



LADY ANDAL SCHOOL

## ACADEMIC INTEGRITY POLICY

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## **Vision Statement of Lady Andal School**

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

## **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 Profile Attributes**

**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 analyze 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 to support our learning and personal development.

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## **Statement of Philosophy**

We view academic integrity as a cornerstone of our educational philosophy. It is not only essential for meaningful learning and personal growth but also for shaping individuals into ethical, responsible members of society. We see it as a set of values and skills that foster personal honesty and uphold best practices in both learning and teaching. To nurture a culture of integrity and respect for knowledge, we strive to create an educational environment that encourages critical thinking, creativity, and academic rigor.

We believe that it is crucial for every member of the learning community to be committed to the academic honesty principles. It is the responsibility of all members of the learning community to provide consistent and accurate guidance on how to work collaboratively, cite sources correctly, and establish a transparent learning environment that fosters integrity from the outset of a student's academic journey.

Transparency is crucial to our teaching and learning practices. From collaborating on units and planning learning engagements to drafting success criteria, we ensure openness at every stage. This includes facilitating units, meeting learning outcomes, enhancing knowledge, and making learning visible throughout the inquiry process. We provide regular opportunities for students and teachers to reflect on conceptual understandings and thinking processes. At Lady Andal School, we uphold transparency by involving all relevant stakeholders at the right time, while maintaining an open platform for collaboration at every stage.

An effective assessment is authentic, clear and specific, varied, collaborative and interactive, caters to an individual's progress rather than their performance in comparison to others. It provides detailed feedback for students to reflect on and move forward in their learning journey. Moreover, we understand that the formative years of a student's education are a critical time for character development, and equipping our students with the skills to work independently fosters a love of learning.

All learning engagements encourage students to think critically, research, and work alone or with peers to create new ideas and solutions. Accurate assessment of their progress helps teachers plan effective strategies and give useful feedback. We prioritize academic integrity in everything we do as we emphasize authentic learning experiences.

Our school's policies and procedures for academic integrity are clear and transparent, and we communicate them to students, teachers, and parents. We view reporting and accountability as essential to promoting a culture of integrity and respect for knowledge. We continuously review, revise and share our policies to ensure they remain effective and relevant in the ever-evolving academic landscape.

Our academic Integrity policy philosophy is grounded in the tenets of the IB Learner Profile, which embodies the attributes that we believe are essential for academic and personal success. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their learning journey. As stated in the IB Learner Profile, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of

people everywhere”.

We are committed to empowering our students with the skills and knowledge to engage in academic work with integrity and to act with responsibility and respect for themselves and their peers. We view information literacy as an essential component of academic integrity. It is woven into our learning and teaching practices across all disciplines, it empowers students to identify their information needs, locate reliable sources, evaluate their credibility, and use information ethically. By embedding these skills into every stage of inquiry, we ensure that students not only access knowledge but also engage with it responsibly, fostering independent, critical, and reflective thinkers.

### **Alignment of the Academic Integrity Policy with the Standards and Practices, 2020**

The Academic Integrity Policy of Lady Andal School aligns with the Standards and Practices, 2020 document. Our Academic Integrity Policy is built on the following standards and practices:

**Culture 3:** The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.

**Culture 3.1:** The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.

**Culture 3.2:** The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.

**Culture 3.3:** The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility.

**Culture 3.4:** The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented.

**Culture 3.5:** The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent.

**Lifelong learners 4:** Students grow in their ability to make informed, reasoned, ethical judgments.

**Lifelong learners 4.1:** Students and teachers comply with IB academic integrity guidelines.

**Lifelong learners 4.2:** Students and teachers acknowledge the intellectual property of others when producing work.

**Lifelong learners 4.3:** The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing.

**Lifelong learners 4.4:** Teachers discuss with students the significance and importance of producing authentic and original work.

### **What is Academic Integrity?**

Academic Integrity refers to a set of values that reflect ethics, morality, and a commitment to justice. These values are evident in an individual's thoughts, actions, and the authenticity of their work.

In an educational context, academic integrity is demonstrated through the learning and teaching practices of educators and the original work produced by students. It also includes a commitment to transparency.

All the concerned stakeholders including the school administration, teachers, students, parents and the IB examiners are expected to maintain academic integrity.

Respecting and acknowledging all sources such as people, books, websites, and other references are essential. Students' work must retain original logos, trademarks, and watermarks where applicable. All materials must be ethically sourced and carefully reviewed. Materials and assignments prepared by students and teachers must be free from copyright infringement, plagiarism, or unauthorized duplication.

### **Important terms related to academic integrity**

#### **Intellectual property**

Intellectual property refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images.

Intellectual property is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create.

#### **Violation of intellectual property**

The breach of copyright on literary work and other intellectual creations occurs when someone uses, reproduces, or distributes another person's material without proper permission or acknowledgment. This includes copying from books, articles, websites, images, music, videos, or another student's work without citing the source. Such actions violate both legal protections and the school's commitment to academic integrity.

#### **Academic Misconduct**

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

Academic misconduct includes actions that potentially compromise the integrity of IB examinations and assessments. Such actions may occur before, during, or after the assessment period or examination session, whether paper-based or on-screen. Examples include:

- Referring to the internet or printed materials during summative assessments, or during formative assessments when not authorised.
- Altering marks, grades, or remarks in assessed classwork, homework, tests, examination scripts, or report cards.
- Failing to comply with the regulations of MYP E-Assessments or IBDP examinations.

### **Framework for identifying academic integrity in PYP**

At Lady Andal School, the approach to identifying academic integrity is grounded in authentic, age-appropriate, day-to-day experiences that are relevant to our learners. This approach is closely aligned with the IB Learner Profile attributes, the IB Mission Statement, and the school's Vision Statement.

Reflecting the five fundamentals of academic integrity, the framework for identifying academic integrity in the PYP is as follows:

#### **Honesty**

We encourage student agency by creating learning spaces that are friendly and safe, where students feel comfortable expressing if they need help, require further explanation, or are unsure how to approach a task. Students are expected to articulate the process behind their work and clearly state whether it is their own or if they received assistance. Teaching staff consistently model honesty and openness, making it easier for students to emulate these behaviours. Student reflections are received with an open mind, peer feedback is encouraged and respected, and classroom discussions foster collective understanding of complex situations. These practices, supported by essential agreements centred on honesty, help us cultivate an environment of integrity.

#### **Trust**

Mutual trust is a shared responsibility within our learning community. Classroom resources are kept accessible for students to use independently, with the expectation that they handle them responsibly and ensure their safekeeping. Student agency is respected and integrated into learning and teaching practices wherever possible. Students are frequently grouped and regrouped, promoting responsible collaboration and fostering a sense of trust in both their peers and the learning process.

#### **Fairness**

Transparency in learning and teaching practices helps students understand expectations clearly and engage confidently in their learning journey. An open and flexible learning environment encourages students to practice fairness by acknowledging the contributions of others, speaking the truth, and taking accountability for their actions. Teachers are expected to demonstrate fairness in collaborative planning and instructional practices, providing students with authentic models of fair behaviour both within and beyond the classroom.

## **Respect**

Students are expected to respect the work and efforts of others. They cannot copy, mimic, ridicule, damage or destroy someone else's work. They are encouraged to provide feedback in a respectful and constructive manner that adds value to their peers' work. Additionally, students are taught to seek permission when necessary, and to credit sources appropriately in their assignments and projects.

## **Responsibility**

Students are expected to take ownership of their learning by completing assigned tasks diligently and on time. They are required to be accountable for meeting deadlines, ensuring the accuracy of their work, safeguarding their projects, and acknowledging and fulfilling their role in both individual and group tasks. Responsibility extends to managing their learning materials and reflecting on their actions and choices throughout the learning process.

## **PYP**

In situations where there is a breach of academic integrity, the school has established a set of supportive and constructive measures to address the matter appropriately. These measures are designed to guide the student towards understanding the importance of academic integrity and to foster responsible decision-making.

Consequences of academic misconduct in the PYP may include the following:

- A reflective discussion between the student and the teacher to help the student understand the nature and implications of the incident.
- An opportunity for the student to thoughtfully revise and resubmit the concerned piece of work.
- A collaborative conference involving the student, parents, and teachers, aimed at ensuring clarity, support, and shared understanding among all parties.
- Where deemed necessary, and depending on the circumstances of the individual case, the PYP Coordinator and the Head of School and the concerned subject specialist (if any) may also be invited to participate in the conference, to provide additional guidance and support.

These measures are implemented with sensitivity and care, keeping the well-being and growth of the student at the forefront. The steps outlined above are coordinated by the homeroom teachers. If subject specialists observe a student engaging in malpractice during their classes, they report the incident to the homeroom teacher, who then takes the matter forward.

## **To Refrain from Collusion and Cheating**

- Complete and submit assignments and homework independently to ensure that feedback accurately reflects individual understanding and progress. Sharing work with the intent of allowing others to copy is strictly prohibited.
- When work is submitted early and feedback is received, it must not be shared until all students have received their feedback, ensuring a fair learning experience for everyone.

- In group work and presentations, roles and responsibilities should be agreed upon collectively, with all contributions appropriately acknowledged.
- Time should be managed effectively, avoiding unnecessary distractions and maintaining a healthy balance between study and rest.
- If a deadline is at risk of being missed, the matter should be communicated to the teacher at the earliest opportunity for necessary support.

### **Investigating Academic Misconduct**

If a teacher suspects that a student may have violated the school's standards of academic honesty, they have the responsibility to promptly inform the programme coordinator. In such cases, the student will be given an opportunity to explain their perspective. The teacher(s) involved will then conduct a thorough investigation, gathering evidence to determine if there has been any academic dishonesty. If the evidence does not clearly demonstrate inappropriate work, the student will be considered not guilty, and no record of the matter will be kept.

However, if there is sufficient evidence to support the claim of academic dishonesty, the Programme Coordinator will make a recommendation to the Head of School. Based on the severity of the case, an appropriate consequence will be applied. Throughout this process, parents of the student will be kept informed, and they may be invited for a meeting with the concerned teacher(s) to discuss the situation and any necessary actions.

### **Investigating School maladministration**

The IB defines school maladministration as an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

## CATEGORIES OF SCHOOL MALADMINISTRATION

01

### Excessive teacher assistance during coursework production:

- Providing templates or frameworks that restrict student creativity.
- Offering multiple edits to student work, violating subject guide rules.
- Giving students an unfair advantage through excessive help.



02

### Maladministration in Examinations:

#### Unauthorized Support:

- Granting extra time without IB authorization.
- Teachers entering the exam hall to assist their own students.



#### Invigilation Issues:

- Insufficient or poorly trained invigilators.
- Failure to monitor student bathroom visits.

#### Examination Integrity:

- Failing to ensure calculators are in exam mode (e.g., memory cleared).
- Allowing non-permitted materials (e.g., dictionaries, data booklets) at desks.

#### Storage of Materials:

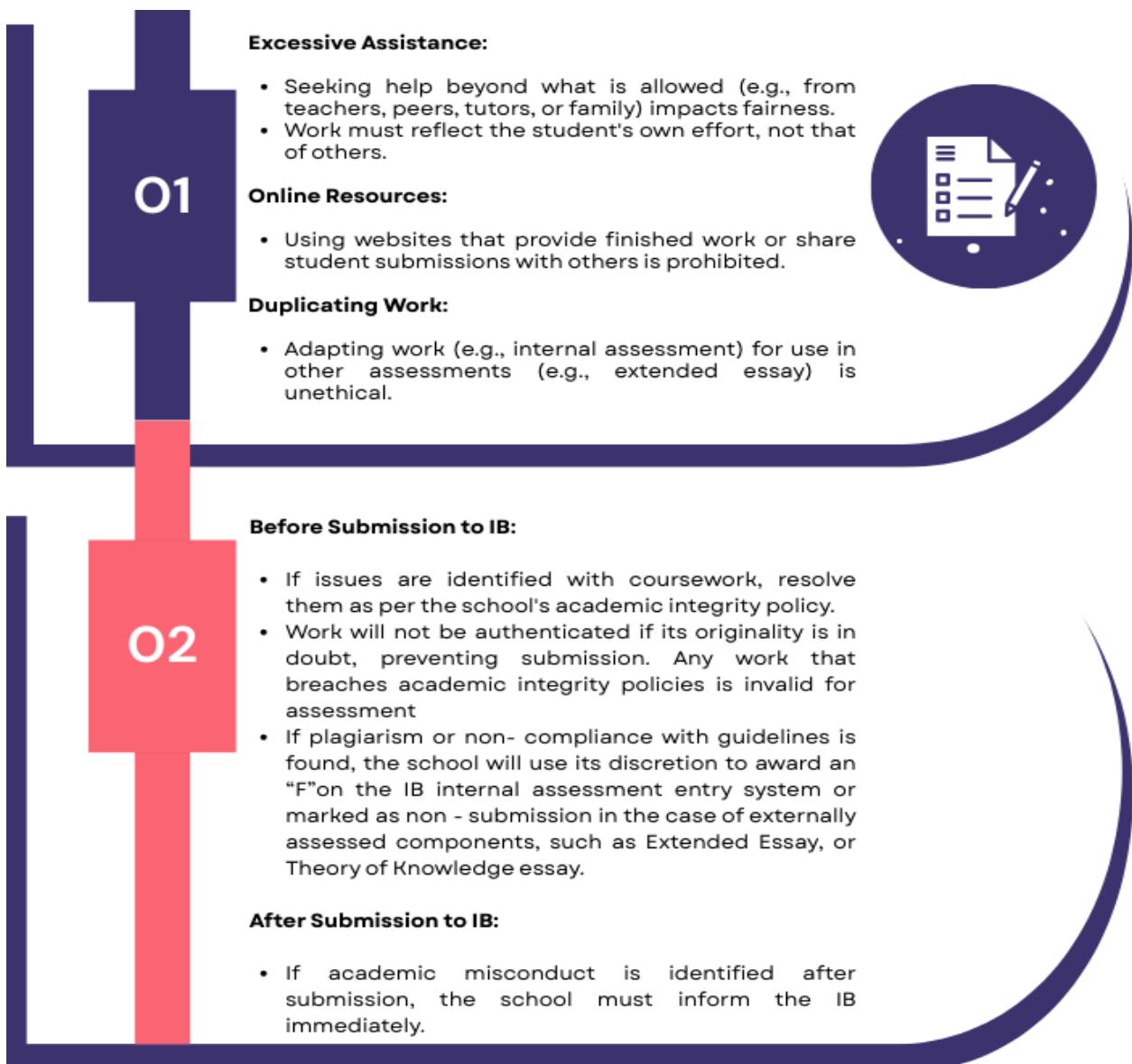
- Not securely storing examination materials.
- Accessing examination content before the scheduled time.
- Failing to inform IB immediately of any breach compromising exam integrity.

## Investigating Student Academic Misconduct

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen.

### Categories and process of Investigation in Student Academic Misconduct



## EXAMINATION MALPRACTICE

**O3**

### **Banned Items:**

- Possessing unauthorized materials (e.g., notes, phones, IT equipment) during exams.

### **Disruptive Behaviour:**

- Engaging in disruptive or inappropriate behaviour during the exam.



### **Offensive/Irrelevant Answers:**

- Writing obscene, offensive, or irrelevant comments instead of answering exam questions.

### **Assisting Others:**

- Helping others commit academic misconduct, including students from different schools

**O4**

### **Examination Rules:**

- Schools must follow IB examination conduct rules and ensure students and invigilators understand them.
- Students must not bring unauthorized materials into the exam room.



### **If Misconduct is Found:**

- Report any violation (e.g., unauthorized materials) to the IB within 24 hours.
- Allow the student to continue the exam, unless disruptive, and submit their script for assessment.
- The student's examination script will be submitted for assessment as usual - this is to allow them to receive a grade if it is decided that no misconduct has occurred.

## SOCIAL MEDIA AND EXAMINATION INTEGRITY

05

### Sharing Materials:

- Participating in social media study groups can lead to sharing exam content or coursework obtained fraudulently.

### Digital Footprint:

- Anything shared online can become public; even private conversations in closed groups can be risky.



### Reporting Misconduct:

- Students must report any actions compromising exam integrity to their school administrators immediately.

06

### School's Role:

- If suspected misconduct occurs, the school will investigate and provide statements to the IB.

### Retake Process:

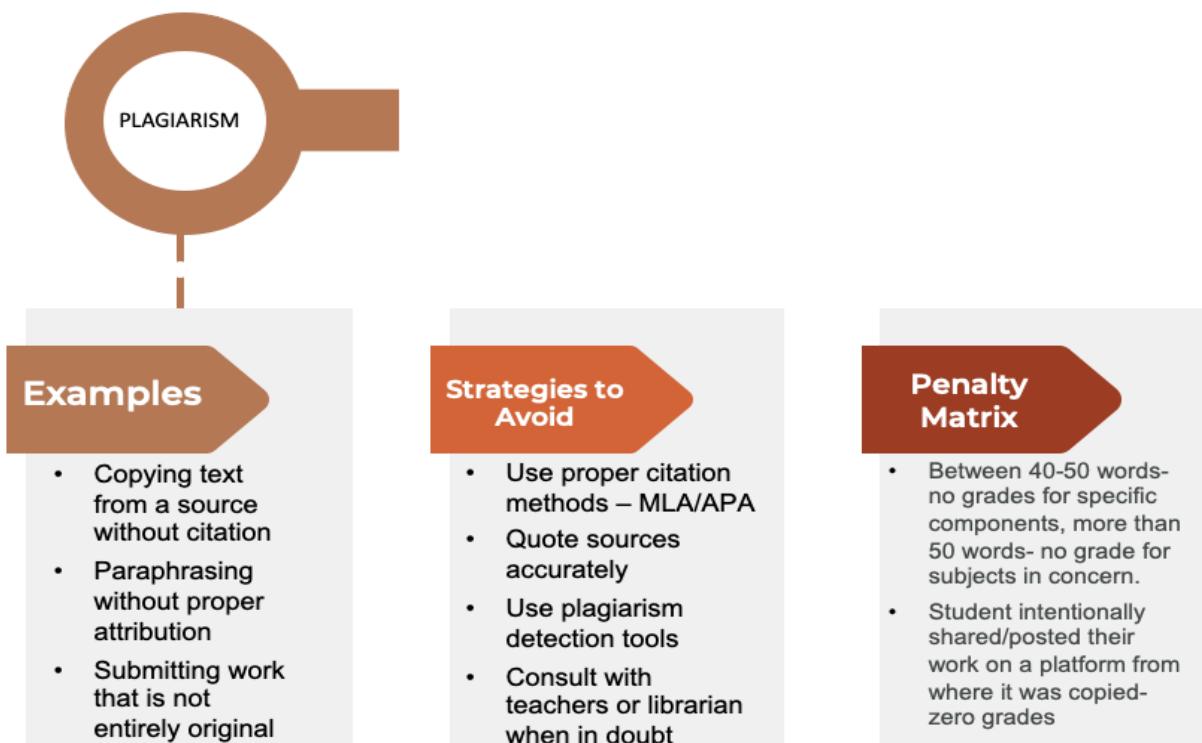
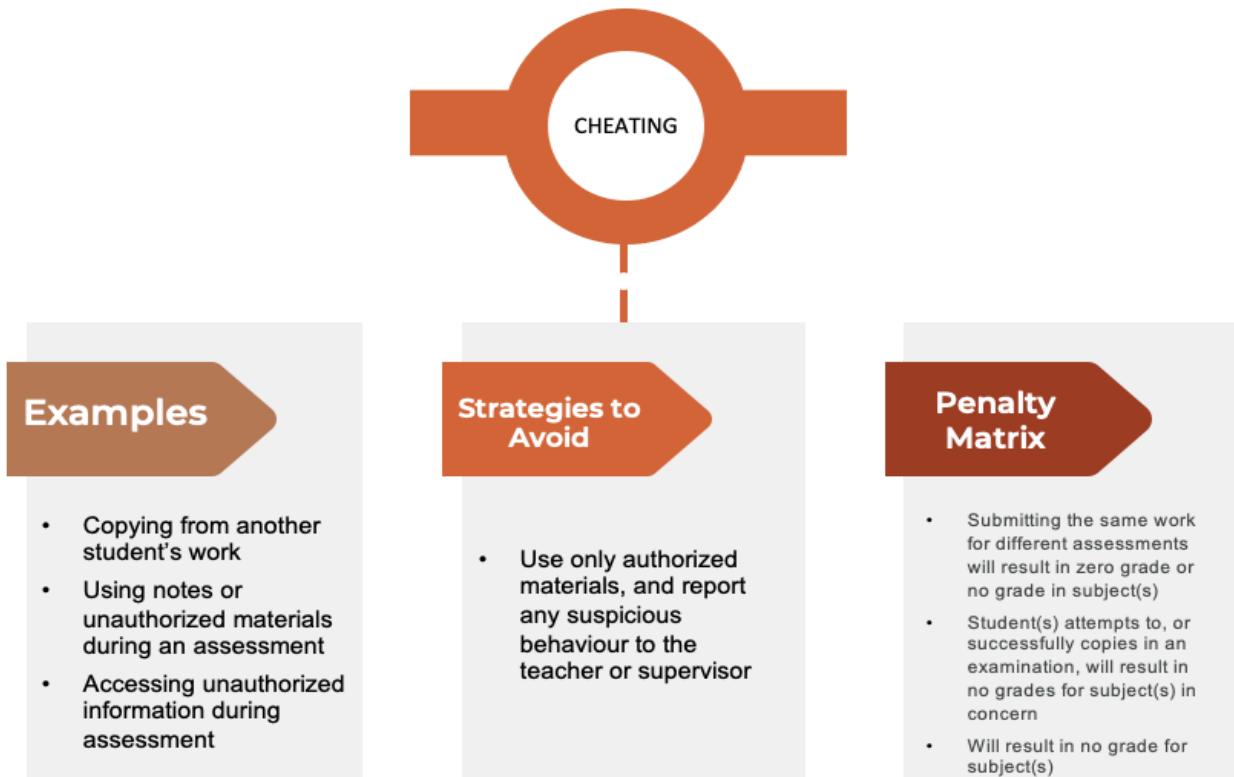
- If misconduct is confirmed, the student cannot use previously submitted work for the retake.
- New coursework must be produced for a retake.

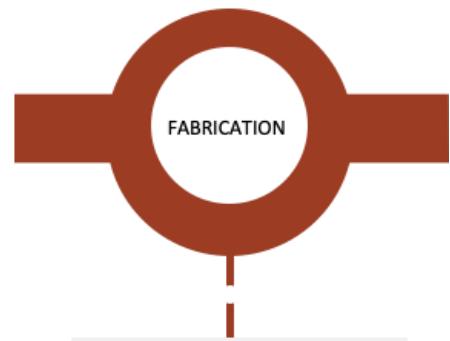
### Student Statements:

- Students suspected of misconduct must provide a written statement.
- If they refuse, the investigation continues with confirmation from the school.

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms. This section contains types of academic misconduct, with strategies to avoid these malpractices. The table also contains the level of penalty that may be applied.

(“Title.” *Ibo.org*, 2019, [resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-58121?lang=en.](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en.))





### Examples

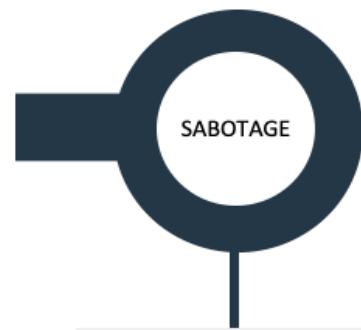
- Falsifying data, creating false citations or references
- Presenting fictional data in assignments

### Strategies to Avoid

- Use reliable and accurate sources, record and report data accurately and use reputable software for data analysis
- Consult with teachers for guidance on appropriate data collection and analysis methods

### Penalty Matrix

- Coordinator's and teachers discretion for a redressal depending on the degree of fabrication



### Examples

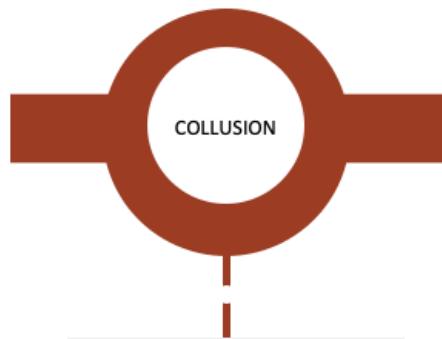
- Deleting or altering files
- Withholding essential information from group projects

### Strategies to Avoid

- Communicate openly and honestly with group members, respect others' work and ideas and report any suspicious behaviour.

### Penalty Matrix

- Coordinators and teachers discretion for a redressal depending on the degree of sabotage.



### Examples

- Sharing work, assisting in plagiarism, providing unauthorized information during exams

### Strategies to Avoid

- Encourage academic honesty among peers, do not share your work and report any academic misconduct to the appropriate authorities.

### Penalty Matrix

- Between 40-50 words- zero grades for specific components, more than 50 words- no grade for subjects in concern. (full in-text citation of the source required)

**Sanctions and Penalties:**  
**Process for Addressing Academic Misconduct:**

All instances of suspected academic misconduct will be formally investigated. The student involved will be notified and given a full opportunity to review the concerns and provide a written explanation for their actions.

**Confirmed Misconduct:**

If, after a thorough investigation and review of the student's explanation, misconduct is confirmed, penalties are applied based on the severity of the incident. Penalties may include grade withdrawal or exclusion from the IB award.

**Post-Graduation Investigation:**

The IB reserves the right to investigate misconduct even after a student receives their results. Such an investigation follows the same process, including providing the student an opportunity to respond. If misconduct is confirmed, it can lead to the withdrawal of grades and a requirement to return the certificate.

By registering for an IB education, the student recognizes the authority of the IB to apply sanctions, including withdrawal of services, if the organization, after a fair investigation, believes academic misconduct has occurred.

## **Reporting and Consequences of Academic Misconduct**

### **Reporting Academic Misconduct**

In the event of any academic misconduct, it is the responsibility of the teacher to report the matter to the Programme Coordinator. Should the incident involve serious breaches such as plagiarism or collusion or cheating during an examination, the teacher and coordinator are required to document the occurrence (refer to Appendix A) and bring it to the immediate attention of the Head of School, preferably on the same day.

All instances of academic misconduct necessitate a thoughtful and supportive response, which may include counselling by the homeroom teacher or subject specialist, the school counsellor, and, if deemed appropriate, the respective Programme Coordinator and/ or the Head of School. The student involved is encouraged to engage in reflective practice to understand the implications of their actions, and parents are informed at the earliest opportunity.

Decisions regarding the appropriate course of action are taken collectively by all relevant stakeholders, taking into careful consideration the nature and severity of the incident.

Please note that repeated incidents of academic malpractice may lead to more serious consequences, including, but not limited to, suspension from the school.

The school remains fully committed to upholding the guidelines and protocols prescribed by the IB in relation to the reporting and handling of academic malpractice during examinations conducted under MYP and IBDP programmes.

## Responsibilities of Different Stakeholders

### Role of the School Leadership team

As an IB school, it is important for the school's leadership to establish processes and procedures that promote academic integrity and create a culture that encourages it. This includes adhering to the regulations and instructions provided by the International Baccalaureate Organization (IBO) that govern the conduct of each examination session.

- To support this culture of academic integrity, the school leadership team ensures that the staff and students are fully informed about what constitutes academic misconduct and how it can be prevented. This information is disseminated through various media, such as training sessions, student handbooks, and posters around the school.
- The school leadership establishes clear consequences for academic misconduct and ensures that these consequences are communicated to the entire learning community.
- The leadership team provides resources and support for students to develop their research and information literacy skills, such as workshops on proper citation and research techniques.
- It is essential for the teachers to recognize signs of academic misconduct and to provide guidance and support to students to prevent it from occurring.
- The leadership team should regularly review and update its policies and procedures related to academic honesty to ensure that they are effective in promoting and maintaining a culture of academic integrity.
- The school leadership must ensure that the copy of the Academic Integrity Policy is made available to all parents, teachers and students.
- The leadership team is involved in ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations.

### Role of the Librarian

The Librarian's role in maintaining academic honesty is essential for the overall integrity of the educational process at Lady Andal School.

- Actively teach and promote good academic practices for documenting sources used in research.
- The Librarian ensures that a well-structured and consistent system is in place to instill academic integrity across all grade levels (Refer to Appendix C).
- Provide guidance on the citation style – MLA 9, ensuring that students understand the importance of accuracy while attributing sources (Refer to Appendix D).
- Ensure that the process of MLA 9 citation is simplified for students and teachers by clearly demarcating elements to include while citing different sources (Refer to Appendix E).
- Assist in validating sources cited in student work and identifying authentic and reliable sources of information.
- Facilitate access to reliable databases, open educational resources, and appropriately licensed materials.
- Help students understand plagiarism, its different forms, and how to prevent it through proper research, paraphrasing, summarizing, and citation practices.
- Utilize plagiarism detection tools and software to identify instances of plagiarism in student work and guide students in using such tools to improve their own work.

- Discuss copyright laws, fair use, and Creative Commons licensing.
- Collaborate closely with teachers to integrate information literacy and academic integrity education into the curriculum, co-designing research-based assignments and instructional materials.
- Provide individualized support and guidance to students for research projects, including the Extended Essay (EE), Theory of Knowledge (TOK), Personal Project (PP), and PYP Exhibition (PYPX).
- Create research guides, instructional videos, and reference materials to support students' understanding and application of academic integrity practices.
- Promote a culture of integrity by modelling the ethical use of information in teaching practices and the library environment.

## Role of teachers

The culture of academic integrity is a shared responsibility among all teaching and learning staff.

- They must therefore have a shared understanding of the expectations of the school's academic integrity policy and IB expectations. With detailed knowledge of regulations, policies, and subject guides, teachers can offer adequate and fair support to their students, helping them develop a conscientious and responsible attitude towards their learning process and understand the ethical implications of scholarly work.
- Teachers should provide instruction and clear guidelines for learning tasks to support in research and thinking skills, giving specific requirements and written examples of proper citation of sources in their discipline area(s).
- They should ensure that all students are aware and have understood the task requirements. Teachers may consider scaffolding larger tasks in installments so that students don't get overwhelmed.
- Teachers must raise awareness on ethical use of AI, plagiarism and respect the work of others including their peers and students.
- They should structure assignments to encourage the development of students' own ideas through problem-solving, comparison, precise hypothesis, analysis, etc.
- Teachers should provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources, reflecting the need for authentic work.
- Teachers must guard against academic negligence and warn candidates about the consequences of being careless when recording sources or displaying disregard for the origin of material within their work.
- They should observe the same procedures as students and actively use discipline-appropriate bibliographic style when providing students with reference material, acting as role models for students in taking the principles of academic integrity and the IB learner profile attributes forward.
- Teachers need to create a supportive environment where students have time and support to gradually develop technical skills, produce genuine and authentic work, and conduct research in a responsible and ethical manner.
- Teachers must follow the steps outlined as consequences of academic misconduct when encountering breaches in academic integrity and maintain a record of the same.
- Teachers must reiterate expected behaviour and ensure that the elements of Academic Integrity policy are reinstated through the course of their learning and teaching practices. A child-friendly version of the policy may be made available by the teachers for students to help

them understand the policy better.

- In IB DP, if the coordinator or teacher has reasonable doubt that part or all of a candidate's work, which contributes to the final IB Diploma grade in that subject, may not be authentic, the work cannot be accepted or submitted for assessment. In such cases, the e-coursework will be marked as "NO SUBMISSION" to the IB.
- It is essential for the leadership to fully support the IBO in the prevention, detection, and investigation of academic misconduct. This includes undertaking any additional responsibilities required by the IBO should a student or staff member be investigated for academic misconduct.

## **Role of students**

By embracing the principles of academic integrity, students can maintain their personal integrity, and develop essential skills for academic success within the IB.

- Students should have a clear understanding of the academic integrity policy and the importance of maintaining integrity in their work.
- Students must embrace and practice the five principles of academic integrity: Honesty, Trust, Fairness, Respect and Responsibility.
- Students must practice IB Learner Profile Attributes.
- Students should take personal responsibility for their academic work, demonstrating honesty and integrity in all aspects of their learning. They should seek clarification and guidance from teachers when uncertain about any expectations.
- During assessments, students should strictly adhere to the rules and guidelines provided by the IB.
- Students should strive to complete their tasks independently, without unauthorized assistance. In collaborative work, students should contribute their own ideas and perspectives, while respecting the work and ideas of others.
- All DP students are required to sign a 'confirmation to the Academic Integrity form' at the beginning of the academic year ensuring that all their submissions are original and authentic.
- Students should be aware that teachers have the right to refuse to upload the internal assessment (IA) or e-coursework if they believe the student has not adhered to the terms of the Academic Integrity Policy. This also applies if the student is unable to demonstrate ownership of the submitted work.

## **Research and Academics**

- Students should learn and always apply the appropriate citation and referencing methods specified by the IB.
- They should demonstrate an understanding of intellectual property rights.
- Students should incorporate a range of perspectives in their projects using diverse and credible sources such as books, academic journals and authentic websites.
- Students should be able to locate, organize, and analyze information effectively, demonstrating critical selection of sources that directly support their research question or topic.
- Students should be able to connect information from various sources and integrate it with their prior knowledge and project-specific understanding.
- They should adhere to the teacher's or librarian's expectations in terms of the format.

- They are expected to include research notes, bibliographies, or research journal/log if required.

### **Reflection and Improvement**

- Students are expected to reflect on the research process and the challenges they faced while doing their projects/assignment.
- They should conduct a self-assessment and identify their strengths and areas for improvement.

### **Role of parents**

Families play a vital role in supporting their children's understanding of integrity, providing a nurturing environment for learning, and reinforcing the guidelines set by the school's academic honesty policy.

- Families should familiarize themselves with the academic integrity policy provided by the school. They should understand the policies, guidelines and expectations related to academic honesty within the IB.
- Families must help the student understand that they value and agree to the principles of Academic Integrity and expect the student to comply with the school's Academic Integrity Policy.
- Families must encourage students to do their own work.
- Families should emphasize the importance of learning with integrity and reinforce the values of honesty, responsibility and ethical behaviour. They can discuss with their children about the significance of academic honesty and its impact on personal growth and character development.
- Families should encourage their children to approach their teachers whenever they need assistance or clarification regarding academic honesty. They can emphasize the importance of seeking guidance to ensure that their work meets the expected standards of integrity.
- Families should guide their children in understanding that the process of learning, research and ethical conduct is more valuable than achieving high grades through dishonest means. They can highlight the long-term consequences of academic dishonesty.
- Families need to support the school community with the imposition of consequences if the academic integrity policy is breached.

## Acknowledging sources

### Primary Years Programme

In the Primary Years Programme (PYP), students are expected to consistently demonstrate academic integrity by producing authentic work and giving due credit to the sources and individuals who support their learning. The following guidelines outline the expectations for PYP students:

- When conducting research, students should interpret and express information in their own words rather than copying directly from sources.
- All resources used—such as websites, books, magazines, video clips, and photographs—must be acknowledged in a bibliography.
- Students must know what constitutes cheating and academic misconduct and abide by the expectations set for an assessment.
- Upper primary students are encouraged to begin citing sources using the MLA format, particularly during significant learning experiences such as the PYP Exhibition.
- Students are expected to attempt MLA citations in all relevant assignments and project displays, with age-appropriate guidance and support.
- In the lower primary years, students are expected to acknowledge the process involved in completing their tasks, including identifying whether the work is their own, naming individuals who supported them, and referencing both online and offline sources.
- Students are encouraged to build upon their own ideas and produce original work that reflects personal understanding and voice. They should reflect on their learning process and identify any inspirations or sources that influenced their work.
- Students should understand the distinction between individual and collaborative tasks and act accordingly. They must not assist another student to complete their work unless it is assigned by a teacher as a collaborative task.
- Proper credit must be given for all assignments and projects, reinforcing respect for intellectual property.

Teachers are always expected to model academic integrity. This includes citing all relevant sources, acknowledging collaborative planning, and clearly communicating to students when learning engagements are developed in partnership with colleagues.

### Middle Years Programme

- The most effective way to avoid plagiarism is by honestly and accurately acknowledging the sources used and help received in the creation of work.
- All ideations and work that are not the students own, must be properly acknowledged.
- Students must refrain from copying or indulging in malpractices during a test.
- Sources from the internet should be treated the same as print sources.
- Direct quotations should be placed within quotation marks, with appropriate references included.
- Paraphrased material must be properly cited to give credit to the original source.
- Students may use MLA citation format for referencing sources.

## **Diploma Programme**

Building a culture of academic integrity requires a strategy that combines clear policies with strong academic practices. At the DP level, academic integrity is prioritized across all submissions and presentations, including both internal school submissions and external coursework submissions (e-coursework). To ensure that students comply with IB requirements for acknowledging sources, alongside the standard referencing style mentioned above, teachers and Extended Essay/Theory of Knowledge coordinators provide documentation checklists and a reference checklist (as outlined in the IB Effective Citing and Referencing document).

- All coursework – including work submitted for assessment – is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged.
- Assessment tasks that require teacher guidance or collaboration must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.
- If candidates use the work or ideas of another person, the candidate must acknowledge the source using the MLA 9 in a consistent manner.
- The DP Coordinator, the EE Coordinator, extended essay supervisors and subject teachers will provide clear and consistent guidance on academic writing and acknowledging sources.
- In written work the candidate is expected to cite in the text where he or she has used an external source.
- The teaching and learning in the DP must develop positive behaviour that students need to demonstrate clearly that they complete their work carefully, honestly and authentically.

## **IT Policy – Essential Agreements Guiding principle**

At Lady Andal School, we believe in harnessing technology to enhance the learning experience of our students. We provide our students with computers and internet access to support best practices in the learning and teaching process. As a school we have come up with an IT policy Essential Agreements to guide the responsible and effective use of the tools made available within our learning community. This policy applies to anyone using Lady Andal School IT tools

### **Purpose**

To provide and establish a collective understanding and commitment among all stakeholders of the school community regarding the responsible and effective use of technology resources.

As responsible digital citizens, we agree to

- Demonstrate respect, integrity, and empathy in our online interactions.
- Navigate the digital landscape thoughtfully, critically evaluate information, and uphold ethical standards.
- Develop digital literacy skills.
- Ensure that every learner can thrive in a digitally – enhanced environment.
- Promote inclusive practices that support diverse learning needs.
- Protect student and staff data.
- Uphold data security through robust security measures, and ongoing education on digital

literacy.

- Emphasize on the seamless integration of technology into the curriculum that we offer.
- Align technological initiatives with our educational goals and values.
- Foster open communication and share best practices with all our stakeholders.
- Ensure that questionable/restricted websites are not accessed.
- Strive to use the potential of technology to inspire inquiry, drive actionable goals and transform the future for the better.
- Students must always visit the IT lab accompanied by a teacher.
- Personal digital devices should only be used in the presence of a teacher or when specifically instructed to do so.
- Register our devices to the school's IT inventory.
- Students are responsible for handling tools, gadgets, and IT devices with care and must immediately report any missing or damaged parts to the teacher.
- Any complaints, concerns, or threats encountered online or offline must be reported to a teacher promptly, as ensuring digital safety is of utmost importance.

### **Academic Integrity Policy Review**

The Academic Integrity Policy of Lady Andal School has been collaboratively developed by the members of the Pedagogical Leadership Team, in consultation with the Governing Body and Admissions Head of The Madras Seva Sadan. Teachers, Counsellors, and Learning Diversity Educators have also contributed to the formulation of this policy.

This policy is shared with all relevant stakeholders, including parents and teachers. We encourage stakeholders to share their suggestions or request changes at any time. All feedback and recommendations will be periodically reviewed and, where appropriate, incorporated after careful evaluation and discussion.

The policy was last reviewed in March and July 2025 and is scheduled for its next review in August 2025. Regular reviews are conducted to ensure that the policy remains aligned with the best interests of our students and continues to support their learning and well-being effectively.

## Appendix

### A: Academic Integrity- Incident Report Form

#### ACADEMIC INTEGRITY – INCIDENT REPORT FORM

##### Section 1: Reporter Details

1. Name of Reporter: \_\_\_\_\_
2. Role:  
 Teacher  
 Coordinator
3. Date of Report: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

##### Section 2: Incident Details

1. Name(s) of Student(s) Involved: \_\_\_\_\_
2. Grade/Section: \_\_\_\_\_
3. Date of Incident: \_\_\_\_ / \_\_\_\_ / \_\_\_\_
4. Subject/Unit (if applicable): \_\_\_\_\_
5. Type of Academic Misconduct (Select all that apply):  
 Plagiarism  
 Collusion  
 Fabrication  
 Sabotage  
 Cheating during Assessment  
 Other: \_\_\_\_\_
6. Description of the Incident: (Please provide a factual, objective account of what happened. Include details of how the misconduct was identified.)

##### Section 3: Evidence

1. Evidence Collected (Attach copies/screenshots if applicable):  
 Copied Work  
 Digital Screenshots/Links  
 Teacher Observation Notes  
 Student Admission  
 Other: \_\_\_\_\_

##### Section 4: Initial Action Taken

1. Has the student been informed about the concern?  
 Yes  
 No
2. Briefly describe the discussion with the student (if applicable):

3. Was the Parent/Guardian informed?  
 Yes  
 No
4. Any immediate actions taken by the teacher/coordinator?

### **Section 5: Follow-up Required**

1. Recommended Next Steps:
  - Parent-Teacher Meeting
  - Academic Integrity Counseling
  - Re-submission of Work
  - Disciplinary Action
  - No Further Action
  - Other: \_\_\_\_\_
2. Additional Notes:

### **Section 6: Signatures**

Reporter's Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## B: Academic Integrity Agreement (MYP/DP)



### LADY ANDAL SCHOOL

**Name:**

**Programme:**

**School Year:**

Academic integrity is the cornerstone of the International Baccalaureate and our school community. It means acting with honesty, trust, fairness, respect, and responsibilities in all your work. Upholding this principle ensures that the grades you earn are a true reflection of your own learning and abilities. Be responsible and be proud of your original learning.

#### I WILL

- **Cite Clearly:** Always give credit to ideas, words, and work of others using a recognized citation style – MLA 9.
- **Submit my own work:** Ensure every assignment is the product of my own effort and understanding.
- **Protect my work:** Keep my files and passwords safe. Be mindful when sharing drafts – my work should not be copyable.
- **Plan my time:** Start early to avoid the pressure that leads to poor decisions.
- **Use AI ethically:** Use AI only with explicit teacher permission only. Always declare and explain how I use it (example: for brainstorming).
- **Follow Exam rules**
- **Seek Clarification:** Ask my teacher or the IB Coordinator if I am ever unsure about what constitutes acceptable collaboration or use of sources, including AI use.

## I WILL NOT

- **Plagiarize:** Copy or present someone else's work (from a person, book, website, or AI) as my own.
- **Collude:** Unauthorized collaborate with others on work intended to be individual, or to allow others to copy my work.
- **Duplicate:** Submit the same work for assessment in multiple classes without explicit permission from both teachers.
- **Fabricate:** Invent data, sources, or quotes for assignment.
- **Cheat:** Use unauthorized aids, communicate with others, or engage in any other misconduct during an assessment.

## Declaration

### Student Declaration

By signing below, I commit to upholding the "I WILL" statements and adhering to the "I WILL NOT" prohibitions as a condition of my participation in the IB programme.

**Student Name (Printed):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Parent/Guardian Declaration

I have reviewed this Academic Integrity Pledge with my child. I understand the school's expectations and support the IB's commitment to fostering authentic learning and intellectual honesty.

**Parent/Guardian Name (Printed):** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**For School Use**

This document has been received and reviewed with the student.

**IB Coordinator (Printed)** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**C: Academic Integrity plan across grades**

<b>Grades</b>	<b>Focus</b>	<b>Objectives</b>	<b>Activities</b>
EYP	1. Being honest and fair in learning 2. Respecting others' work 3. Responsibility in learning	1. to introduce the concepts of honesty and fairness in a simple and relatable way. 2. to acknowledge and give credit to others' ideas and efforts. 3. to encourage original work and creativity.	1. read-aloud relevant stories and have discussions centred around them. 2. role-play scenarios (sharing of things, admitting mistakes, speaking the truth etc.) 3. individual projects where each child is encouraged to thank the person who helped them. 4. group projects where each child contributes and his/her work is credited. 5. Puppet shows to demonstrate honest and dishonest and right and wrong behaviour. 6. practice asking permission to use others' work/ideas 6. reinforce rules and fairness during playtime. 7. group discussion – what makes your work special?
PYP 1 & 2	1. Introducing the term - academic integrity 2. Respecting others' work and ideas 3. Everyone has unique ideas 4. Celebrating honest	1. to teach them that academic integrity is about honesty in learning. 2. to introduce age-appropriate citation skills. 3. to encourage them to be proud of their individual contributions.	1. Read-aloud relevant stories and have discussions and reflections related to them. 2. Class Discussion – Define honesty in simple terms – what does it mean to you? 3. Compare – copying someone else's drawing versus creating your own. 4. Introduce basic credit-giving: _____ gave me this idea, _____ helped me do this.

	<p>work</p> <p>5. Integrity in everyday life</p>	<p>4. to celebrate personal effort and creativity</p> <p>5. to apply the concept of integrity in school situations.</p>	<p>5. Sharing an original story/drawing to the class.</p> <p>6. Class discussion – How would you feel if someone copies your work? Why is using someone else's work without their permission unfair?</p> <p>7. Ask questions related to classroom situations – What would you do if....?</p> <p>8. Drawing activity – Illustrate fair v unfair behaviour in the classroom.</p>
PYP 3 & 4	<p>1. Understanding the basics of plagiarism</p> <p>2. Citing sources</p> <p>3. Introduction to research skills</p> <p>4. Basics of Paraphrasing</p> <p>5. Collaboration vs copying</p>	<p>1. to learn what plagiarism is and why it matters</p> <p>2. to learn why and how to give credit when using others' work and ideas.</p> <p>3. to identify key words and find reliable information.</p> <p>4. to introduce the concept of paraphrasing</p> <p>5. to understand the difference between working together and copying</p>	<p>1. Role-play – examples of copying vs. creating your own work.</p> <p>2. Sorting activity – is it okay or not okay? – based on given scenarios</p> <p>3. Creating a simple bibliography – simple citations – author, title, website</p> <p>4. Activities to help identify key words.</p> <p>5. Fact or fiction? Evaluating sources vs. websites.</p> <p>5. Rewriting a sentence in their own words.</p> <p>6. Class discussion – Why is rewording better than copying?</p> <p>7. Class discussion – how is team work different from copying? When is it okay to work together? When is it not?</p>
PYP 5	<p>1. Understanding plagiarism</p> <p>2. Research and Ethical Learning</p> <p>3. Citing sources</p> <p>4. Digital integrity</p> <p>5. Consequences and ethical choices</p>	<p>1. to recognize and to avoid plagiarism</p> <p>2. to find reliable information</p> <p>3. Basics of MLA Citation – books, websites, images</p> <p>4. How to act with integrity online</p> <p>5. to understand the impact of dishonesty</p>	<p>1. Comparing original vs. copied work.</p> <p>2. Paraphrasing short texts</p> <p>3. Fact or fiction? – using books vs random websites</p> <p>4. Research tasks to check understanding of MLA citation.</p> <p>5. The concepts of digital footprint, copyright and media usage will be introduced.</p> <p>6. Creating a student-led video on academic integrity for lower grades.</p> <p>7. Class discussion – How has my</p>

			<p>stance on academic integrity changed?</p> <p>8. Talk about the school's academic integrity policy and its components. Reflection on the importance of being honest in one's work.</p>
MYP 1	<ol style="list-style-type: none"> <li>1. Deeper understanding of Academic Integrity</li> <li>2. Understanding plagiarism</li> <li>3. Citation practices</li> <li>4. Consequences of academic misconduct</li> <li>5. Respecting intellectual property</li> </ol>	<ol style="list-style-type: none"> <li>1. to define academic integrity in the classroom context.</li> <li>2. to recognize honest and dishonest behaviour.</li> <li>3. to be thorough with the MLA citation style and to learn to cite multimedia sources.</li> <li>4. to be aware of the school policies and the consequences of the loss of trust.</li> <li>5. to protect their work and to respect others' work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class discussions</li> <li>2. Group and individual projects with clear guidelines on crediting sources.</li> <li>3. Explore their surroundings and come up with examples of things that come under intellectual property.</li> <li>4. Designing a poster – Ways to be an honest learner.</li> </ol>
MYP 2 & 3	<ol style="list-style-type: none"> <li>1. Types of academic misconduct</li> <li>2. Paraphrasing and summarizing skills</li> <li>3. Referencing and citation skills</li> <li>4. Responsible usage of AI</li> <li>5. Self-management skills</li> </ol>	<ol style="list-style-type: none"> <li>1. to understand what constitutes academic misconduct.</li> <li>2. to paraphrase correctly.</li> <li>3. to use referencing and citation skills independently.</li> <li>4. to understand the ethical implications of AI and digital tools, to use AI and digital tools in a proper manner.</li> <li>5. to plan and manage academic tasks to avoid unintentional misconduct.</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-plays on relevant topics.</li> <li>2. Citation practice – all types of sources.</li> <li>3. Research projects</li> <li>4. Debates – Use of AI for assignments</li> <li>5. Creating guidelines for the ethical use of AI tools.</li> </ol>
MYP 4 & 5	<ol style="list-style-type: none"> <li>1. Academic integrity</li> <li>2. Forms of academic misconduct</li> </ol>	<ol style="list-style-type: none"> <li>1. to understand its importance in the IB context</li> <li>2. to have an in-depth understanding of Plagiarism, collusion, duplication of work, cheating, falsification</li> </ol>	<ol style="list-style-type: none"> <li>1. Case-study discussions on real-world examples of academic misconduct.</li> <li>2. Group discussion on scenarios—identifying violations and offering ethical alternatives.</li> <li>3. Practice exercises using the CRAAP test.</li> </ol>

	<p>3. Ethical research practices</p> <p>4. Citation and referencing</p> <p>5. Digital ethics and AI tools</p>	<p>3. Checking the credibility of sources</p> <p>4. to reinforce MLA citation style.</p> <p>5. Avoiding misuse of AI, to detect and avoid plagiarism</p>	<p>4. Research tasks to reinforce MLA citation guidelines.</p> <p>5. Discussion on how plagiarism checkers work</p> <p>6. Debates on the use of AI in schools.</p> <p>7. Digital footprint exercise – What does your digital footprint say about you?</p> <p>8. Conducting sessions for young learners on the responsible use of AI.</p> <p>9. Create a poster promoting academic integrity.</p>
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## D: MLA 9 Citation Guidelines

### Examples of the MLA citation:

MLA cites sources within a paper by using parenthetical, in-text references. MLA uses the author's last name and the page number as reference.

Excerpt:

*“But the gulf between the mature or adult products and the experience and abilities of the young is so wide that the very situation forbids much active participation by pupils in the development of what is taught. Theirs is to do--and learn, as it was the part of the six hundred to do and die.”*

### MLA citation:

Direct Quote:

In-Text Citation:

Direct Quote:

(Dewey 5)

Works Cited Entry:

Dewey, John. *Experience and Education*. Macmillan, 1938.

Dewey, John. “Experience and Education.” *The Educational Forum*, vol. 50, no. 3, Sept. 1986, pp. 241–52. <https://doi.org/10.1080/00131728609335764>.

## E: Elements to be included while referencing

### 1. Books

Type	Author's Last Name	Author's First Name	Title	Publisher	Year	Page Number	Starting Page Number	Last Page Number
Single Author (work cited)	✓	✓	✓	✓	✓	□	✓	✓
Single Author (in-text citation)	✓	□	□	□	□	✓	□	□

#### Example:

**Work Cited** - Smith, John. *The Art of Writing*. Penguin Books, 2020, pp. 45–62.

**In-text Citation** - (Smith 45)

Type	Author's Last Name	Author's First Name	Title	Publisher	Year	Page Number	Starting Page Number	Last Page Number
Two Authors (work cited)	✓	✓	✓	✓	✓	□	✓	✓
Two Authors (in-text citation)	✓	□	□	□	□	✓	□	□

#### Example:

**Work Cited** - King, Stephen, and Peter Straub. *The Talisman*. Viking Press, 1984

**In-text Citation** - (King and Straub 45)

Type	Author's Last Name	Author's First Name	Title	Publisher	Year	Page Number	Starting Page Number	Last Page Number
Multiple Authors (work cited)	✓ (first author)	✓ (first author)	✓	✓	✓	□	✓	✓
Multiple Authors (in-text)	✓	□	□	□	□	✓	□	□

citation)							
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### Example:

**Work Cited** - Burdick, Anne, et al. *Digital Humanities*. MIT Press, 2012

**In-text Citation** - (Burdick et al. 45)

## 2. E-Books

Type	Author 's Last Name	Author 's First Name	Title	Publisher	Year	Name of the E-book Platform (if any)	URL/Perma link
Single Author	✓	✓	✓	✓	✓	✓	✓
Two Authors	✓	✓	✓	✓	✓	✓	✓
Multiple Authors	✓	✓	✓	✓	✓	✓	✓

### Example

Single author - Smith, John. *The Future of Technology*. Kindle ed., TechWorld Publishing, 2020.

[www.amazon.com/futureoftech](http://www.amazon.com/futureoftech)

Two authors - Johnson, Emily, and Mark Lee. *Understanding Climate Change*. ePub ed., Green Earth Press, 2021. <https://www.ebooks.com/understanding-climate>

Multiple authors - Martinez, Laura, et al. *Global Health Perspectives*. Kindle ed., MedInsight Publishing, 2022. <https://www.amazon.com/globalhealthperspectives>

## 3. Reference Resources

Type	Title	Edition	Publisher	Year	URL/Perma link
Work cited (print)	✓	✓	✓	✓	□
Work cited (online)	✓	✓	✓	✓	✓
In-text citation	✓	□	□	□	□

### Example

#### Work Cited

**Print - Renaissance.**" The New Encyclopaedia Britannica, 15th ed., vol. 26, Encyclopaedia Britannica, 2010, pp. 501–517.

**Online - Einstein, Albert.**" Encyclopedia Britannica, Encyclopedia Britannica, 24 July 2023, [www.britannica.com/biography/Albert-Einstein](http://www.britannica.com/biography/Albert-Einstein). Accessed 3 Aug. 2025

**In-text Citation -** ("Epistemology," *Merriam-Webster.com Dictionary*)

#### 4. Articles from Magazines and Journals

Type	Author's Last Name	Author's First Name	Article's Title & Subtitle	Name (journal or magazine)	Volume Number	Issue Number	Year Published	Starting and Ending Page Numbers
Work cited (Printed Resources)	✓	✓	✓	✓	✓	✓	✓	✓
Work cited (Online resources) <b>(add database Name and URL)</b>	✓	✓	✓	✓	✓	✓	✓	✓
In-text citation	✓	□	□	□	□	□	□	✓

#### Example

##### Work Cited

###### Printed

**Magazine Article -** Doe, Jane. "The Future of Renewable Energy." *Time*, vol. 198, no. 4, 2025, pp. 45–49

**Journal Article –** Smith, John A. "Cultural Shifts in Post-War Europe." *Journal of Modern History*, vol. 97, no. 2, 2025, pp. 123–145

###### Online

**Magazine Article -** Johnson, Emily. "AI and the Future of Work." *The Atlantic*, 14 June 2025, [www.theatlantic.com/technology/archive/2025/06/ai-future-jobs/674123/](http://www.theatlantic.com/technology/archive/2025/06/ai-future-jobs/674123/). Accessed 3 Aug. 2025

**Journal Article -** Lee, Marcus. "Urban Development and Climate Policy." *Environmental Studies Journal*, vol. 33, no. 2, 2025, pp. 115–132. JSTOR, [www.jstor.org/stable/10.2307/envstud.2025.115](http://www.jstor.org/stable/10.2307/envstud.2025.115). Accessed 3 Aug. 2025.

**In-text Citation -** (Doe 45)

## 5. Articles from Newspapers

Type	Author's Last Name	Author's First Name	Article's Title & Subtitle	Name of Newspaper	Date of Publication	Page Number	URL
Work cited (Printed)	✓	✓	✓	✓	✓	✓	□
Website	✓	✓	✓	✓	✓	□	✓
Database	✓	✓	✓	✓	✓	✓	✓
In-text citation	✓	□	□	□	□	✓	□

### Example

#### Work Cited

**Printed** - Thompson, Sarah. "City Launches New Recycling Program." *The New York Times*, 2 Aug. 2025, p. A4

**Website** - Ramirez, Carlos. "Heatwave Disrupts Transit Across the Northeast." *The Washington Post*, 1 Aug. 2025, [www.washingtonpost.com/weather/2025/08/01/heatwave-transit-northeast/](http://www.washingtonpost.com/weather/2025/08/01/heatwave-transit-northeast/). Accessed 3 Aug. 2025

**Database** - Walker, Anna. "Education Reform Faces New Challenges." *The Wall Street Journal*, 15 July 2025, p. B2. *ProQuest*, [www.proquest.com/docview/2789345678/fulltextPDF](http://www.proquest.com/docview/2789345678/fulltextPDF). Accessed 3 Aug. 2025

**In-text Citation** – (Thompson A4)

## 6. Websites

Type	Author's Last Name	Author's First Name	Title/subtitle of Page or Document	Name of Website	Sponsor/Publisher of the Website	Publication Date or Date Last Updated	URL and last accessed date
General Websites	✓	✓	✓	✓	✓	✓	✓

Type	Name of Corporation, Group or Organization	Title of Section	Title of Website	Publisher or Sponsoring Organization	Publication Date or Date Last Updated	URL	Last accessed date
Websites created by							

Corporations, Institutions or groups	✓	✓	✓	✓	✓	✓	✓
In-text citation	□	✓	□	□	□	□	□

### Example

**General Website** - James, Laura. *Tips for Remote Learning Success*. *Education Today*, 12 May 2025, [www.educationtoday.org/remote-learning-tips](http://www.educationtoday.org/remote-learning-tips). Accessed 3 Aug. 2025.

**Websites by Corporations, Institutions or Groups** - Microsoft. *AI and the Future of Work*.

*Microsoft Newsroom*, 10 July 2025, [news.microsoft.com/ai-future-of-work/](http://news.microsoft.com/ai-future-of-work/). Accessed 3 Aug. 2025

**In-text Citation** - (James)

## 7. Social Media

Types	Details	Example
Podcast	<ul style="list-style-type: none"> <li>Host's last name and first name</li> <li>Title of podcast episode</li> <li>Title of overall podcast</li> <li>Episode number (if given)</li> <li>Website hosting the podcast (if different from title)</li> <li>Day, month and year of the episode</li> <li>URL link</li> <li>Accessed date</li> </ul>	Orton, Tyler, and Patrick Blennerhassett. "Lessons From the Brexit." <i>BIV Podcast</i> , Episode 18, Business Vancouver, 28 June 2016, <a href="http://www.biv.com/article/2016/6/biv-podcast-episode-18-lessons-brexit/">www.biv.com/article/2016/6/biv-podcast-episode-18-lessons-brexit/</a> . Accessed 2 July 2016
Blog Post	<ul style="list-style-type: none"> <li>Author's last name and first name or user name (if real name not provided)</li> <li>Title of blog post</li> <li>Name of blog</li> <li>Network/publisher of blog (if given)</li> <li>Day, month and year of blog post</li> <li>URL of blog post</li> </ul>	Naish, Darren. "If Bigfoot Were Real." <i>Tetrapod Zoology</i> , Scientific American Blogs, 27 June 2016, <a href="http://blogs.scientificamerican.com/tetrapod-zoology/if-bigfoot-were-real/">blogs.scientificamerican.com/tetrapod-zoology/if-bigfoot-were-real/</a> .
Facebook	<ul style="list-style-type: none"> <li>Author's last name, first name or account name</li> </ul>	Rick Mercer Report. Spread the Net Challenge Winners 2016. <i>Facebook</i> , 23 Mar. 2016, 9:00 a.m.,

	<ul style="list-style-type: none"> <li>• Description of post</li> <li>• Day, month and year of post</li> <li>• Time of post</li> <li>• URL</li> <li>• Day, month and year post was viewed</li> </ul>	www.facebook.com/rickmercerreport. Accessed 26 June 2016
Twitter	<ul style="list-style-type: none"> <li>• Twitter handle (first and last name if known)</li> <li>• The entire tweet (word for word)</li> <li>• Day, month and year of tweet</li> <li>• Time of tweet</li> <li>• URL</li> </ul>	Sohaib Athar [@ReallyVirtual]. "Helicopter hovering above Abbottad at 1AM is a rare event." <i>Twitter</i> , 4 Jan. 2013, 3:58p.m. <a href="https://twitter.com/reallyvirtual/status/64780730286358528?lang=en">twitter.com/reallyvirtual/status/64780730286358528?lang=en</a> .
Instagram	<ul style="list-style-type: none"> <li>• Instagram handle (first and last name if known)</li> <li>• Title or caption of the post</li> <li>• Day, month and year of the post</li> <li>• Time of post</li> <li>• URL</li> </ul>	@nasa. " <i>Meet our newest class of astronauts! These men and women will help pave the way for human missions to the Moon and Mars.</i> " <i>Instagram</i> , 10 Apr. 2025, <a href="https://www.instagram.com/p/CsXx123abcD">www.instagram.com/p/CsXx123abcD</a>

## 8. Images

Types	Details	Example
Images from websites	<ul style="list-style-type: none"> <li>• Creator's last and first name</li> <li>• Title of the image</li> <li>• Title of the website</li> <li>• Date of Publication</li> <li>• URL</li> </ul>	Adams, Ansel. <i>Moonrise, Hernandez, New Mexico. Ansel Adams Gallery</i> , 1 Nov. 1941, <a href="https://www.anseladams.com/moonrise-hernandez-new-mexico/">www.anseladams.com/moonrise-hernandez-new-mexico/</a> . Accessed 3 Aug. 2025
Images from books or articles	<ul style="list-style-type: none"> <li>• Artist's last and first name</li> <li>• Title of work</li> <li>• Date</li> <li>• Location</li> <li>• Title of book</li> <li>• Editor's name</li> <li>• Publisher</li> <li>• Date</li> <li>• Page number</li> </ul>	Van Gogh, Vincent. <i>The Starry Night</i> . 1889. <i>Art Through the Ages</i> , by Helen Gardner, Harcourt, 2005, p. 112
Images from databases	<ul style="list-style-type: none"> <li>• Artist's last and first name</li> </ul>	O'Keeffe, Georgia. <i>Black Iris III</i> . 1926. <i>Artstor</i> ,

	<ul style="list-style-type: none"> <li>• Title of work</li> <li>• Name of database</li> <li>• URL</li> <li>• Accessed date</li> </ul>	library.artstor.org/asset/ARTSTOR_103_41822001117614. Accessed 3 Aug. 2025
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## Connection to other Policies

### Admissions and Academic Integrity Policy

In alignment with the Academic Integrity policy, the admission process requires students and guardians to sign an undertaking and a contract confirming the authenticity of all submitted documents and credentials. Failure to adhere to these requirements, or providing fabricated or inaccurate information, will result in the cancellation of the student's admission.

By enforcing rigorous standards of academic integrity, we support our inclusive approach, guaranteeing that every student is admitted based on genuine achievements and qualifications. This alignment ensures that our commitment to both diversity and fairness is upheld throughout the admissions process.

### Assessments and Academic Integrity Policy

We place a strong emphasis on academic honesty to uphold the credibility of our assessments and to foster a culture of integrity among students. Assessments are designed to measure students' knowledge, skills, and understanding in a fair and unbiased manner. Academic Integrity is expected to prevent misconduct such as plagiarism and cheating, ensuring that all students are assessed based on their genuine work. This connection between academic integrity and assessments ensures that the process is transparent, equitable, and aligned with the IB elements.

### Language and Academic Integrity Policy

The language used in assignments, assessments, and communications is clear and comprehensible. By minimizing misunderstandings related to language, students are less likely to unintentionally commit academic misconduct, such as plagiarism or misrepresentation.

The guidelines cited in the academic Integrity policy helps streamline academic work, including citations and ideations. Students who need support in expressing their ideas are guided to ethically source information and present it in a method most comfortable to them.

### Inclusion and Academic Integrity Policy

Our inclusion policy is designed to create an academic environment where diversity is celebrated and all applicants have equal opportunities regardless of their background. This commitment to inclusion means that we are dedicated to evaluating each applicant on their own merits and potential, striving to eliminate biases and barriers that could hinder access for underrepresented groups. By fostering an inclusive environment, we aim to build a diverse academic community that enriches the learning experience for everyone.

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