



BLISS INTERNATIONAL SCHOOL

A family of learning

BIS ACADEMIC INTEGRITY POLICY



Wisdom



Integrity



Positivity



Respect



Empathy



Version 2

Updated Feb 2024



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***BIS is an authorised school for IB PYP & IB MYP**

Objective and Overview of Academic Integrity Policy

5A. Objectives of Academic Integrity Policy

This academic integrity policy is a working document developed by all stakeholders across the programmes offered at our school (IB PYP, IB MYP and IB DP). The policy is consistent with the set forth principles and practices of the IB.

The Academic integrity policy document endeavours to consolidate philosophy and beliefs at BIS regarding academic misconduct and procedure to deal with such cases. This policy is intended to provide an overview and guiding principles for students', facilitators and all other stakeholders to ensure that academic integrity is maintained in the teaching and learning process and their responsibility for producing authentic and genuine individual and group work. It guides how to correctly attribute sources, acknowledging the work and ideas of others, the responsible use of information and digital technology and social media and how to observe and adhere to ethical and honest practices during assessments.

By making our commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the IB community so that they can present:

- Best practices in the management, execution and implementation of academic integrity.
- A point of reference where issues of academic integrity can be discussed, researched, progressed and shared with the wider learning community.
- To provide a platform for academics across all sectors to investigate, exchange, develop, collaborate and access resources in the field of academic integrity.

This policy also documents how the academic team manages incidents of students' academic misconduct, ensuring confidence is maintained among students, parents, school and other stakeholders in the value and credibility as per IB guidelines.

5B. Overview of Academic Integrity

As part of the philosophy of education at BLISS, our educational goal is to award reliable, fair and recognized outcomes for our students through valid assessments. This policy has been created to ensure a common understanding of the IB's academic integrity principles. The entire school community is collectively responsible to practise and preach academic integrity. This includes being principled which is one of the attributes of IB learner profile as well. One must act with integrity and honesty and should possess a sense of fairness, justice and respect for the dignity of the individual, groups and communities.

An education system can be considered effective if its recipients learn and develop the skills needed to face life beyond the classroom. We believe the assessments can only be trusted and recognized if they are a true and genuine reflection of the personal level of achievement of a student and are carried out legitimately, under equal and comparable conditions. If the assessment process is distorted by dishonest acts, the validity of the entire learning process is threatened.

We promote academic integrity and ensure that all members of the school community support the principles regardless of whether it's an act of student's academic misconduct or school maladministration, is intentional or accidental. Further, a feeling of distrust and discontent can develop among members of the school community and other end-users of the endorsed grades or qualifications who may lose confidence. Hence our school approaches the steps of implementing the academic integrity policy at PYP, MYP and DP as per the age appropriate methodologies.

Implementing the Academic Integrity Policy across all Programmes

At BIS, Academic integrity is a part of the "ethical culture" which is embraced and fostered by the entire school community. Facilitators supporting students in their learning should understand their own pivotal role in developing the approaches to learning and reinforcing the principle of academic integrity through all teaching, learning and assessment practices. Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessments of all kinds. It is influenced and shaped by a variety of factors including peer

pressure, culture, parental expectations, role-modelling and taught skills. During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future.

6A. Academic Integrity in PYP

In PYP, students learn how to be principled in presenting their academic tasks and research assignments in appropriate ways. They are guided to use authentic sources of information for their research tasks keeping in mind the basic tenets of academic integrity. They begin to understand how to cite sources and references while presenting their work. Towards upper primary, students are informed of various types of academic misconducts like plagiarism and ways to avoid it. Students learn the importance of submitting work that is original with all sources mentioned (citation). The stages of consequences at PYP level will be dealt with separately by the PYPC and the PYP facilitators.

PYP Student's responsibilities

- Students are expected to understand and follow Learner profile attributes.
- Students will be guided by the facilitator as to how to use technology with responsibility in school.
- Students are encouraged to use the internet for research to enhance knowledge and develop new ideas. It should not be used as a tool to copy and paste information from.
- Any work submitted by any student which is not original and authentic will be rejected and the student may be asked to submit the work again.
- Students must use their own language, creativity, ideas and expression to complete their work.
- If they copy someone else's idea it should be acknowledged in the document by citing the source.
- Students should bring originality to their work and only then submit their work for assessment. Creative ideas are always appreciated only if they are original and not copied.
- Students are expected to cite direct quotations, sources of photographs and websites that they have used for their work and research assignments (PYP 4 & 5)

6B. Academic Integrity in MYP

Academic integrity is the responsibility of all MYP schools, facilitators and students in IB programmes and must be developed across the curriculum as part of school's approaches to learning. As students gain experience, they can be taught a range of academic integrity practices so

that by the time they appear for / submit externally validated assessment in the MYP, they have well-developed skills and can avoid perils.

Whenever possible the topic must be addressed with a positive perspective, being emphatic about the benefits of properly conducted academic research and a respect for the integrity of all forms of student work in the MYP. All MYP students of all grades are informed of the methodologies of effective referencing and citing as per the IB guidelines through an orientation program in the beginning of the academic year. The school librarian plays an active role in this orientation event in collaboration with MYP facilitators and MYPC.

MYP students should learn key ATL skills such as citing and referencing, and be given opportunities to make mistakes and learn from them so that they are well prepared for further studies after the MYP.

At BLISS, we emphasise the students to practise the MLA citations -version 9, from MYP 1 to 5 and use it effectively while acknowledging the sources.

All the MYP students are required to sign an honour pledge before attempting the assessments/ assignments.

Honour Pledge:

As a student of BLISS International School,Pune I hereby pledge to upload academic integrity while submitting my tasks and attempting assessments.

Student Signature:_____

6C. Academic Integrity in DP

The Diploma Program (DP) at BLISS is designed to offer students the opportunity to achieve a high level of learning, develop responsible behaviour and demonstrate integrity and respect for themselves and others. IBDP students are expected to be well prepared for assignments and assessments, submit original work, cite research appropriately, and encourage fellow students to do the same. Students are expected to uphold the integrity of the Honor Code by neither committing nor assisting another student in committing a violation of the code. It is also the responsibility of students to report known offences of the Honor Code.

Practising any form of academic misconduct while submitting assignments or during assessments will automatically disqualify the student from receiving scores and will be awarded a N (No grade). Any dishonest use of computer devices, equipment and information / data sharing is strongly prohibited and is subject to disciplinary action on a case-by-case basis.

The school librarian, DP facilitators and students are provided with orientation and training on the proper use of MLA V(formatting and citation via the use of multiple resources such as MLA Tutorial videos, EasyBib and other resources. Students of DP on entry, are required to sign a declaration after this training stating that they will not indulge in any form of academic misconduct. The responsibilities of students, facilitator, librarian, IT Head, parents, school and the stakeholders as well as the governing body have similar roles to play as mentioned at the PYP and MYP levels. However the precautionary steps are taken at MYP level with acceptable consequences at different stages. This will inherently warn the students when they enter DP and obey the academic integrity at a greater and expected level because of the continuum of policy implementation from the root level.

Effective Citing and Referencing for MLA 9

At BLISS , we recommend the students at all three programs to abide by the MLA format and citation. All MLA9 Styles and Citations follow the similar order shown below while referencing.

1. For textbooks

- Author -Last & First Name
- Title
- Publisher + Place
- Year of Publication
- Page Numbers
- Media - Print

2. For Website References

- Author -Last & First Name
- Title
- Publisher + Website URL

- Year of Uploading
- Date of Access
- Media - Website

3. Online Journal Article - MLA 9

- Author
- Title of the Article
- Name of the Journal
- Volume No - Issue No
- Publisher
- Year of Publication
- Website Link / URL
- Date of Access
- Media - Website

4. Popular –MLA 9 – Magazine Article

- Author
- Article Title
- Magazine Name
- Date & Year and Page Number
- Publisher + Place and Media – Print

Types of Academic Misconduct

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Following are types of academic misconducts :

Plagiarism:

This is defined as the representation of the ideas or work of another person as the candidate's own without appropriate acknowledgment of the author or source.

Examples of Plagiarism:

- Copying directly (or allowing to be copied) paragraphs, sentences or significance of a sentence.

- Copying ideas, concepts, research results, statistical tables, computer programs, designs, images, sounds or text or any combination of these.
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained.
- Relying on a specific idea or interpretation that is not one's own work without identifying the Founding Head of School idea or interpretation it is.
- Cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work.
- Presenting as independent work done in collaboration with other people.
- Submitting as one's own all/or part of another Student's original work.
- Preparing an original and correctly referenced assignment and submitting part or/all of the assignment twice for separate subjects or marks.
- Cheating in an exam either by copying from other Students or by using unauthorised notes or aids.

Collusion:

- This is defined as supporting malpractice by another candidate, which includes the following
 - allowing one's work to be copied/submitted for assessment by another
 - allowing someone to copy your assignments or volunteer to assist them to copy.
- Collusion is absolutely different from collaboration. To build better conceptual understanding many collaborative tasks are given to students however collaboration is when two or more students work together on an assigned task or when one student is helping another to understand what has to be done and /or how to go about doing an assignment but not doing it for them.
 - **Example of legitimate collaboration**
 - A group of students working together on a group assignment in any subject. As a group task, all of the students working in the group claim ownership of the assignment.
 - **Examples of unacceptable collusion:**
 - A group of students working together on an assigned investigation task. As per task clarification, each student will contribute to the group task involving investigation, however, will submit their work individually with their own analysis and evaluation. Two of the students submit their investigation reports with very similar or identical results tables, analysis and evaluation.

- Labelling your partner's work in group activities as your own. In such cases, the partner is also guilty of collusion.

Duplication of work:

- This is defined as a presentation of the same work for different assessment components at all levels.
- Submission of an old project done by you or someone else.
- Usage of the same piece of work for the same assessment.

Other practices:

- Candidates themselves must bear the consequences if they submit any work that is not their own, regardless of whether the plagiarism was unintentional or deliberate.
- The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.
- Any other behaviour which gains an unfair advantage for a candidate or which affects the assessment results of another candidate (for example, taking unauthorised material into an assessment room, misconduct during an assessment).
- Disclosure or receipt of confidential information about assessments, obtaining unauthorised access to assessment material.
- Use of a calculator is another means of arriving at an answer when this is precluded in the syllabus/component.
- smart watches/ phones are prohibited
- Disruptive behaviour in the assessment room, failure to abide by the instructions of an invigilator.
- Impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designed to maintain the security of the assessments.
- Inclusion of offensive or obscene material in scripts or coursework) also constitutes malpractice.
- Bribes, Favours, and Threats: Students may not bribe, offer favours to, or threaten anyone with the purpose of affecting a grade or the evaluation of academic performance.

Using AI tools for assessments:

- IB does not regard any work produced—even only in part— by such AI tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct.
- **Automated Content Generation for Coursework:** Students might utilise AI-powered content generators to create entire essays, reports, or assignments without actively engaging in the process of researching or writing. These tools can produce seemingly original content, making it difficult for educators to detect if students haven't credited the source appropriately. This could lead to academic misconduct if students submit work without acknowledging the AI's contribution to the content creation process.
- **Plagiarism using AI-generated content:** Students may use AI-generated tools to create content that appears original but is actually generated by algorithms. This can make it challenging for traditional plagiarism detection tools to identify such instances.
- **AI-powered chatbots for cheating:** Students might use AI-powered chatbots to get answers during online assessments. These chatbots can quickly search the internet and provide information, making it difficult for traditional monitoring methods to detect.
- **Using translation tools for cheating:** AI-powered translation tools can be misused to quickly translate content during assessments, allowing students to access information in a language they may not be proficient in.
- **Manipulating facial recognition in proctoring tools:** Some students may attempt to trick facial recognition systems used in online proctoring by using photos or videos of themselves, or even by having someone else take the test on their behalf
- **Collaborative cheating using AI tools:** Students may collaborate remotely using AI-powered communication tools to share answers or work together on assignments, making it challenging for educators to detect collaborative cheating.

Misconduct Cases identified by the school related to coursework for IB MYP & DP

If any kind of academic misconduct is identified during the submission of the course work, the child will be permitted to resubmit the work with rectification of the identified plagiarism. resubmissions are permitted. The school will not submit to the IB a piece of work that does not meet the expectations regarding academic integrity.

If a final piece of work has plagiarised content or was not completed according to the subject guide requirements, that component should be awarded an “F” on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible. Incidents related to examinations IB World Schools must follow all instructions for the conduct of examinations as detailed in The conduct of IB Middle Years Programme on-screen examinations and the relevant session version of Conduct of examinations booklet and ensure that invigilators and students understand the rules.

Students must not take any unauthorised materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorised materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB. If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student’s examination script should be submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

Investigation of any academic misconduct cases will be as per the IB protocols defined in the [Academic Integrity Policy](#) published by the IBO.

Malpractice identified in the final submission to the IB DP level:

- If malpractice is identified before an internal deadline, the student will have a chance and will be allocated to correct the identified problem(s) before the IB's submission date. Should the student not make corrections before the due date, a N grade will be given.
- Once the assessment has been formally submitted to the IB and malpractice is suspected, the investigation process will be initiated by the IB.
- If malpractice is confirmed by the IB, this will likely have a significant impact on the student being able to receive the IB Diploma award as per the IB rules.
- Examiners will inform the IBCA (International Baccalaureate Curriculum and Assessment Centre) and an investigation will occur.
- An IB Diploma or Course Certificate may be revoked at any time if malpractice is established.
- DP Facilitators must be aware of the conventions of acknowledging all sources in the prescribed style. They must themselves acknowledge sources in proper referencing style while giving any material to students.
- The school will use some plagiarism detection service (Turnitin) to help facilitators detect plagiarism in students' draft work and give them feedback so that the final work of students is free of any plagiarism.
- When the results are issued to schools, a candidate found guilty of academic misconduct will be issued an "N" in the subject or diploma requirement concerned. The "Candidate's results screen" on IBIS will show this "N" for the subject but will not state the reason for that result. IB results documents will not convey the outcome of an academic misconduct investigation to universities or colleges either electronically or otherwise. This information is regarded as confidential. (*IBO, Diploma Programme Assessment Procedures Nov 2023, Page 145, C8.2.5*)

Levels of Consequences for Academic Misconduct at PYP, MYP and DP

When academic misconduct is identified, the student and their parents are informed about the same. A meeting with the Programme Coordinator, Access and Inclusion coordinator and the respective facilitator allowing the student to justify his/her work and clarify the identified misconduct- plagiarism, collusion, double dipping and duplication of work.

If the justification is found to be ingenuine or fabricated, the investigation by the facilitator, Programme coordinator and the AI coordinator will continue. If the malpractice is conformed, the following consequences are administered:

For Primary Years Programme

First Instance consequences

- Homeroom Facilitator will investigate
- Programme Coordinator and the Counselor will be notified
- Redo assignment
- Facilitator will keep a record of the misconduct
- Written feedback to the student

Second Instance consequences

- The Facilitator and the Programme Coordinator will notify the Founding Head of School and Dean of Academics.
- A written note in the students handbook will be sent to the parents informing them about the misconduct/incident.
- Redo assignment
- Student reflection
- Access Inclusion Coordinator will conduct counselling and recommend remedial sessions for the student along with the support of PYPC and Associate PYPC. A written record of the same will be maintained.

For Middle Years Programme

First Instance consequences

Following needs to be followed:

- The concerned Facilitator and the Homeroom Facilitator will investigate for any malpractice suspected during the Formative and or Summative Assessments.
- Informing the matter to the h Assessment Head and MYP CoordinatorStudent reflection on his academic misconduct is taken with the presence of AI coordinator.
- Subject facilitator and HRF to document the reflection and share with the MYPC & AMYPC.
- The concerned Assignment/Assessment will be redone.
- A note in the school handbook and an email sent to parents of the student's informing them about the academic misconduct and the consequences of the same.
- MYP students submitting any work for assessment in the form of audiovisual, text, graphs, images and/or data published in print or electronic sources must acknowledge the source using a standard style of referencing - say MLA 9 Citation Style -in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the School.

- A record to this effect of Malpractice will be noted and communicated to the Assessment Head, MYPC & AMYPC.

Second Instance Consequences

Following needs to be followed:

- The concerned Facilitator and the Homeroom Facilitator will investigate for any malpractice suspected during the Mid Term End and or Term End Assessments.
- Informing the matter to the Assessment Head, MYP Coordinator, Dean of Academics and Founding Head of School .
- Student reflection on his academic misconduct is taken with the presence of the school's Access Inclusion Coordinator (AIC).
- Subject facilitator and HRF to document the reflection and share with the MYPC, AMYPC, AIC, Dean of Academics and Founding Head of School .
- No redoing the assignment or the assessment.
- The concerned Assignment/Assessment will not be graded
- A note in the school handbook and / an email sent to parents of the student's informing them about the academic misconduct and the consequences of the same.
- MYP students submitting any work for assessment in the form of audiovisual, text, graphs, images and/or data published in print or electronic sources must acknowledge the source using a standard style of referencing - say MLA 9 Citation Style -in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the School.
- A record to this effect of Malpractice will be noted and communicated to the school PLTs and MYPCs.

Third Instance consequences

Following needs to be followed:

- At this level, the concerned Facilitator will notify the Assessment Head and MYPCs.
- If malpractice is suspected in the year of MYP 4 & MYP 5 candidates, wherein involving any kind of malpractice - Plagiarism, double dipping or Copy & Paste - on the e-course Work Submission, Personal Project Report to be uploaded for IB-MYP e-Assessments. The concerned suspected material used if any will be kept confidential.
- Once the evidence is confirmed, the MYP Coordinator will inform the Dean of Academics and Founding Head of School as well as to the Parents of the process to be followed as per the School's Academic Integrity Policy.
- The Student and Parents will be notified of the consequences of suspension from the school for three school working days in succession.
- The Access Inclusion Coordinator (AIC) will do the counselling and remedial recommendation will be chalked out and a record of academic dishonesty will be maintained, in the school record for future instructions to the IB community and the IBO.

For Diploma Programme

All DP Students are required to be academically honest while doing their assignments, tasks and assessments and courseworks. A DP candidate's failure to acknowledge a source for the use of audiovisual, text, graphs, images and/or data published in print or electronic media will be investigated by the School at school level in DP 1 and DP 2 as a potential breach of IB regulations that may result in a penalty imposed at the school. In case of any misconduct identified, DPCs will determine if malpractice has taken place based on the information and investigation. The determination will also factor in the justification given by the candidate for the suspected malpractice.

First instance consequences

- At the first instance, the DPCs will confirm the malpractice in the student work. Once confirmed, the consequence will include redoing the assignment/ Formative/ Summative Assessments/ Coursework.
- A written communication via email in this regard will be sent to the parents informing them about the consequences of the ward's academic dishonesty.

Second instance consequences

- At the second instance, once the malpractice has been confirmed by the DPCs, it will be informed to the Dean of Academics, Founding Head of School and Parents of the candidate about the academic dishonesty.
- The Student and Parents will be notified in written via email of the consequences- **suspension from the school for three school working days** in succession. **N (No Grade) will be awarded** for the submitted work in which academic dishonesty is identified.
- Counselling or remedial recommendation will be chalked out by the DPC and the concerned facilitator. A record of academic dishonesty will be maintained in an Internal Academic Misconduct Form wherein the candidate will write a reflection and declare the instance of misconduct, along with a physical signature. This will be kept in the school record for future instructions to the IB community and the IBO.

Third instance consequences

- At the third instance, once the malpractice has been confirmed by the DPCs, it will be informed to the Dean of Academics, Founding Head of School and Parents of the candidate about the candidate's third instance of academic dishonesty.
- The Student and Parents will be notified in written via email of the consequences- **suspension from the school for five school working days** in succession. **N (No Grade) will be awarded** for the submitted work in which academic dishonesty is identified.
- **Letter Of Recommendation** (LOR) for admission to any universities within and outside the country will not be issued by the school when the candidate has three instances of academic dishonesty.
- Counselling or remedial recommendation will be chalked out and a record of academic dishonesty will be maintained in an Internal Academic Misconduct Form wherein the candidate will write a reflection and declare the instance of misconduct, along with a physical signature. This will be kept in the school record for future instructions to the IB community and the IBO.

Consequences Matrices

PYP		
First instance consequences	Second instance consequences	Third instance consequences
Home Assignments		
• Submission dates are revised and a note is issued in the student's handbook. Students will write a reflection in the presence of a school counsellor.	• Formal email to the parent & revised date for re-submission is sent. Students will write a reflection in the presence of a school counselor.	• In person meeting with the parent is conducted & classroom suspension for 60 minutes to finish the pending assignments. Students will write a reflection in the presence of a school counselor.
Assessments		
• Homeroom facilitator will investigate the incident and inform the Programme Coordinator and the Counselor. The	• The Facilitator and the Programme Coordinator will notify the Dean of Academics. • A formal email to the parent will be sent. The student will	• The Facilitator and the Programme Coordinator will notify the FHOS. In-person meeting with the parent & 60 minutes of classroom

child will redo the assessment. The Programme coordinator will keep a record of the misconduct.	redo the assessment. <ul style="list-style-type: none"> • Student reflection to be taken by • Access Inclusion Coordinator and conduct counseling and recommend remedial sessions for the student along with the support of PYPC and Associate PYPC. A written record of the same will be maintained by the Programme Coordinator. 	suspension to attempt the assessment in the presence of the counselor. Student counselor will take a written reflection from the student. A written record of the same will be maintained by the Programme Coordinator.
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MYP

First instance consequences	Second instance consequences	Third instance consequences
Home Assignments		
<ul style="list-style-type: none"> • Submission dates are revised and a note is issued in the student's handbook. • Students will write a reflection in the presence of the school counselor. 	<ul style="list-style-type: none"> • A formal email to the parent & revised date for re-submission is sent. • Students will write a reflection in the presence of the school counselor. • 	<ul style="list-style-type: none"> • In-person meeting with the parent is conducted & classroom suspension for 60 minutes is notified to finish the pending assignments. • Students will write a reflection in the presence of the school counselors.
Assessments (Formatives/ Summatives/Half yearly / Year End)		
<ul style="list-style-type: none"> • The concerned Facilitator and the Homeroom Facilitator will investigate for any malpractice suspected during the assessments. • The incident will be reported to the Assessment Head and MYP Coordinator, • The Student will write a reflection on his academic misconduct in the presence of the school counselor. • The assessment will be re-attempted. • A note in the student's handbook about academic misconduct is conveyed. 	<ul style="list-style-type: none"> • The concerned Facilitator and the Homeroom Facilitator will investigate for any malpractice suspected during the Assessments. • The incident will be reported to the Assessment Head, MYP Coordinator, and DOA. • The Student will write a reflection on his academic misconduct in the presence of the school counselor. • The assessment will not be graded. • A formal communication via email will inform parents about the academic misconduct and its consequences. 	<ul style="list-style-type: none"> • The concerned Facilitator will notify the Assessment Head, MYPCs and FHOS. • Once the evidence is confirmed, the MYP Coordinator will inform the DOA and FHOS as well as to the Parents of the process to be followed as per the School's Academic Integrity Policy. • The Student will be suspended from the school for three working days in succession. • The school counselor will implement remedial recommendations.

Personal Project

- | | |
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| <ul style="list-style-type: none"> ● Draft correction will be recommended verbally or Written by the subject facilitator/ supervisor for the draft. ● MYPCs and the DOA will be informed about the identification of academic dishonesty. | <ul style="list-style-type: none"> ● If the work submitted by the candidate as the final work retains plagiarism even after the formal feedback, the consequences will be as per the IB protocol mentioned in the Academic Integrity policy Appendix 2 published by the IBO. |
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E Assessment

The coordinator/invigilator has the right to expel the student from the examination room whose behaviour is deliberately interfering with the proper conduct of the examinations.

(**Source** :an 202MYP on-Screen Examinations: IT Requirements and School ... Jan 2024)

DP

First instance consequences

Second instance consequences

Third instance consequences

Home Assignments

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ● Note issued in student handbook & deferred deadline for submission | <ul style="list-style-type: none"> ● Formal email to the parent & deferred deadline for submission | <ul style="list-style-type: none"> ● In person meeting with the parent & internal school detention for 30 minutes to finish the pending assignments. |
|--|---|---|

Formative & Summative Assessments

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ● Redo the Formative/ Summative Assessments ● Written intimation to the parent | <ul style="list-style-type: none"> ● Student may be given a three days suspension ● N (No Grade) will be awarded for the submitted work in which academic dishonesty is identified. ● Counselling and remedial recommendations will be made. ● Self signed acknowledgement by the student in an Internal Academic Misconduct form and will be kept with the Assessment Head as a record for future instructions to the IB community and the | <ul style="list-style-type: none"> ● Student may be given a five days suspension ● N (No Grade) will be awarded for the submitted work in which academic dishonesty is identified. ● Counselling and remedial recommendations will be made. ● Self signed acknowledgement by the student in an Internal Academic Misconduct form for record for future instructions to the IB community and the IBO. ● Non-issuance of Letter of |
|---|---|---|

	IBO.	recommendation for universities within and outside the country
Internal Assessments		
<ul style="list-style-type: none"> ● Draft correction will be recommended verbally by the subject facilitator for the draft. ● DPCs and the DOA will be informed about the identification of academic dishonesty. 	<ul style="list-style-type: none"> ● Student may be given a three days suspension ● Parents will be informed formally about the academic misconduct via email. ● Draft correction will be recommended via a written communication by the subject facilitator keeping the DPCs, DOA and FHOS in the loop. ● Counselling and remedial recommendations will be made . ● Self signed acknowledgement by the student in an Internal Academic Misconduct form and will be kept with the Assessment Head as a record for future instructions to the IB community and the IBO. 	<ul style="list-style-type: none"> ● Student may be given a five days suspension ● Parents will be informed formally about the academic misconduct via email. ● Draft correction will not be allowed. The same will be informed via written communication to the student keeping the DPCs, DOA and FHOS in the loop. ● Self signed acknowledgement by the student in an Internal Academic Misconduct form and will be kept with the Assessment Head as a record for future instructions to the IB community and the IBO. ● Non-issuance of Letter of recommendation for universities within and outside the country ● If misconduct is identified in the final work submitted by the candidate for the IA, the facilitator will withhold authentication signature on the cover sheet or on the IBIS. Submission of the same to the IB will not be made.
External Assessments (Applicable to EE & TOK Essay Only)		
<ul style="list-style-type: none"> ● Draft correction will be recommended verbally or Written by the subject facilitator/ supervisor for the draft. ● DPCs and the DOA will be informed about the identification of academic dishonesty. 	<ul style="list-style-type: none"> ● If the work submitted by the candidate as the final work retains plagiarism even after the formal feedback, the consequences will be as per the IB protocol mentioned in the Academic Integrity policy Appendix 2 published by the IBO. 	

Monitoring Processes

Monitoring process includes checking for plagiarism, collusion, duplication of work or any other practice under academic misconduct in work submissions or in the teaching & learning process. At BLISS we use Google classroom's inbuilt plagiarism detection tool as well as other online tools that detects plagiarism and generates similarity reports to monitor the authenticity of student work and give feedback. We also use Turnitin Software integrated with the Toddle application which is used by the school to identify plagiarism. These tools generate a report which shows the degree to which the material shows similarity with other sources which helps facilitators to implement the guidelines of academic integrity. If in any case any submission/ assignment/ Assessment/project report or any other work is found against the academic integrity guidelines, it is referred to the Coordinator & Dean of Academics for further investigation. The Toddle integrated Turnitin is used for plagiarism check and to generate report in the Internal Assessments (IA), Theory of Knowledge (TOK) and Extended Essay(EE) at the IB DP level.

To ensure students & facilitators follow a common citation process, MLA9 citation is explicitly taught and guidelines regarding the same are provided in policy as well. We encourage the facilitators to role model the academic integrity guidelines while preparing the assignments, resources, task sheets & assessments. Facilitators are guided to set up assignments, monitor originality reports, follow citation procedure & other academic integrity guidelines. All the assessments curated by the facilitators are thoroughly checked by the Assessment team/Coordinators/Dean of Academics before they are approved. In-house sessions with the librarian on academic honesty ensure that everyone is aware of the expectation of IB, school developed academic integrity policy & way to implement & monitor the processes. The procedures prescribed by the IB for external assessments are duly followed & the work assessed within the school is also consistent as per the IB guidelines.

Role and Responsibilities

The role of the Founding Head of School

- along with other key stakeholders such as faculty members and administrators, are responsible for developing academic integrity policies.

- advocate for the importance of academic honesty and ethical conduct in education and ensure that academic integrity is prioritised in the school's mission and values.
- oversee the implementation of academic integrity policies and monitor compliance within the school community.
- continuously evaluate the effectiveness of academic integrity policies and practices and make adjustments as needed.
- solicit feedback from stakeholders, conduct surveys or assessments, and implement strategies to address emerging issues or challenges related to academic integrity.
- ensuring the policy is transparent and easily accessible to all stakeholders, including prospective students, parents, and staff.

The role of the Dean of Academics

- collaborating closely with the founding head of school, in putting in place, developing, and implementing all policies that govern the educational environment of the school.
- work alongside the founding head of school to oversee the implementation of these policies, ensuring that they are effectively communicated to all stakeholders and integrated into the daily operations of the school.
- analyse assessment data to identify trends, areas for improvement, and areas of strength within the school's academic programs.
- collaborate with the coordinators, teachers, and other stakeholders to develop assessment policies aligned with the IB programme requirements and principles.
- provide guidance, resources, and professional development opportunities to help teachers understand and implement assessment practices that align with the IB programme's philosophy and objectives.
- work with faculty and administrators to investigate suspected violations of academic integrity and ensure that appropriate consequences are applied consistently.

The role of the Programme Coordinator

- provide guidance and support to teachers on effective assessment practices. This may involve organising workshops, training sessions, or providing resources to help teachers develop their assessment skills.
- collaborate with school leadership, teachers, and other stakeholders to develop assessment policies aligned with the IB programme requirements and principles.
- ensure that assessment policies are aligned with the standards and guidelines set forth by

the IB organisation. They stay updated on the latest developments and revisions in IB assessment practices and incorporate them into the school's policies as needed.

- support teachers in implementing assessment policies effectively.
- engage in professional development opportunities to enhance their understanding of academic integrity issues and strategies for promoting ethical conduct among students.

The role of the Assessment Head

- oversees the quality of assessments administered within the school. They may conduct regular reviews of assessment materials, grading practices, and moderation processes to ensure consistency and fairness across different subjects and classrooms.
- communicate academic honesty policies and consequences for academic misconduct, ensuring that students understand the seriousness of violating these policies.
- cultivate a culture of academic integrity within their classrooms and school communities.
- work with faculty and administrators to investigate suspected violations of academic integrity and ensure that appropriate consequences are applied consistently.
- assist in implementing plagiarism detection software and educating students on its use.

The role of the Facilitators

- responsible for educating students about the principles of academic integrity, including the importance of honesty, originality, and ethical conduct in academic work.
- establish clear expectations regarding academic integrity in their classrooms.
- serve as role models of academic integrity by demonstrating honesty, integrity, and ethical behaviour in their own teaching and scholarly activities. They adhere to professional standards and encourage students to emulate their example. actively monitor students' work to prevent plagiarism and academic dishonesty.
- design assignments and assessments that foster creativity, analytical thinking, and authentic learning experiences.
- investigate the matter thoroughly and follow established procedures for reporting and addressing the issue.
- give proper guidance to the students on how to create bibliography and give references.

The role of the Parents

- actively participate in PFSC & orientations to voice their opinions and concerns.
- engage in open dialogue with teachers and administrators to stay informed about policies

and provide feedback or suggestions for improvement.

- demonstrating the importance of following rules and respecting school policies.
- building a strong partnership that fosters a supportive environment for implementing and enforcing school policies.
- provide valuable feedback on existing policies, highlighting areas that may need adjustment or improvement.

The role of the Librarian

- provide guidance on proper citation practices, avoiding plagiarism, and respecting intellectual property rights.
- provide specialised instruction on information literacy tailored to the ib curriculum.
- assists students in navigating the research process for their extended essays/personal projects , providing guidance on selecting appropriate sources, conducting thorough research, and adhering to academic integrity standards.
- educate students and teachers about the citation style and way of utilising.
- collaborate closely with ib teachers to integrate information literacy skills into the curriculum and promote academic integrity.
- reinforce these attributes by modelling ethical behaviour, promoting critical thinking skills, and fostering a culture of academic honesty within the school community.

The role of the School Counselor

- work alongside teachers and administrators to develop and implement strategies for preventing academic dishonesty.
- collaborate with school administrators to assess the consequences for students involved in instances of academic dishonesty
- conduct counselling sessions to discuss the incident, its impact on academic and personal growth, and the steps needed for remediation.
- help students reflect on their actions, understand the reasons behind their behaviour, and develop strategies to avoid future misconduct.

The role of the Access & Inclusion Coordinator

- ensure and support students with diverse learning needs in upholding academic standards and avoid academic misconduct
- connects with students to address underlying factors that may contribute to academic misconduct, such as learning disabilities or language barriers.

- in cases where academic dishonesty is linked to underlying issues such as stress, anxiety, or peer pressure, counsellors provide individualised support and intervention.

Integrating Academic Integrity Policy with other School Policies

This policy is a working document and is actively linked with the other policies of the school which include admission policy, assessment policy, language policy, inclusion policy and IT policy.

Admission Policy:

Students applying for admission at BLISS International school, are expected to appear for an entrance assessment. Students are expected to be academically honest. It is the responsibility of the Admissions Team to make sure students attempt entrance assessments in the assessment room under proper invigilation so as to make sure no academic misconduct takes place.

Assessment Policy:

Academic Integrity policy aims at making our students aware of the types of misconduct and their level of consequences. It is aligned with our school assessment policy so that the students are aware of Dos' and Don'ts during the assessment process to keep away from the subsequent consequences. In case of MYP and DP, students are made to undertake an academic integrity pledge as a declaration of refraining themselves from using any kind of unfair means or practices during the course of assessment. During the submission of the assessments tasks, students are required to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. (written or electronic source materials may include: Visual/ Audio/Graphic/Lectures /Interviews / Broadcasts / Maps etc.)

Language Policy:

During the language learning process, students are encouraged to support their articles, written assignments, essays etc. with correct references and bibliography. Facilitators & librarians promote the usage of MLA 9 for all the citations required.

Inclusion Policy:

At BLISS International School, Pune we understand that every child is unique and special, we encourage children with different learning needs to be part of our school. All Students studying in inclusive classrooms are expected to know the importance of academic integrity policy, types of misconduct and the levels of consequences associated with it

Steering Committee

The policy committee comprises Facilitators, Coordinators across programmes, Dean of Academics and Founding Head of school/Board Advisor and the Board. It is the responsibility of the committee to oversee the procedures needed to develop and implement the respective policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involved. The decision taken by the trust/society would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.

Communicating The Policy

This policy is available for viewing on the school website. All stakeholders are welcome to send any suggestions for the policy at bisfeedback@bkfbliss.org.

Reviewing The Policy

The school shall review the policy once a year in the month of May to keep up with changes in the requirements of students and the perceived effectiveness of the policy. This policy shall be reviewed prior to the start of each new academic session where the steering committee of this policy comes together and takes reflection upon the last academic year and suggests and makes changes for the benefit of all the stakeholders.

APPENDIX 1

ACADEMIC INTEGRITY DECLARATION FORM

BLISS International School, Pune aims to promote the authentic and independent work presented by the student.

Any Instance of academic misconduct such as plagiarism or duplication of work thwarts the value of independent work done by you and your peers. Therefore, plagiarism and all other forms of academic misconduct, practiced in or outside the classroom ,home reinforcements, research assignments and assessments are not considered to be a part of good practices which can lead to repercussions. All instances of academic misconduct will be addressed according to the school's academic integrity policy.

I pledge to abide by all school, departmental and course policies on academic integrity.

Student Name: _____ **Programme** _____

Signature: _____ **Date:** _____

Frequently Asked Questions (FAQs)

Q: Why should I practise academic integrity?

A: Academic integrity encompasses five elements- honesty, trust, fairness, respect, and responsibility. At BLISS we ensure that authentic learning experiences transform students into responsible global citizens and encourage them towards individual excellence. In order to achieve this mission, practising and promoting academic integrity for all students, faculty and staff is mandatory.

Q: How can I avoid academic dishonesty?

A: Always cite your sources when using someone else's work, words, thoughts, ideas, graphics or music. Understand the citation style cFounding Head of School en for your field/course and use it for in-text citations and at the end of your document. Make sure you submit your own work on papers, reports, projects, and tests. Most importantly, plan ahead for writing papers and taking exams. Students who are prepared are less likely to commit an act of academic dishonesty.

Q: Does paraphrasing or copying words or ideas from the internet count as cheating?

A: Copying or using someone else's ideas or words without attributing the original source is always considered plagiarism, even if you've attempted to paraphrase. Any time you use the Internet for any assignment you must cite that source both within the text and at the end of your document.

Q: Does copying a sentence or two count as plagiarism?

A: Yes, You must cite any words or ideas that are not your own. Even copying a few sentences is considered to be an act of plagiarism.

Q: Do I have to cite sources even when I am submitting a rough draft (or outline, PowerPoint, etc.) to my project supervisor or subject facilitator?

A: Yes, citations at all stages of the writing process clearly inform your instructor about the source of w your information and its authenticity.

Q: Does academic integrity apply to online courses?

A: Absolutely. Promoting academic integrity is an institution-wide effort; therefore, the online environment is considered the same as the physical learning environment.

Q: If I submit the same work in two or more subjects with the same topic, will that be considered as academic dishonesty?

A: Yes it will be an act of academic dishonesty. However, in some programs, student work builds on previous work. If you feel that you have a small portion of previous work you would like to build upon in a present course, you must seek prior permission from the concerned facilitator/project supervisor.

Q: What should I do if I see another student cheating?

A: In alignment with academic integrity values, you should speak with your facilitator/ supervisor in private as soon as possible after the incident has occurred. Your reporting will remain confidential.

Q: What are the consequences of academic misconduct ?

A: At BLISS, there are different levels of consequences mentioned in the academic integrity policy, which will be followed as per program and level.

Q: What if I am accused of an academic integrity violation that I don't feel I have committed?

A: If your facilitator initiates a conversation about plagiarism in your work and you would like greater clarification, you are required to contact the respective IB Program Coordinator, to discuss the situation and your facilitator's assessment of the work submitted by you. All the members of the PLT will make a decision based on all the information shared and presented to them.

Q: What is the difference between academic negligence and academic dishonesty?

A: Academic Negligence consists of an unintentional lapse of ethical academic behaviour that the student should have known. It may result from misunderstanding expectations, inadequate preparation, or inattention to differences in citation practices. Regardless of the lack of intent, academic negligence is a serious matter that identifies a need for further education on academic honesty or the use of sources in academic writing. A student should not receive more than one report of academic negligence, else the report leads to academic dishonesty and will be subject to face consequences as mentioned in the school's academic integrity policy.

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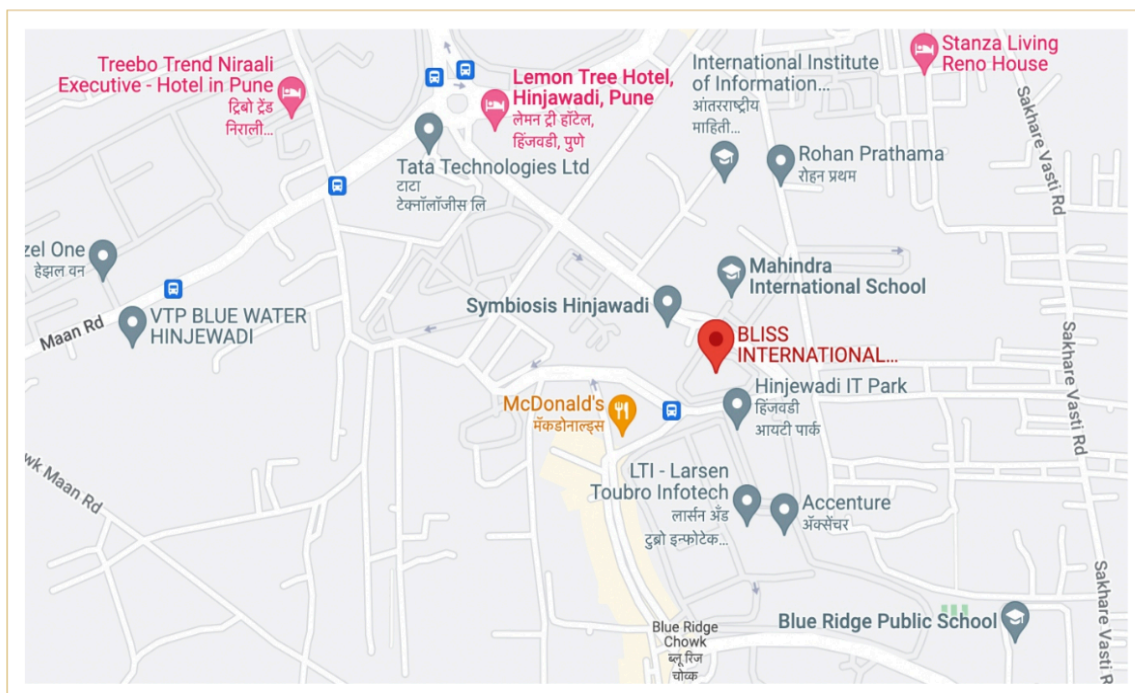


Primary Years
Programme



Middle Years
Programme

LOCATION



We ♥ doing what we do

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