



1. **Aim and Rationale**

It is our aim to nurture personal integrity and to promote an understanding of academic honesty as good practice in learning and assessment. We subscribe to the International Baccalaureate (IB) definition of academic honesty as essentially meaning "making knowledge, understanding and thinking transparent".

Understanding the concepts of how knowledge is constructed comes before the technical aspects of academic honesty such as accurate citing. The attributes of the IB Learner Profile help create a learning environment in which students can make visible the development of their own thinking. Academic honesty is part of being "principled", a learner profile attribute where learners strive to 'act with integrity and honesty and take responsibility for their own actions'.

Having an explicit academic honesty policy ensures that procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct (or malpractice), and what actions are to be taken if there are transgressions. The policy is dynamic and will help to ensure that students are taught good practice in all aspects of their work.

2. **Responsibilities:** At the start of each school year, students and parents will be asked to read and sign a document to show they have understood. Details and advice of responsibilities of the main stakeholders are outlined below.

1. **Student Responsibilities:** expectations and responsibilities with regard to producing authentic work.
 1. Confirm understanding of academic honesty with signature on Code of Conduct form each year.
 2. Produce authentic work
 3. Understand that putting your name on an assignment certifies it as your own work, cited appropriately.
 4. Minimise malpractice temptation by balancing time appropriately.
 5. If an incident of malpractice occurs, either intentional or unintentional, report to a teacher and complete the reflection process with your teacher.
 6. Understand proper citation expectations for assignments, examples of which should be displayed in classrooms and study areas (eg Harvard (most common), MLA or APA where appropriate). See Glossary for details and examples.
 7. Ask for guidance when you are unsure.
2. **Teacher Responsibilities:** Providing opportunities for students to practice and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures.
 1. Teach a recognised citation convention for written and non-written works.
 2. Demonstrate and model academic honesty in presentations, etc.
 3. Report and record academic dishonesty through a behavioural comment.
 4. Ensure students understand that when they submit a task as their own, they are representing that they have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed.
 5. Minimise temptation for malpractice in assignments/assessment situations. Communicate appropriate collaboration versus collusion with each assignment.
 6. Communicate with students, parents, administrators with concerns and malpractice offences.
 7. Involve students in reflection/discussion in the instance of malpractice.
3. **School Responsibilities:** Including responsibility for maintaining fairness and consistency, providing a safe environment, providing professional development for teachers, promoting parent awareness, assisting student learning.
 1. Support academic honesty policy and investigate all reports of malpractice.
 2. Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions.
 3. Ensure the academic honesty policy is applied consistently throughout the school.
 4. Provide staff development and guidance on academic writing and referencing systems that are

- available. Explore available plagiarism detection services.
 - 5. Provide teachers with material to guide students in maintaining academic honesty.
 - 6. Investigate incidents of malpractice.
 - 7. Make parent and student contact to reflect on malpractice incidents.
4. Parent Responsibilities: How parents can help students; what is helpful and what is not helpful to the student.
- 1. Read and sign Acknowledgement form.
 - 2. Encourage your child to practice academic honesty.
 - 3. Encourage your child to cultivate a culture of academic honesty in school.
 - 4. Address concerns of academic misconduct/malpractice with school personnel if necessary.
 - 5. Monitor any hired tutors to assure authentic student work.

3. Measures taken to provide education and support

We encourage academic honesty through study skills and independent learning. All pupils are encouraged to be principled in their work. However, understanding concepts pertaining to academic honesty such as plagiarism and practical skills such as referencing can be difficult. With this in mind, the school provides support and guidance on these study skills. Moreover, in all school years emphasis is put on independent learning and thinking, to steer pupils away from unattributed reference to the work of others instead of producing their own. Older pupils submitting work for public examinations will become aware of:

- 1. Intellectual and creative property rights
- 2. The difference between collaboration and collusion
- 3. The importance of acknowledging sources and how to do this.

4. Guidance on good practice and malpractice

- 1. **Academic Honesty:** this involves positive emphasis on the importance of authenticity of pupil work, of acknowledging the work of others (including referencing websites) and how to do this in order to support one's own work. Further, academic honesty includes understanding and putting into practice the difference between paraphrasing rather than copying, collaboration rather than collusion and influence instead of plagiarism.
- 2. **Malpractice:** Contraventions of academic honesty include:
 - 1. Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own
 - 2. Submitting work that has been completed by someone else as one's own
 - 3. Submitting work which is the result of a joint effort or collaboration between many people as solely one's own work. Collaboration is acceptable and encouraged insofar as it involves two or more pupils working on a project, but pupils must then write up their findings separately.
 - 4. Collusion is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
 - 5. Making up data for coursework or a controlled assessment
 - 6. Duplication of work is presenting the same work for different assessment components and/or JCQ/IB requirements.
 - 7. Bringing in unauthorised material into an exam room
- 3. **Regulations for examinations,** controlled assessments and coursework: With regard to public examinations which are undertaken with the IB and other examination boards, school adheres to regulations provided by bodies pertaining to the qualifications for which the pupils of studying, including JCQ and the IB. Pupils are clearly notified about expectations in relation to these regulations with appropriate frequency.

4. Age-appropriate Guidance:

MYP1-3 The academically honest student:

DOES	DOES NOT
Acknowledge help from parents, older students and friends	Use notes during a test unless allowed by a teacher
Acknowledge information taken from books, the Internet or persons	Copy from another student during a test
Acknowledge the source of direct quotations	Copy from the homework of another student
Acknowledge reference materials in a bibliography	Give another student his/her own work to copy
	Hand in work as his/her own that has been

Knows what constitutes cheating and abides by the rules
Follow all test/exam rules

copied
Do homework for another student

MYP4 – MY5 The academically honest student:

DOES

Keep and maintain accurate, personal course notes
Understand and abides by the school's expectations concerning academic honesty
Acknowledge, in an appropriate referencing format, help from another person
Ask beforehand what kind of external help is permissible
Acknowledge, in an appropriate referencing format, information taken from a wide variety of sources
Follow all test/exam rules

DOES NOT

Copy work of another student
Give another student his/her work to copy
Do the homework of another student
Submit work done by another student, a parent or a friend
Use notes during a test unless allowed to by the teacher or the examination rules

5. Procedures, Rights and Sanctions

1. **Reporting, recording and monitoring** To ensure consistency and fairness when mistakes are made, it is important that school keeps central records of each situation and the consequences; while each incident may be treated on a case-by-case basis by the teachers themselves, or by a senior administrator or panel if serious enough, central records will help ensure consistency, and may also highlight general trends or problems with particular students.
2. **Student Rights** Again, to ensure consistency and fairness, students' rights need to be made explicit. For example they must always be given the right to explain themselves; they may have a parent, peer or teacher present in any discussion of a problem or incident, particularly if the consequences are especially heavy.
3. **Sanctions**
 1. Pupils found to have been acting academically dishonestly will be dealt with appropriately. Among other sanctions, younger years (MYP 1-3) would have to amend or redo the work and the importance of academic honesty will be reiterated. For older pupils (MYP 4 and above), opportunities will be presented for pupils to resubmit work, but repeat offenses may lead to weightier sanctions and discussions among relevant parties concerning the pupils' suitability for their chosen course of study.
 2. For pupils submitting examinations or portfolio work for external qualifications and/or taking public exams, the details of any indiscretion will be forwarded to the appropriate bodies which may result in the pupil being withdrawn from the qualification and disqualified from taking exams for that examination board or body.
 3. The IB takes issues of academic malpractice very seriously, the following is an extract from the General Regulations which outlines the potentially serious implications of 'academic misconduct' (malpractice):

21.7 'If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the subject(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.' (IBO, "General Regulations: Diploma Programme 2016," Cardiff, Wales: IBO, 2015, p. 14)

GLOSSARY

Academic honesty is a set of skills and values that encourages members of the school community to carry out tasks without cheating, plagiarising, lying, stealing, giving or receiving unacknowledged assistance from another person, or using sources of information without appropriate acknowledgement.

Academic dishonesty means that a person uses ideas, skills, techniques or information from another person or source without appropriately acknowledging them. There are different forms of academic dishonesty.

Authenticity is the term used with older students when they confirm in writing that a piece of work is authentic and was carried out in a manner that reflects the attitudes of academic honesty. “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a [student’s] work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.” (IBO, 2009 *Diploma Programme: Academic Honesty*. Cardiff: International Baccalaureate Organisation.)

Bibliography This is more extensive than a Works Cited page. It includes important sources you used for wider background reading and study, but which you have not referred to specifically or quoted directly. Your teacher may sometimes ask you for an annotated bibliography as part of your work.

Citation What you write in your own text when you use, or directly refer to, someone else’s work; how to properly acknowledge original authorship.

Collaboration “defines the habit of working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in “allowing one’s work to be copied or submitted for assessment by another” as defined in the Regulations” of the IB Diploma Programme. (IBO, 2009)

Harvard style conventions:

1. Citing in the body of your text. When you insert a citation using the Harvard style you must always state the author/editor and the year of publication. If the work has two authors/editors you must include both names.

Examples:

A recent study investigated the effectiveness of using Google Scholar to find medical research (Henderson, 2005).

or

Henderson (2005) has investigated the effectiveness of Google Scholar in finding medical research.

2. Reference List and Bibliography.

The information you need differs depending on whether the source of information is a book, article, website or other.

For a book you need to provide the following:

Author/Editor (if it is an editor always put (ed.) after the name)

(Year of publication)

Title (this should be in italics)

Series title and number (if part of a series)

Edition (if not the first edition)

Place of publication (if there is more than one place listed, use the first named)

Publisher

Examples: Simons, N. E., Menzies, B. & Matthews, M. (2001) *A Short Course in Soil and Rock Slope Engineering*. London, Thomas Telford Publishing.

In-text citation: (Simons, Menzies & Matthews, 2001)

Inspiration in creative work: “Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist’s work, is a skill to be nurtured. There is an expectation that [students] may be influenced by the work of other artists and writers, whose works may inspire the [students’] own creativity. Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged.” (IBO, 2009)

Intellectual property describes an individual’s or organisation’s ownership of inventions, literary or artistic works,

symbols, names, images and designs used in commerce. The “concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.” By developing the skills and values of academic honesty and taking measures to prevent academic dishonesty, the school seeks to discourage illegal activities, for example illegal music downloads or peer-to-peer file sharing. (IBO, 2009)

List of Works Cited The full, detailed list of everything you have quoted or referred to specifically at the end of your work – a list of all your references.

Malpractice is the term used for academic dishonesty and describes any behaviour that gives a person an unfair advantage over another in the context of academic work. There are different forms of malpractice:

- **Plagiarism:** the representation of the ideas or work of another person as one’s own,
- **Collusion:** supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by someone else,
- **Fabrication of data:** manufacturing data for a table, survey or any other such requirement,
- Any other behaviour that gains a student an unfair advantage or that affects the achievement of another student.

Reference The full details of any citation, which allows someone to track down the work you have cited. This is found on the Works Cited page at the end of your work.

Revision Control Table	
Drawn up by	Nick Shaw
Date	22/09/17
Review schedule	Annual
Reviewed & revised	01/06/18 by DS Updated 25/11/18 by DS
Reviewed	01/06/19 by DS 01/06/20 by DS 13/09/21 by DS 10/10/22 by DS
Next Review	10/10/23



Acknowledgement of Academic Honesty Policy
Wotton House International School

As a member of Wotton House International School (WHIS), I formally acknowledge that I have read and understood the school's Academic Honesty policy and procedures. I understand that both the IB and WHIS take the matter of academic honesty very seriously. I will always act with integrity, honesty and responsibility.

I am aware that any occurrence of academic dishonesty will have serious consequences which may also have a negative impact on my academic record. I acknowledge that it is my responsibility to seek assistance when I need help or support.

Student's Printed Name

Year Group

Student's Signature

Date

I confirm that I have discussed this policy with my child.

Parent's Signature

Date

PLEASE RETURN THIS SHEET TO THE SCHOOL OFFICE ONCE IT HAS BEEN SIGNED