



ACADEMIC INTEGRITY POLICY

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School Vision: To nurture lifelong learners and mentors, rooted in Indian values and modern inquiry, ready to lead with compassion and shape a just, peaceful, and connected world.

School Mission:

- To empower every learner through a rich, balanced, and experiential curriculum that integrates academics, arts, sports, emotional well-being, and spiritual awareness — nurturing curious, compassionate, and courageous global citizens prepared to engage with the world thoughtfully and lead with purpose.
- We strive to cultivate a reflective and resilient learning culture where students take ownership of their journey, families are partners in growth, and the school community works together to shape a peaceful, inclusive, and sustainable world.

1. Philosophy of Academic Integrity

At CCIS, we believe that academic integrity is not merely a guideline—it is a value. It is woven into the culture of our classrooms, aligned with the core values of IB curriculum frameworks that we follow.

In the Primary Years Programme (PYP), academic integrity is seen as the foundation for becoming principled learners. We aim to nurture students who take pride in producing original work, respect others' ideas, and build their learning on honest effort. The goal is to instill integrity not through punishment but by encouraging reflection, ownership, and responsible behavior from the early years.

2. What is Academic Integrity?

Academic integrity is the ethical code of honesty and fairness in all aspects of teaching, learning, and assessment. At CCIS, we define academic integrity in the PYP as:

- Expressing one's own ideas in assignments and group work
- Giving credit where it is due—whether it is from a book, website, or peer
- Avoiding plagiarism and understanding that copying, even unknowingly, is not acceptable
- Demonstrating ethical use of digital tools and resources
- Taking responsibility for one's learning

It is also important to understand the difference between **academic misconduct** and **academic malpractice**. Misconduct refers to unintentional or careless behaviour that breaches expectations, such as forgetting to cite a source or accidentally copying text without acknowledgment. Malpractice, on the other hand, is a deliberate attempt to gain unfair advantage—for example, submitting someone else's assignment as one's own, using unauthorized material during an exam, or intentionally falsifying data. Recognizing this distinction helps students learn from mistakes while discouraging deliberate dishonesty.

Whether a student is citing a classmate's idea or referencing a book in a project, we teach our learners the importance of honesty and acknowledgment, ensuring equal opportunities for all to demonstrate their understanding and skills.

3. Academic Integrity and the IB Learner Profile

The IB Learner Profile provides the ideal framework for shaping attitudes towards academic honesty in the PYP. At CCIS, our students are encouraged to develop key learner attributes that support academic integrity:

- **Principled:** Our learners act with integrity and honesty, understanding the difference between right and wrong in academic tasks.
- **Knowledgeable:** Through inquiry and exploration, students recognize the importance of respecting the intellectual property of others.
- **Reflective:** Students think about their learning, evaluate their sources, and learn how to give credit appropriately.

Our facilitators model these behaviors and ensure that the values of fairness, respect, and accountability are reinforced through every learning engagement.

4. Academic Integrity Practices in the PYP at CCIS

At CCIS, we believe that instilling academic integrity begins in the early years and is deeply rooted in the daily teaching-learning process. In the Primary Years Programme (PYP), integrity is not merely about preventing dishonesty—it is about fostering a strong sense of personal and academic responsibility.

Our approach ensures that students:

1. Develop the ability to express original thoughts confidently and understand the value of their unique perspectives.
2. Recognize the difference between individual and collaborative efforts, and respectfully acknowledge group contributions.
3. Begin to understand the concept of authorship, giving credit to others' ideas or work through age-appropriate methods such as oral acknowledgments, visual labels, or teacher-guided referencing.
4. Embrace the principle of “No to Copy,” appreciating that learning is meaningful when it involves thinking, reflection, and personal engagement.
5. Use technology ethically under supervision, respecting digital ownership and online content while exploring various sources for research or creative work.

These practices are further reinforced through:

- **Guided library sessions**, where students explore books and online resources with support from the librarian and teachers, learning how to credit simple sources through anchor charts, posters, or oral citations.
- **Formative opportunities**, including art, science models, and group projects, where students practice identifying what part of the work is theirs and what was a team effort.

Parents are also kept informed about academic expectations through orientations and consistent communication, making them vital partners in this journey. At CCIS, we believe that academic

integrity in the PYP is not enforced—it is embraced. It becomes part of the student’s identity, laying the foundation for a respectful, honest, and responsible learner.

Plagiarism and Malpractice

At CCIS, plagiarism is introduced as an age-appropriate concept to help students understand academic honesty from an early stage. Plagiarism is explained as the act of using someone else’s words, images, or ideas without giving proper credit, which makes it unfair and dishonest. To build awareness, teachers use examples through stories, posters, and projects, enabling students to identify such behaviour in simple, relatable ways. While strict penalties are not enforced at this level, repeated instances of copying are addressed through gentle correction, re-explanation, and opportunities for reflection, with the aim of nurturing ethical habits early in a student’s journey.

Taking credit for another person’s work—whether from websites, books, journals, or even a classmate’s assignment—is considered plagiarism. Students are consistently guided to cite and acknowledge sources, and staff members ensure this practice becomes a natural part of their academic work.

Disciplinary Consequences of Plagiarism

ASI upholds academic integrity with utmost seriousness, and any breach of these standards is dealt with firmly. When a student is reported for submitting plagiarised work, the matter is reviewed by the concerned authority, and appropriate disciplinary measures are applied.

Consequences may include:

- **Resubmission:** The student will be required to revise and resubmit the work within a stipulated time frame.

5. Roles and Responsibilities of Stakeholders

At CCIS, academic integrity is seen not as a rulebook to follow, but as a shared value to uphold. It is a collective commitment by all members of the school community—students, teachers, coordinators, and parents—to promote honesty, fairness, and respect in every aspect of learning. The school believes that developing a culture of integrity begins early and requires ongoing dialogue and involvement from all stakeholders.

Students

Students are at the heart of the learning process, and fostering a sense of ownership in their academic journey is key. From early years, they are encouraged to distinguish between original work and shared ideas, building habits of honesty and ethical decision-making.

- Students are encouraged to practice academic integrity at all times.
- They are guided to value their original thinking and to differentiate it from shared or external input.

- Students learn how to acknowledge sources, give credit to others' ideas, and participate fairly during group work.
- Through everyday classroom routines and ongoing support, they internalize the idea that “doing your own best work” is a lifelong value.

Teachers

Teachers play a pivotal role in promoting academic integrity through everyday interactions, assessments, and feedback. They model ethical behaviour, guide learners through the responsible use of sources, and create a classroom culture that celebrates originality.

- All subject teachers need to educate the students under their care on a regular basis.
- They design tasks that promote independent inquiry and originality.
- Teachers support students in understanding how to cite, paraphrase, and avoid plagiarism.
- Through formative feedback and careful observation, they ensure that students learn from their mistakes and grow as responsible learners.

PYP Coordinator (PYPC)

The PYP Coordinator ensures that the ethos of academic honesty is embedded in the entire teaching-learning process. With a focus on age-appropriate practices, they align academic integrity goals with curriculum planning and teacher support.

- Coordinators at school are responsible for upholding the spirit of academic integrity in school.
- They organize regular orientation and training sessions for students, staff, and parents.
- They guide teachers in planning tasks that are age-appropriate and encourage authentic work.
- Coordinators also act as a support system when academic misconduct is suspected and help handle such cases constructively.

Parents

Parents are essential allies in reinforcing values of honesty and ownership beyond the school environment. Their involvement ensures that academic integrity is practiced both in schoolwork and in daily life.

- Parents should be aware of what academic integrity is.
- They are encouraged to reinforce values of honesty, responsibility, and respect at home.

- Parents are guided to assist children in their work without taking over the process.
- Attending school-led sessions helps them better support their child's academic journey with integrity.

6. Guidelines for Citations and Referencing

At CCIS, we believe that fostering academic honesty begins with awareness and small, consistent steps. In the Primary Years Programme (PYP), students are introduced to the concept of giving credit for the work and ideas of others in an age-appropriate and accessible manner.

The foundation of citation at this stage is rooted in understanding ownership of ideas. Students are guided to recognize that information, whether written, visual, or spoken, belongs to someone and must be acknowledged. This understanding is nurtured gradually through classroom activities and inquiry-based learning.

While formal citation formats are not required at the PYP level, students begin by learning to make simple lists of the sources they use—such as book titles, author names, or website links. They are also taught to mention if they have been inspired by a peer's idea or a class discussion. Facilitators encourage and model these practices consistently across all subjects. According to IB's "Effective Citing and Referencing" (2014), students are expected to acknowledge any material or ideas not originally theirs—whether quoted, paraphrased, or summarized.

In PYP (Grades 1–5), students are gradually prepared for citing and referencing by learning to identify the author and title of sources they use and by developing the habit of acknowledging contributions accurately and honestly.

By embedding these values early on, CCIS ensures that our learners grow into principled individuals who understand the importance of intellectual honesty and who carry forward strong ethical practices as they progress through the school.

7. Prevention and Gentle Handling of Academic Misconduct in PYP

At CCIS, we are committed to nurturing a culture of academic honesty from the foundational years. We believe that young learners should be guided with care, clarity, and compassion to understand what constitutes fair academic behavior.

A Whole-School Responsibility

The school leadership, coordinators, and facilitators collectively uphold the principles of academic integrity. Age-appropriate expectations are communicated to students and families through orientation sessions, classroom discussions, and parent interactions. We make it a point to clarify what is considered authentic work and how students can reflect their own understanding in tasks and assessments. Academic integrity is also reinforced during assessments and projects through clear rubrics and reflective practices. Parents are kept informed and involved to support the same values at

home. Across the school, internal quality checks ensure that our practices remain consistent with IB expectations.

Prevention Over Punishment

In the PYP, our approach to academic misconduct is preventive and restorative rather than punitive. When children unknowingly copy content or use someone else's ideas without credit, facilitators treat it as a learning opportunity. Through guided conversations, children are helped to reflect on their actions and understand why it's important to do their own work.

Facilitators regularly:

- Model honest research and presentation skills.
- Discuss age-appropriate examples of academic honesty.
- Encourage students to express ideas in their own words.
- Offer constructive feedback during formative assessments.

Understanding the Role of Artificial Intelligence (AI)

At CCIS, we recognize the growing presence of AI tools such as ChatGPT and Google Gemini. While these tools offer useful support in learning, it is important that students understand the ethical boundaries around their use. According to the IB, academic integrity means ensuring transparency in how knowledge and ideas are developed and shared. Even if AI generates content, submitting it as one's own is not acceptable. In PYP, we gently introduce this concept by explaining that while it's okay to take help to learn, the final work must reflect the student's own thinking.

As a school, we will progressively introduce these ideas so students become thoughtful, responsible users of technology who value originality and honesty.

8. Alignment with Other School Policies

Alignment with Admission Policy

At CCIS, the value of academic integrity is introduced right from the admission process. Parents and students are informed about the school's expectations regarding honesty and fairness. The school reviews past academic records and reserves the right to reconsider admission if any evidence of previous academic dishonesty is found.

Alignment with Assessment Policy

The Academic Integrity Policy aligns closely with the Assessment Policy, as both promote authentic learning and ethical practices. Students are guided to submit work that reflects their own understanding, and facilitators regularly monitor progress to ensure originality. Transparent

assessment practices and clear expectations support the development of honest and principled learners.

Alignment with Language Policy

As students express their thinking through speaking, writing, and presenting, the Language Policy and Academic Integrity Policy work together to promote ethical communication. Learners are encouraged to use their own voice, give credit to sources, and avoid copying, thus becoming respectful and confident communicators.

9. Induction and Orientation

For New Students

New students are introduced to the school's expectations of academic integrity during their orientation. Through interactive sessions, they learn the importance of honesty, responsible research, and proper acknowledgment of sources in age-appropriate ways.

For New Staff

All new staff members receive detailed training on the Academic Integrity Policy during their induction. They are guided on how to model integrity, support students in ethical practices, and uphold the policy across all learning engagements.

10. Communication of the Policy to Stakeholders

At CCIS, clear and ongoing communication is maintained with all stakeholders regarding the Academic Integrity Policy. The policy is shared with the management, facilitators, students, and parents, and any revisions are communicated promptly after approval. This ensures a shared understanding and commitment across the learning community.

11. Bibliography

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