



**BM CONCEPT SCHOOL**

LEARNING BEYOND CLASSROOM

BMCS is a Candidate School for **IB PYP**

## Academic Integrity Policy

**2025-26**



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## **Overview of Bhagwan Mahavir Concept School:**

At BMCS, we are more than just a school—we are a dynamic learning community where curiosity thrives, and young minds grow into global citizens. As an IB PYP candidate school, we embrace inquiry-based learning, empowering students to think critically, collaborate, and take meaningful action.

Our classrooms are alive with exploration, where students connect real-world issues with transdisciplinary learning. From robotics to language immersion, our curriculum is designed to nurture creativity, resilience, and a deep sense of responsibility toward the world. We believe in fostering independent thinkers who ask bold questions and develop solutions that make a difference.

Guided by the IB Learner Profile attributes, we cultivate inquirers, thinkers, communicators, and risk-takers who embody principles of integrity, open-mindedness, and care. Beyond academics, BMCS is a space where cultural intelligence and global perspectives shape every experience. We celebrate diversity, encourage innovation, and inspire students to see challenges as opportunities. With a strong foundation in international-mindedness, our learners embark on a journey that prepares them for a future without limits.

At BMCS, education is not just about knowledge, it's about transformation. We are shaping leaders, problem-solvers, and compassionate individuals who are ready to impact the world. Welcome to a school where learning is an adventure, and every child's potential finds its wings.



## VISION

To cultivate a community of open-minded and compassionate individuals who embrace diversity, advocate for justice, and lead with purpose in building a more harmonious and sustainable world.

## MISSION

Providing an engaging and inquiry-driven education that fosters resilience, critical thinking, and global awareness. Encouraging students to take ownership of their learning, act with integrity, and collaborate to create meaningful change in their school, local, and global communities.

## Core Values

- Integrity – Acting with honesty, fairness, and strong moral principles.
- Compassion – Understanding and supporting others with kindness and respect.
- Courage – Embracing challenges, taking risks, and standing up for what is right.
- Sustainability – Making informed choices to protect our planet and future generations.

## Academic Integrity:

## Philosophy and Practice at BMCS

At BMCS, we uphold academic integrity as a cornerstone of our educational philosophy, aligned with the principles of the International Baccalaureate. Academic integrity is a shared responsibility of the entire learning community, including students, educators, administrators, and parents.



We believe that cultivating ethical thinking, responsible behavior, and principled action ensures the development of not only academically capable individuals but also socially conscious global citizens.

Our commitment to academic integrity is deeply rooted in the IB Learner Profile, particularly the attributes of being **Principled** and **Reflective**:

- **PRINCIPLED:**

Learners at BMCS act with integrity, honesty, and a strong sense of fairness and justice. They demonstrate respect for themselves, others, and the school community. Students are encouraged to take ownership of their actions and choices, understanding the consequences that accompany them.

- **REFLECTIVE:**

Our students engage in continuous reflection on their learning experiences. They recognize their strengths and areas for growth, using this awareness to make informed decisions that support their academic and personal development.

At BMCS, academic integrity is not limited to avoiding dishonesty—it is about building a culture of trust, responsibility, and authenticity in learning. We nurture these values through our curriculum, classroom practices, and partnerships with families, ensuring that every student becomes an ethical and reflective learner prepared to lead with conscience.

## **B. Objectives of Academic Integrity Policy:**

- To nurture a culture of honesty, respect, and responsibility in all learning environments.
- To help students understand the value of original thinking and ethical academic behavior.



- To encourage students to take ownership of their learning with integrity and authenticity.
- To support students in developing the skills to reference sources, give credit and avoid plagiarism.
- To foster independent inquiry and respectful collaboration.
- To guide students in making ethical decisions while researching, creating, and presenting their work.
- To build awareness among the school community about academic expectations and consequences of misconduct.
- To promote reflective practices that help students learn from their mistakes and grow as principled learners.
- To ensure fairness, transparency, and consistency in all assessments and learning practices.
- To align with the IB learner profile by promoting principled, knowledgeable and caring individuals.

## What is Academic Integrity? BMCS Perspective

At **BMCS**, *Academic Integrity* is regarded as a fundamental principle that upholds **honesty, responsibility, and ethical behavior** in all aspects of learning, teaching, and assessment.

### Academic Integrity at BMCS Refers To:

- Demonstrating **appropriate and honest behavior** during all forms of academic work, including **assessments, projects, assignments, presentations and research**.
- **Acknowledging sources and authorship** with honesty, by fully crediting original ideas, expressions, and intellectual contributions of others.
- Producing work that is **authentic, original, and a true reflection** of one's own understanding and effort.
- Respecting and protecting **intellectual property**, which includes written work, artwork, designs, inventions, trademarks, copyrights, and all forms of creative expression.



## Our Approach:

At BMCS, **academic integrity is not merely a set of rules, it is a culture and mindset** grounded in the IB Learner Profile attributes of being **principled** and **reflective**. It is a **set of values and skills** nurtured over time through:

- Thoughtful **teaching and modeling** by educators.
- **Open conversations** about ethical choices.
- Guidance on **research practices, citation methods, and digital citizenship**.
- Building resilience against peer pressure and the fear of failure.

While it is essential to help students understand and avoid **academic misconduct** (such as **plagiarism and cheating**), our focus is on promoting **the positive benefits of integrity** such as gaining deep understanding, developing trust, and experiencing pride in authentic achievement.

## Why Academic Integrity Matters:

- It ensures that **every student has a fair opportunity** to demonstrate their learning and growth.
- It promotes a culture of **respect for self, others, and the learning process**.
- It prepares students to become **responsible individuals** who value truth, credibility, and originality.

At BMCS, **academic integrity is at the heart of our commitment to nurturing independent thinkers and ethical global citizens**.

## What is Academic Misconduct?



Academic misconduct includes any behavior that misrepresents a student's own work, gives an unfair advantage, or compromises the integrity of learning and assessment.

Common forms include:

- **Plagiarism**

Presenting someone else's ideas, words, or work as one's own without proper acknowledgement. This may happen when children copy text or images without understanding or giving credit.

- **Collusion**

Helping another student to be academically dishonest—such as knowingly allowing someone to copy work or completing tasks on their behalf.

- **Duplication of work**

Submitting the same piece of work more than once for different learning tasks or subjects.

- **Fabrication of data**

Making up information or results instead of carrying out the actual activity (e.g., inventing answers in a reflection or inquiry).

- **Parental or external over-involvement**

When adults do the work intended for the child, it misrepresents the student's authentic ability and progress.

## **Other Behaviors Considered Inappropriate at BMCS:**

- Submitting work copied from the internet, books, or peers without understanding or citation.

- Disrupting or distracting others during assessments.

- Bringing and referring to unpermitted resources during a test or task.



- Refusing to follow teacher instructions during a learning activity meant to assess independent understanding.

## How BMCS Responds

At BMCS, we approach academic misconduct as a learning opportunity, especially for young learners who are still developing an understanding of ethical behavior.

- Teachers will explain the nature of the misconduct in age-appropriate terms.
- Students will be guided to reflect on their actions and understand the value of producing their own work.
- Parents will be informed when necessary to partner in reinforcing academic integrity at home.

## Focus on Growth

Academic integrity at BMCS is not about punishment—it's about helping our students become principled learners who value honesty and take pride in their authentic effort and progress.

## Additional Behaviors Considered Inappropriate at BMCS

While BMCS does not conduct formal high-stakes examinations in the Early Years and PYP, we nurture the values of honesty, responsibility, and respect from the earliest stages. Any behavior that misrepresents a student's own work or disrupts the fairness of learning environments is gently addressed as a teachable moment.

Examples of age-appropriate academic misconduct at BMCS may include:



- Pretending to be someone else to submit work or complete an activity (impersonation).
- Including inappropriate or hurtful content in assignments or portfolios.
- Tampering with assessment materials or learning displays, such as taking away or destroying classroom resources or peer work.
- Discussing the details of a peer's performance or task in a way that impacts others' learning (e.g., revealing answers or tasks before others have completed them).
- Using tools, devices, or learning aids not approved by the teacher during an individual task meant to assess understanding.
- Using unauthorized apps or features on digital devices during assessment-based activities or assignments.

## Our Approach at BMCS

Rather than punitive action, BMCS educators focus on restorative conversations, age-appropriate explanations, and guidance to help learners understand the value of:

- Owning their learning journey
- Acting with fairness and respect
- Valuing the process over the product
- Building pride in authentic work

This builds a lifelong foundation for academic honesty and principled behavior, aligned with the IB Learner Profile and BMCS's commitment to nurturing ethical, responsible learners.

## Understanding Paraphrasing and Infringement at BMCS



## What is Paraphrasing?

At BMCS, we help students learn how to express ideas in **their own words** while understanding and respecting the work of others.

**Paraphrasing** means rewriting information found in books, websites, or other sources using your own language and understanding. This is **encouraged** as a part of research and reflection.

However, even if a student uses their own words, it is important to always **acknowledge where the idea came from**.

## What is Academic Infringement?

In the PYP, **academic infringement** refers to situations where a student **unintentionally** forgets to credit the original source properly. The intention is not to cheat, but the correct process of giving credit has not been followed.

For example:

- A student includes text from a book or website and mentions the source in the bibliography but forgets to use quotation marks.
- A student forgets to cite a photograph or video that helped them complete a project.

In such cases:

- Teachers will treat it as a **learning opportunity**, not as misconduct.
- Students will be guided to **understand how to properly credit sources** next time.
- No punitive action will be taken, but the work may be revised or redone to follow correct citation practices.

## Acknowledging Sources at BMCS

To maintain academic integrity, BMCS expects students (with teacher guidance) to:

- Write their own understanding after researching a source (rather than copying).
- Mention **every resource** used, such as:



- Books, websites, magazines, newspapers
- Photographs, videos, CD-ROMs
- Add a **simple bibliography** at the end of their report or presentation in alphabetical order.
- Begin exploring basic formats such as the **MLA style** during the PYP Exhibition or major inquiry projects.

At BMCS, we understand that building the habit of academic honesty is a gradual process. Teachers and mentors support students with care, ensuring that integrity becomes a **natural part of how they learn, reflect, and express themselves**.

- During the **PYP Exhibition**, students are guided to:
  - Work collaboratively with fairness and responsibility
  - Maintain honesty in presenting their inquiry
  - Reflect on how they used and credited information

At BMCS, teachers and mentors provide ongoing support to help students develop these practices in a **positive and nurturing environment**. The aim is to build **lifelong learners** who are **principled, reflective, and respectful** in both their academic and personal lives.

### **Connection between the policies:**

Academic integrity represents the ethical backbone of the learning process. Its link with **language** is central, as students must learn to communicate their thinking clearly and responsibly. Integrity requires that when they borrow words, ideas, or concepts from others, they acknowledge them. In a multilingual environment, students may draw upon mother tongue resources or translated materials, and the language policy supports them by teaching how to reference appropriately across languages. Teachers provide explicit lessons on



paraphrasing, synthesis, and original expression, making academic integrity a lived classroom practice.

The connection between **integrity and assessment** lies in credibility.

Assessments only have value if they represent a learner's authentic ability.

Teachers create assessment tasks that require individual reflection and unique application, thereby discouraging plagiarism. Rubrics include criteria for originality and proper referencing, ensuring that integrity is assessed as part of academic performance. Students are guided to see academic honesty not as a rule to follow but as a principle that upholds fairness and respect in the learning community.

Integrity is inseparable from **inclusion**. All learners, regardless of ability or need, are expected to uphold honesty, but the school ensures they are given the tools to succeed. Students with special needs may require explicit scaffolding to understand integrity practices, such as simplified rubrics or direct modeling of citation. Teachers collaborate to ensure that inclusive accommodations do not compromise ethical expectations but instead make them accessible to all. This reinforces the idea that fairness in assessment and fairness in access go hand in hand.

The **admissions** process also ties into academic integrity. Parents and students are informed from the very beginning that the school upholds a culture of honesty. Admission assessments are designed to minimize opportunities for rote responses and instead emphasize creative, authentic thinking. Students are welcomed into a community where integrity is not an expectation imposed later but a value introduced from the first point of entry.



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## References

Academic integrity policy", International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales CF23 8GL United Kingdom, International Baccalaureate Organization 2019.