP: [IB Academic Integrity Policy Appendix 6](#))

All use of generative AI programs to conduct initial research, create text, images, sound or video or plan a project for any submission to CIE assessments , must be acknowledged in the work and AI-generated material must be clearly referenced. The inappropriate use of generative AI to create or enhance student work without acknowledgement risks being classed as plagiarism and, like other forms of malpractice, may be subject to penalty as per Cambridge Handbook section 5.6 <https://www.cambridgeinternational.org/Images/723185-cambridge-handbook-2025.pdf>

The school shall abide by the guidelines mentioned in the document “The use of generative A.I in coursework Nov 2023 ” for all concerns related to the academic use of AI tools in CIE.

[The use of generative AI in coursework Nov 2023](#)



6. Sanctions for academic dishonesty

In the PYP, academic integrity is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first-draft material, and students are taught or retaught the skills needed to rework the material in their own words and cite quotations. Malpractice is generally considered to result from a lack of language or research skills and is addressed accordingly.

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. The penalties may include one or more of the following:

All incidents are recorded with the PYP/CIE Coordinator.

PYP	SECONDARY
<p>First Violation: The teacher points out the breach and issues the student a warning. The student is expected to do the work again. The incident is recorded in the student file. The matter is reported to the PYP coordinator.</p>	<p>First Violation: The teacher points out the breach and issues the student a warning. The student is expected to do the work again. The incident is recorded in the student file. The matter is reported to the Head of Cambridge. The student is asked to redo the assignment or examination. He/She does not get full credit for the work. The Student goes through the academic policy again.</p>
<p>Second Violation: In case of the second violation, after recording the case, the PYP Coordinator reports the incident to HOS. The student is called by the HOS to discuss the incident. The student gets to share his/ her perspective. The assignment/examination or the project goes ungraded. The student is asked to redo the assignment or examination.</p>	<p>Second Violation: In case of the second violation, after recording the case, Head of Cambridge and HOS have a meeting with the student along with the parents. No assessment grade in that piece of work or examination. A warning letter shall be issued.</p>
<p>Subsequent Violation: In case of subsequent violation, after recording the case, PYP coordinator and HOS have a meeting with the student along with the parents. The school ensures that parents are aware of the significance of academic integrity and shall support the child in instilling the same. The student is asked to redo the assignment or examination. He does not get full credit for the work.</p>	<p>Subsequent Violation: In case of subsequent violation, after recording the case, Head of Cambridge and HOS have a meeting with the student along with the parents. This may lead to suspension from regular lessons and/or dismissal from the school.</p>



Note: In the CIE ,for extreme cases of student misconduct, the school would not be able to recommend the student for any scholarships and competitive programs that require an account of their conduct. The school shall refer to, and follow the guidelines and sanctions mentioned in the “CIE handbook for students” section 5.6

<https://www.cambridgeinternational.org/Images/723185-cambridge-handbook-2025.pdf> in case of all offences conducted during CIE examinations.

7. Academic Integrity Policy Review Process

- The policy states its firm assurance to pursue the best academic practices and instills the values of respect and academic uprightness within the entire learning community and stakeholders.
- This policy is a living document. It has been created in alignment with IB and Cambridge support materials, local school data, and input from the community. It is an ongoing process systematically reviewed, evaluated and modified as needed by the members.
- The academic honesty policy review committee will comprise of Chairperson, CEO, Head of the school, Principal, PYP-C, CIE exam coordinator, grade facilitators, and school counselor. The committee will review the current document, revise it as needed, and plan how to communicate current practices to staff and the parent community.
- The academic integrity policy was revised in June 2024 and will be reviewed after a period of two years i.e. June 2026.

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8. Link with other school policies

The academic integrity policy is in sync with other policies of the school. While granting admissions at FirstSteps School, students' previous academic records will be reviewed to ensure their authenticity and trustworthy background. The school's assessment policy mentions the principles of academic integrity and fair measures, to encourage the students to imbibe the practice of submitting assessments that are not plagiarized. [CIE] teachers must design assessment criteria that value and reward the process, rather than only the result. To develop academic integrity among our PYP students, the school utilizes approaches to learning across the curriculum. Frequent collaborative and evaluative opportunities for student/teacher interactions support our students in developing personal responsibility for learning. Teachers provide clear criteria, exemplars, and guidance to support student growth as principled learners who continuously reflect on their learning. [PYP] The staff and students must adhere to the school's ICT policy when using ICT tools to maintain academic integrity. For the students with Special needs the school has inclusion specialists. The assessments of these students align with the student's learning needs and the school's academic integrity policy.

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Bibliography

1. The following documents were used as references during the review and updation of the Academy Integrity Policy:
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3. Academic Integrity Policy IBO <https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>
4. From Principles Into Practice IB 2014- Academic Honesty in an IB Educational Context, 2014
5. Making PYP happen, Online Curriculum Centre, IBO 2014. Web access 6th January 2014
6. Good Shepherd International School Academic Honesty Policy.
7. Cambridge International Curriculum - Support and training for schools – support for teachers – plagiarism
8. Shaker Heights PYP IB Academic Integrity policy.
9. <https://www.cambridgeinternational.org/Images/723185-cambridge-handbook-2025.pdf>
10. <https://www.cambridgeinternational.org/Images/86456-notice-to-candidates.pdf>
11. <https://www.cambridgeinternational.org/Images/127653-candidates-warning-poster.pdf>
12. <https://www.cambridgeinternational.org/about-us/our-standards/confidentiality/>
13. <https://blogs.ibo.org/2022/05/16/the-importance-of-academic-integrity-ga-with-ib-academic-integrity-manager-celina-garza-part-one/>

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Appendix
Academic Integrity Contract Form
Grade Preschool - 1

As a parent, I understand the role of academic integrity in my child's learning and hereby agree to abide by the following:

1. I will assist and support my child to produce independent and authentic work.
2. I will assist my child to understand the importance of acknowledging the source of their research (websites, books, etc.)
3. I will assist my child in understanding the importance of acknowledging the contribution of the people who support their inquiry-based learning.

I have read and understood this academic integrity contract and have discussed the same with my son/daughter. I agree to encourage compliance with the guidelines stated above.

Parent Name:

Date:

Parent Signature:

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Academic Integrity Contract Form Grade- II to V

As a parent/student, I understand the role of academic integrity in learning and hereby agree to abide by the following:

1. I understand the definitions of academic honesty and I will not take any idea in any form from another source without proper citation. I will refrain myself from plagiarism.
2. I will submit assessment materials, completed with integrity and according to well-established criteria
3. I will always tell the truth and give credit to others for their ideas and work.
4. I will use and present my original ideas, language and method of expression.
5. I will respect the work of others and not use their ideas or words as my own without permission or acknowledgment.
6. I will check my work to confirm it does not have plagiarized content or evidence of collusion and will follow the direction of my teacher regarding whether it is acceptable to give, receive, or ask for help on homework, or any assignment.
7. I will cross-reference my work during group tasks when I am preparing to submit final pieces of work for assessment to prevent plagiarism or collusion.
8. I will use books, websites, and other resources responsibly and respectfully and plan a manageable workload so that I can allocate time effectively to produce work according to IB's expectations.
9. I will follow the rules for citing sources when using information from books, websites, or other sources.
10. I will be held accountable, according to the school's Academic Integrity policy, when involved in an academic misconduct incident.

I have read and understood this academic integrity contract.

Student's Name:

Date:

Student's Signature:

I have read and understood this academic integrity contract and have discussed with my son/daughter. I agree to encourage compliance with the rules stated above.

Parent Name:

Date:

Parent's Signature:

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Academic Integrity Contract Form Grade VI - Grade AS/A Level

As a parent/student, I understand the role of academic integrity in learning and hereby agree to abide by the following:

1. I will do my work. I will not copy another person's work, in whole or in part, and turn it in as my own and will not show any sort of plagiarism.
2. I will not receive unfair assistance from another student, parent, other adult or computer program, or any other unauthorized source on a project, or assignment that was meant to be completed alone. I will refrain from collusion.
3. I will remain silent during tests and exams. I will not talk to any student, look at anyone else's paper, or allow anyone else to see my paper.
4. I understand the definitions of academic honesty and I will not take any idea in any form from another source without proper citation.
5. I will not claim credit for work that is not the product of my honest effort.
6. I will follow the direction of my teacher regarding whether it is acceptable to give, receive or ask for help on homework, or any assignment.
7. I will not communicate exam information or answers during or following an exam.
8. I will abide by the Notice to Candidate and Warning list issued by CIE during IGCSE and AS/A level Assessments.
9. I will not falsify or fabricate data or observations.
10. I will not share any information related to the exam paper on social media or any other platform until the exam series is over.

Any student who breaches this academic integrity contract is subject to disciplinary action including grade penalties.

I have read and understood this academic Integrity contract and general regulations.

Student's Name:

Date:

Student's Signature:

I have read and understood this academic integrity contract and have discussed it with my son/daughter. I agree to encourage compliance with the rules stated above.

Parent Name:

Date:

Parent's Signature:

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Academic Misconduct Record

Student Name		
Registration Number		
First Offence	Second Offence	Subsequent Offence
Date of first misconduct	Date of second misconduct	Date of third misconduct
Nature of Evidence attached for First offence	Nature of Evidence attached for second offence	Nature of Evidence attached for third offence
Signature of Student	Signature of Student	Signature of Student
Signature of Coordinator	Signature of Coordinator	Signature of Coordinator
Signature of Principal	Signature of Principal	Signature of Principal

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