Academic Honesty Policy
La Garenne International School

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Aims

In accordance with the school's ethos and the IB Learner Profile, La Garenne International School aims to create principled learners who act with integrity and take responsibility for their actions. We adhere to the highest standards of academic integrity and strive to ensure that academic honesty and good practice are observed by our students.

This document describes the key principles, and characterises both academically honest and dishonest conduct. It outlines the responsibilities of students, teachers and the school and the procedures followed should a student be suspected of dishonest practice.

Academic Honesty

Academic honesty is a principle built on respect. It lies at the heart of the school's ethos. Individuals who maintain academic honesty acknowledge the thoughts, ideas and work of others, whether this be the work of peers, colleagues, authors, artists or other agents. They recognise intellectual property and understand the value of authenticity.

In their work, they develop original ideas and where these ideas build upon or are supported by the ideas of others, this is made explicit. They do not seek to give themselves an unfair advantage or to affect the outcome of others' work in an unfair way.

Knowledge is constructed from the analysis and synthesis of information. Valid research and inquiry, underpinned by academic honesty, are essential for learning in the digital age.

Dishonest Practice

Dishonest practice is defined as any conduct which contravenes the principles of academic honesty. It is any practice which seeks to provide the individual or another with an unfair advantage, or which fails properly to recognise the work or input of others.

Plagiarism

Plagiarism is any attempt to portray the work or ideas of others as one's own such as:

- Direct copying of text or chunks of text from another source.
- Paraphrasing an idea or text, i.e. explaining an idea from another source in different words. This includes the translation of an idea or text into another language.
- Taking data from another source, graphical or numerical, without indicating its origin.
- Copying a work of art for inspiration or other purposes, without referencing the original artist.

Sources in the digital age are not limited to books, journals and magazines. They include web pages, speeches, pictures, videos, graphs, diagrams and even class discussions. Plagiarism is not limited to written work. It can be identified in oral presentations, speaking examinations, musical compositions or other works of art.

Collusion

Collusion is any attempt to benefit from or support the malpractice of another including:

- Allowing one's work to be copied by another.
- Submitting the same or a similar piece of work to another.
- Not informing a teacher of known malpractice.

Collusion must be clearly distinguished from collaboration. Collaboration is a positive and valuable process, by which tasks are shared and all participants contribute equally.

Communication

Communication is any dishonest attempt to communicate about an exam such as:

- Communicating verbally or visually during an exam with another student in the same room.
- Discussing exam content within 24 hours following the exam with any student who has not yet sat the paper.
- Sharing information electronically following an exam with any student who has not yet sat the paper.
- Receiving information electronically or otherwise about the content of any exam prior to the exam taking place.
- Actively seeking information online regarding the content of any exams.

Duplication

Duplication is any attempt to copy the work of others and pass it off as your own work. This includes:

- Copying the work of a peer.
- Allowing a peer to copy your own work before a test, exam or submission of work.
- Taking pre-prepared information into an examination room.

Promoting Good Practice

Teachers, students and the school's leadership all play a role In promoting good practice.

Responsibilities of the school leadership

- to be familiar with the principles of academic honesty;
- to ensure an academic honesty policy is in place and shared with all academic staff;
- to establish a school culture which embodies the principles of academic honesty;
- to ensure that fair and consistent procedures for handling misconduct are in place and shared with all academic staff;
- to understand the wider implications of a student being investigated for malpractice;
- to ensure that the content of this policy is shared with all students embarking on MYP and DP courses;
- to ensure teachers can access training to promote academic honesty.

Responsibilities of teachers

- to support the school's academic honesty policy;
- to promote an understanding of what constitutes good practice and academic dishonesty, at an age-appropriate level;
- to emphasise the importance of authentic work;
- to provide opportunities for research and age-appropriate structures to support good research practice;
- to provide opportunities for collaborative work and promote an ethos of equitable sharing and contribution;

- to be vigilant for misconduct and to address it with students;
- to develop an understanding of the need to reference sources and the standard practices used for this;
- to be an appropriate role model for correct referencing practices;
- to ensure that guidance related to academic honesty is <u>visible within the classroom</u>, to ensure students receive clear guidance on how to reference their work correctly;
- to adhere to the standard model for referencing outlined in <u>Appendix B</u>;
- to provide students with drafting and review opportunities to help eliminate careless referencing errors;
- to confirm that students' work is, to the best of their knowledge, the students' own.

Responsibilities of students
- to take ultimate responsibility for their academic conduct;
- to ensure that all work that is submitted is authentic;
- to ensure that they are fully aware of the expectations regarding referencing practices and to seek guidance in case of doubt;
- to comply with school deadlines for submitting drafts and final versions of work.

Responsibilities of parents
- to uphold the principles of good academic conduct;
- to ensure that students do not engage in academic misconduct when working from home.
- to notify the school if they believe a student has engaged in academic misconduct;
- to support any decisions taken by the school in our efforts to ensure good academic conduct.

Age-appropriate expectations
All students in the Middle and Senior School are expected to understand the principle of Academic Honesty and ensure that they abide by the responsibilities listed above. While it is not expected that students in MYP 1 and 2 fully reference work according to our chosen citation system (Harvard), there is an expectation that they will make an attempt to include sources in any research. From MYP 3, students are expected to be proficient in using Harvard citations and in correctly compiling a bibliography. By DP1, students are expected to have achieved mastery level proficiency.

Authenticating Work
All work submitted for IB qualifications must be authenticated by the student and teacher. This involves the student signing a statement affirming that all the work submitted is authentic. The following should be noted:
- Work can only be submitted if the student has signed the statement of authentication. If a signature is missing, the work cannot be submitted.
- If, following investigation, work is proven to be inauthentic, a teacher should not authenticate a student's work upon submission.
- If, following investigation, no proof of misconduct is forthcoming, the student should be given the benefit of the doubt, and the teacher should authenticate the work. Even where suspicion might continue to exist, the work is, to the best of the school's knowledge, authentic.

- The student bears ultimate responsibility for the authenticity of his or her work.

Cases of Misconduct

In all cases of academic dishonesty, it should be made clear that this is a serious matter. However, the procedures for handling misconduct and the consequences of dishonest actions must be age appropriate. Misconduct in the primary school should be handled in accordance with the relevant discipline policy. The information below relates to the MYP and DP years only.

Plagiarism is often inadvertent and occurs due to careless referencing or poor awareness of the principles of academic honesty. Where plagiarism occurs in the drafting and review stages, students will be given guidance and the opportunity to correct. Nevertheless, the importance of academic honesty should always be underlined. Where work is submitted as authentic in its final form, all cases of plagiarism will be handled in the same manner, whether intentional or unintentional.

All misconduct cases must be confirmed with evidence. This might include the source of a plagiarised piece of work, direct comparison of students' work or proof that a student has gained an unfair advantage e.g. by bringing illicit materials into an exam. Evidence may also be the results of online plagiarism check software such as 'Grammarly'. Suspicion alone, however, cannot be used as a basis for undertaking sanctions.

Minor Misconduct
- Collusion or plagiarism in class or homework.
- Misconduct in an internal test or examination e.g. copying, use of notes, illicit use of mobile devices.

In a case of minor misconduct, the student is awarded zero for the piece of work, test or examination in question, and reminded of the importance of academic honesty.

In the case of misconduct during a formal internal examination or assessment, or in any other situation where a teacher feels further action is needed, this should be referred to the Curriculum Coordinator.

Serious Misconduct
- Collusion or plagiarism in any piece of work submitted for final assessment as part of an external qualification.
- Misconduct in an external examination.

Suspicion of misconduct relating to IB examinations should be referred directly to the Curriculum Coordinator for investigation. An investigation will include:
- a statement from the teacher in the relevant subject;
- a statement from the Head Teacher, Curriculum Coordinator and either the MYP or DP Coordinator as appropriate;
- a statement from the student.

These statements should include an indication of guidance provided on academic honesty, of supervision given on the piece of work, a summary of the circumstances and a comment on the allegation.

The outcome will be decided by an Academic Honesty Committee comprising the Curriculum Coordinator, the Headteacher, another teacher and the General Director. Misconduct must be proven beyond all reasonable doubt for the Committee to take action. Where collusion or plagiarism is proven in work counting

towards an external qualification, the teacher is not expected to sign a cover sheet to authenticate the student's work. In this case, the work cannot be submitted and the student will receive no grade for the given element.

Proven serious misconduct

This will be reported to the examining body and dealt with in accordance with its guidelines. All cases of serious misconduct are likely to result in a penalty affecting the student's final qualification. This may range from no grade being awarded in one unit of assessment, to full disqualification and exclusion from future examinations by the IB organisation. The school may also choose to pursue additional action in accordance with the school's disciplinary policy.

Appendix A: Guidance for Students

The following guidance should be visible to students in all secondary classrooms. IB form rooms should also display the most up to date poster relating to academic honesty, found on the My IB website.

I DO:

- Act with honesty and integrity.
- Always produce my own, independent work.
- Follow the rules in examinations and assessments.
- Understand what plagiarism is, and why it is not acceptable.
- Fully acknowledge the sources of quotations and ideas used in my work.
- Keep careful note of sources used when carrying out research.
- Participate collaboratively in group work and contribute as much as I receive.
- Understand the consequences of dishonest conduct.

I DO NOT:

- Copy and paste work directly from the internet or any other source.
- Give my work to another student to copy.
- Copy work from other students.
- Take material into a test or examination which is not allowed.
- Misbehave during tests or examinations.
- Try to obtain information about the content of tests or examinations in advance.
- Make up data or use false information in my work.

Appendix B: Guidance on Referencing
The following guidance should be given to all students following an IB course.

How should I reference?
La Garenne International School recommends the Harvard System for referencing. This is a commonly used system which allows you to acknowledge your sources in a professional manner, as would be expected at university.

Why should I reference?
- to avoid plagiarism;
- to demonstrate the research that you have undertaken;
- to support your ideas with comments from experts;
- to help the reader to distinguish between your ideas and the ideas of others;
- to allow the reader to follow up your references and read further on the topic;
- to maintain academic integrity.

What should I reference?
- all direct quotations – wherever you copy words or text directly;
- paraphrasing – whenever you summarise another person's ideas;
- data that you have taken from another source including pictures, graphs and tables.

NB: direct quotations should be made using 'quotation marks'. You must be careful to copy the original text exactly, including punctuation and errors. You may want to highlight that you have identified an error by putting **[sic]** immediately after the error. You do not need to use quotation marks when you paraphrase. However, the idea must be referenced clearly.

Getting Started
To reference accurately, you need to keep a detailed record of the research you have undertaken. This includes making a careful note of your sources.

For books, you need:
- the author's or editor's family name and initials;
- the year the book was published;
- the title of the book;
- the edition (if it is not the first edition);
- the city the book was published in;
- the name of the publisher.

For journal articles, you need:
- the author's family name and initials;
- the year the journal was published;

- the title of the article;
- the title of the journal;
- the page numbers of the article in the journal.

For electronic resources, you need:
- the type of resources (web page, email etc);
- the electronic address of the resource;
- the date you accessed the source.

Using the Reference System
Correct referencing must have:
- in-text references or quotes;
- a bibliography.

Your bibliography should include all the sources you have consulted in your research, whether you have referred to them in your work or not.

Each time you quote or paraphrase a source, or include information from a source, you must also highlight this in the text. It is not enough to include the source in the bibliography: you need to make the reader aware that the information they are reading is not your own.

There follows some examples of the different formats you should use to reference different types of sources. It may seem like a lot of detail, but it all follows the same basic pattern.

Basic Pattern

- **Bibliography**

AUTHOR NAME. (Publication Year), Book/Source Title, Place of Publication: Publisher

e.g.

SMITH, J. (2009), How to Reference Correctly, Oxford: Oxford University Press

- **In-text references (paraphrasing)**

Author Name (Publication Year)

e.g.

As Smith (2009) says, it is important to copy quotations accurately.

- **Quotation**

'Quotation' (Author, Publication Year, Page Number)

e.g.

'It is important to copy quotations accurately.' (Smith, 2009, p.23)

Other Patterns

Where there are 2-3 authors, these are all listed:

Bibliography:	JONES, K., CARTER, F. and ENGLISH, P. (2012) The Art of Correct Citation, London: Pearson
Paraphrase:	As noted by Jones, Carter and English (2012), quotations should have quotation marks.
Quotation:	'Quotations should have quotation marks.' (Jones, Carter and English, 2012, p.4)

Where there are 4 or more authors, the first author is listed, followed by 'et al.':

Bibliography:	ROBINSON, F. et al. (2014) How to Ace an Extended Essay, Berlin: Duden
Paraphrase:	Robinson et al. (2014) comments that adequate planning is essential for success.
Quotation:	'Adequate planning is essential.' (Robinson et al., 2014, p.201)

Where the author is a company or official organisation:

COUNTRY, NAME OF ORGANISATION (Year of Publication), Title of Publication, Place: Publisher

Bibliography:	UNITED KINGDOM, IBO, (2007) Academic Honesty, Cardiff: Anthony Rowe Ltd.
Paraphrase:	The IBO (2007) states that candidates are responsible for the authenticity of their work.
Quotation:	'The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic'. (IBO, 2007, p.5)

For a journal article:

AUTHOR NAME. (Publication Year), Title of Article, Title of Journal. Volume Number, Page numbers of the article

Bibliography:	MOSS, G. (2012) Researchers discover flying pigs, The Swine Review. (4), p.27-29.
Paraphrase:	As Moss (2012) identifies, flying pigs are extremely rare.
Quotation:	'Flying pigs are extremely rare.' (Moss, 2012, p.28)

For a newspaper article:

AUTHOR NAME. (Publication Year), Title of Article, Title of Newspaper. [Online, where applicable] Day and month of the article. Page number of article, if applicable. Available from: URL, where applicable. [Accessed: Date viewed, where applicable].

Bibliography:	GILBERT, T. (2010), Markets crash in Asia. The Telegraph [Online] 14th March. P.7. Available from www.thetelegraph.co.uk [Accessed 2nd June 2015].
Paraphrase:	As Gilbert (2010) remarks, Asian markets have always been volatile.
Quotation:	'Asian markets have always been volatile.' (Gilbert, 2010, p.7)

For a website:
AUTHOR OF WEBSITE. (Year) Title of website, [Online] Available from: URL [Accessed: Date viewed].

Bibliography:	BBC NEWS. (2013) Students learn best when awake, [Online] Available from: www.bbc.co.uk/edu/456832 [accessed: 18th January 2015]
Paraphrase:	The BBC (2013) reported that sleeping students retained less information.
Quotation:	'Sleeping students retain less information.' (BBC, 2013)

Consulted documents
- Carroll, J. (2012) 'Academic honesty in the IB (Position Paper)', Cardiff: IBO
- IBO (2014) 'Academic honesty in the IB educational context', Cardiff: IBO
- IBO (2019) 'Academic Integrity', Cardiff: IBO
- IBO, 'Academic honesty in the Diploma Programme', Cardiff: IBO, Available at: https://resources.ibo.org/ib/topic/Academic-honesty/resource/11162-occ-file-g_0_malpr_sup_1410_1f_e?lang=en (accessed: 11.02.2020)
- IBO, 'Academic honesty in the Middle Years Programme', Cardiff: IBO, Available at: https://resources.ibo.org/data/m_0_mypxx_sup_1609_1_e.pdf (accessed: 11.02.2020)

If you do not understand this guide, please speak to your teacher.