

Himalayan WhiteHouse School

ACADEMIC INTEGRITY



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WWW.HWSIB.COM

01-5199456/57
Subidhanagar-33 Tinkune
Kathmandu, Nepal

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1. VISION and MISSION

Vision:

Himalayan WhiteHouse School (HWS) aims to develop globally aware citizens who are lifelong learners and leaders.

Mission:

Himalayan WhiteHouse School is committed to the harmonious holistic development of every child for excellence in academics, character, leadership, service as action, and global citizenship. We believe that children should be internationally minded, empathetic, responsible, and lifelong learners who will not only set examples for themselves but also contribute to society with grit and resilience.

The HWS mission and vision underscore the importance of academic integrity as the foundation for fostering principled, balanced, and ethical learners. Adherence to academic honesty ensures students act responsibly, respect others' intellectual property, and contribute to a culture of authenticity and excellence.

2. PURPOSE OF THE ACADEMIC INTEGRITY POLICY

The academic integrity policy establishes expectations and guidelines for ethical practices in all academic activities at HWS. The policy aims to:

- Cultivate a culture of honesty, respect, and accountability among students, teachers, and parents towards all academic tasks within and across the school's community.
- Ensure students acknowledge the intellectual property of others through appropriate citations and referencing (APA), while also allowing them to choose other referencing styles as part of their learning journey.
- Create an inclusive learning environment where students with diverse needs or challenges can collaborate effectively and seek guidance without resorting to dishonesty.
- Align with IB's principles of inquiry, reflection, and responsible action to develop principled and informed global citizens.

3. PHILOSOPHY

HWS recognizes academic integrity as a core value that underpins responsible learning and inquiry. Integrity involves students being transparent about their learning processes, acknowledging others' contributions, and producing work that reflects their independent understanding.

Academic integrity philosophy is built on:

- **Transparency:** Ensuring knowledge, understanding, and thinking are explicit and credited appropriately.
- **Collaboration:** Encouraging peer support and teacher guidance to create an inclusive environment where students can thrive.
- **Accountability:** Promoting self-management and responsibility in all academic practices.
- **Inclusiveness:** Providing differentiated support for students with disabilities or challenges to ensure fairness and uphold integrity.

By fostering an ethical learning culture, HWS empowers students to value authenticity and develop the skills needed to navigate complex, information-rich environments responsibly.

4. ACADEMIC INTEGRITY IN PYP

The IB Primary Years Programme (PYP) emphasizes developing academic integrity through the Learner Profile attributes, attitudes, and age-appropriate guidance.

PYP Students are expected to:

- Take responsibility for their own work.
- Recognize the difference between individual and group work.
- Collaborate effectively while acknowledging the contributions of peers.
- Use information technology responsibly and reference sources accurately.
- Ask for assistance from teachers or peers when facing challenges instead of resorting to dishonest practices.

PYP Consequences for Deliberate Plagiarism:

1. **First Incident:** Guidance and an opportunity to correct the work.
2. **Second Incident:** Reflection session, parental involvement, and signing of a commitment letter.
3. **Third Incident:** Suspension determined by the Head of School.

In the PYP, teachers provide continuous support and feedback to ensure students develop a foundational understanding of academic honesty.

5. ACADEMIC INTEGRITY IN MYP

The IB Middle Years Programme (MYP) promotes intercultural awareness, ethical collaboration, and transparency in academic work.

MYP Students are expected to:

- Take responsibility for completing their work independently unless instructed otherwise.
- Collaborate with peers while clearly identifying individual contributions.
- Reference sources appropriately using APA conventions.
- Reflect on their role and the contributions of others in group tasks.
- Seek help from peers or teachers if challenges arise, particularly for students with different learning styles or other learning needs, instead of copying work.

Guidelines for Group Work:

MYP 1 & 2 (Introductory Phase):

- **Collaboration Fundamentals:** Focus on developing basic collaboration skills.
 - Students must participate actively in discussions and decision-making.
 - Teachers provide scaffolding to guide fair and equal contribution from all members.
- **Responsibility and Accountability:**
 - Group products must clearly reflect individual roles and contributions.
 - Members must rotate roles (e.g., leader, recorder, presenter) to practice various responsibilities.
- **Conflict Resolution:**
 - Teach strategies for resolving disagreements constructively, with teacher support when necessary.
 - Emphasis on respect and inclusiveness during group activities.
- **Learning Support:**
 - Encourage seeking help from peers and teachers.
 - Scaffolded reflections to help students evaluate their learning and collaboration.

MYP 3 & 4 (Intermediate Phase):

- **Increased Autonomy:**
 - Groups must manage their own division of work, with minimal teacher intervention.

- Members should develop shared timelines and responsibilities to meet deadlines.
- **Critical Collaboration:**
 - Encourage the use of constructive feedback among peers to improve the final product.
 - Groups must document decisions and maintain logs of meetings or discussions.
- **Advanced Responsibilities:**
 - Group products must demonstrate synthesis of ideas, ensuring contributions are equitable and ethical.
 - Each member must submit a personal reflection on their role and the overall group dynamic.
- **Global Context Integration:**
 - Tasks must connect collaboration to real-world scenarios, emphasizing IB global contexts.

6. INCLUSIVENESS AND SUPPORT

HWS is committed to creating an inclusive academic environment where all students can succeed with integrity.

Support for Students with different learning styles and different learning abilities:

Students with diverse learning styles and abilities are encouraged to seek support from peers or teachers to ensure they can successfully engage with and complete their work.

In order to encourage students to work collaboratively while understanding their own learning needs, the school places emphasis on conducting the **“Theory of Multiple Intelligences”** assessment to determine each student’s learning style, thereby allowing them to become more open towards practices that make them more academically honest.

- Collaborative tasks are designed to foster teamwork, enabling students to learn from one another ethically.
- Teachers provide differentiated instruction, scaffolding, and additional resources to ensure equitable opportunities for success.
- Students are taught that seeking guidance and working collaboratively with transparency is an ethical alternative to dishonesty.

By addressing individual needs, HWS ensures that all students can engage with learning authentically and meaningfully.

7. CONSEQUENCES FOR ACADEMIC DISHONESTY

Type of Misconduct	Incident Number	Severity	Consequences	Reflection Expectations
Copyright Infringement	1st Incident	Low	<ul style="list-style-type: none"> - Work receives no grade. - Guidance session with the IB Coordinator. - Opportunity to complete an alternative task covering the same assessment criteria. - Parents informed. 	<ul style="list-style-type: none"> • Reflect on the value of respecting intellectual property and creating authentic work. • Write a commitment to improve practices.
	2nd Incident	Medium	<ul style="list-style-type: none"> - Work receives no grade. - Reflection session with the IB Coordinator. - Formal commitment letter signed by the student. - Parents invited for a meeting. 	<ul style="list-style-type: none"> • Detail challenges faced, discuss how they led to infringement, and propose strategies to avoid repeating the violation.
	3rd Incident	High	<ul style="list-style-type: none"> - Suspension determined by the Head of School. 	<ul style="list-style-type: none"> • Reflect on the long-term impacts of repeated violations on personal growth and academic credibility. • Present findings in a structured discussion.
Duplication	1st Incident	Low	<ul style="list-style-type: none"> - Work receives no grade. - Discussion with the teacher on ethical academic practices. 	<ul style="list-style-type: none"> • Reflect on personal responsibility in learning and academic integrity, submitting strategies to ensure original submissions.

	2nd Incident	Medium	<ul style="list-style-type: none"> - Work receives no grade. - Formal meeting with the IB Coordinator. - Commitment letter signed by the student. - Parents informed. 	<ul style="list-style-type: none"> • Write about the importance of independent effort and demonstrate understanding through revised work.
	3rd Incident	High	<ul style="list-style-type: none"> - Suspension determined by the Head of School. 	<ul style="list-style-type: none"> • Reflect on repeated issues and outline long-term strategies for ethical work. • Share insights during a formal session with school leadership.
Examination Cheating	1st Incident	High	<ul style="list-style-type: none"> - Exam invalidated. - Guidance session with the IB Coordinator. - Parents informed. 	<ul style="list-style-type: none"> • Reflect on the importance of fairness and preparation. • Submit a written plan to ethically approach future assessments.
	2nd Incident	Severe	<ul style="list-style-type: none"> - Exam invalidated. - Formal report to the Head of School. - Suspension discussed with parents. 	<ul style="list-style-type: none"> • Analyze the consequences of unethical behavior, detailing its impact on both individual achievement and collective standards.
Falsifying Information or Data	1st Incident	Medium	<ul style="list-style-type: none"> - Work receives no grade. - Teacher-guided reflection. 	<ul style="list-style-type: none"> • Reflect on how accurate data ensures credibility and the importance of maintaining honesty in academics.
	2nd Incident	High	<ul style="list-style-type: none"> - Work receives no grade. - Formal meeting with the IB 	<ul style="list-style-type: none"> • Write about the societal implications of falsification and its impact on personal values.

			Coordinator and parents.	
	3rd Incident	Severe	- Suspension determined by the Head of School.	<ul style="list-style-type: none"> Discuss repeated violations and personal steps to uphold ethical standards in a comprehensive reflection with parents and leadership.
Deliberate Plagiarism	1st Incident	Low	<ul style="list-style-type: none"> Work receives no grade. Guidance session with the IB Coordinator. Opportunity to redo the task ethically. Parents informed. 	<ul style="list-style-type: none"> Reflect on plagiarism's impact on learning and academic reputation. Submit an improved piece with citations.
	2nd Incident	Medium	<ul style="list-style-type: none"> Work receives no grade. Reflection session with the IB Coordinator. Commitment letter signed by the student. Parents invited for a meeting. 	<ul style="list-style-type: none"> Detail how plagiarism disrupts authentic learning and propose corrective measures in writing.
	3rd Incident	High	- Suspension determined by the Head of School.	<ul style="list-style-type: none"> Prepare an in-depth reflection on repeated misconduct and its implications, presenting it to school leaders and parents.
Collusion or Misconduct	1st Incident	Low	<ul style="list-style-type: none"> Reflection guided by the teacher. Parents informed. Work receives no grade. 	<ul style="list-style-type: none"> Reflect on ethical collaboration practices, identifying clear steps to engage in teamwork without misconduct.

	2nd Incident	Medium	<ul style="list-style-type: none"> - Reflection session led by the IB Coordinator. - Commitment letter signed by the student. - Parents invited for a meeting. 	<ul style="list-style-type: none"> • Write about peer collaboration ethics and strategies to avoid future misconduct.
	3rd Incident	High	<ul style="list-style-type: none"> - Suspension determined by the Head of School. 	<ul style="list-style-type: none"> • Reflect comprehensively on repeated actions and create a plan of commitment to ethical group work. • Present findings in a formal setting.

8. INTERVENTIONS AND GUIDANCE

HWS implements proactive measures to educate and support students in understanding academic integrity.

Proactive Interventions Include:

- **Workshops:** Quarterly sessions led by the PYP and MYP Coordinators to define academic integrity and its importance.
- **Library Collaboration and Citation Practices:**
 1. **Teacher-Librarian Collaboration:** Teachers collaborate with librarians to teach students proper citation and referencing techniques.
 2. **Head of Resources (HOR) Responsibilities:**

Student Support:

- a. Conducts sessions on proper citation and referencing for all grades.
- b. Works closely with the MYPC (Middle Years Programme Coordinator) and the Community Project Coordinator to tailor support for each grade and individual students based on subject work and Community Project submissions.

Teacher Support:

- c. Conducts two workshops each academic year for teachers to enhance their understanding of various referencing styles.
- **Inclusiveness:** Providing additional language and academic support for students with disabilities or learning challenges.

By integrating academic integrity into daily practices, HWS ensures that students develop the skills and attitudes necessary for principled learning.

9. PLAN FOR IMPLEMENTATION AND REVIEW

The pedagogical leadership team, along with the PYP and MYP Coordinators, is responsible for implementing and reviewing the academic integrity policy.

Implementation Steps:

- Communicating the policy to parents through meetings and newsletters.
- Posting the policy on the school website by the Information Technology Coordinator.
- Providing ongoing professional development for teachers on academic integrity and inclusiveness.

Review Process:

- Annual evaluations based on feedback from students, teachers, and parents.
- Adjustments to the policy as needed to remain aligned with IB principles and evolving community needs.

10. Appendices

Appendix 1: Overview of APA Referencing

What is APA Referencing?

APA (American Psychological Association) referencing is a widely used style for citing sources in academic writing. It provides guidelines for formatting documents and crediting sources to ensure academic integrity.

Key Features of APA Referencing:

1. **Author-Date Citation System:**

- In-text citations include the author's last name and year of publication (e.g., Smith, 2020).
- 2. **Comprehensive Reference List:**
 - A detailed list of all sources cited in the document, formatted with consistent rules.
- 3. **Emphasis on Clarity and Consistency:**
 - Ensures that readers can easily locate and verify sources.

Core Elements in APA References:

- Author(s)
- Year of Publication
- Title of Work
- Source/Publisher
- Example

 **APA STYLE** [STYLE AND GRAMMAR GUIDELINES](#) ▾ [PRODUCTS](#) ▾ [INSTRUCTIONAL AIDS](#) [BLOG](#)

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1. Journal article

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture, 8*(3), 207–217. <https://doi.org/10.1037/ppm0000185>

- **Parenthetical citation:** (Grady et al., 2019)
- **Narrative citation:** Grady et al. (2019)

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11. References

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Academic Honesty in an IB Educational Context, 2014

Programme Standards and Practices, IB, 2020