



# 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 therefore adhere to the highest standards of academic integrity and strive to ensure that academic honesty and good practice are observed by our pupils.

The following document provides an outline of the key principles of academic honesty and characterises both academically honest and dishonest conduct. It outlines the responsibilities of pupils, teachers and the school in upholding these principles. It also outlines the procedures followed should a pupil be suspected of dishonest practice.

## Academic Honesty

Academic honesty is a principle built on respect. It therefore 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.

In the modern world, information is freely accessible, and the modern learner is a conduit for this. Knowledge is constructed from the proper analysis and synthesis of this information. Proper research and inquiry skills, underpinned by the principle of academic honesty, are therefore essential for learning in the digital age.

## Dishonest Practice

Dishonest practice is defined as any conduct that contravenes the principles of academic honesty outlined above. It is any practice which seeks to provide the individual or another with an unfair advantage, or which fails to properly recognise the work or input of others. Although examples of dishonest practice are wide-ranging, two key ideas should be understood: plagiarism and collusion.

**Plagiarism** is any attempt to portray the work or ideas of others as one's own. It can take many forms, for example:

- Direct copying of text or chunks of text from another source.
- Paraphrasing of 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, albeit graphical or numerical, without indicating its origin.
- Copying a work of art, for inspiration or other purposes, without referring to the original artist.

Sources in the digital age are wide-ranging and not limited to books, journals and magazines. They may include internet 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** is any attempt to support or benefit from the malpractice of another. It may include:

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

**Communication** is any attempt to communicate with another individual regarding the content of any examination. This may take different forms such as:

- Communicating in an examination, verbally or visually, to another student in the same room.
- Discussing the content of exams within 24 hours following the exam.
- Sharing information electronically following an examination.
- Receiving information electronically about the content of any exam prior to the exam taking place or within 24 hours of the finish.
- Actively seeking information online regarding the content of any exams.

**Duplication** is any attempt to copy the work of others and pass it off as your own work. This is not limited to but can include:

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

## Promoting Good Practice

In promoting good practice, the school's leadership, teachers and students all play an important role.

**Responsibilities of the school leadership** include the following:

- 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 pupil 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 appropriate training is available for teachers who need support in promoting the principles of academic honesty.

**Responsibilities of teachers** include:

Whole School:

- 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 place an emphasis on the importance of authentic work.
- To provide opportunities for research and age appropriate structures to scaffold and 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 this with pupils in an age appropriate manner.
- 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 visible within the classroom, as found in Appendix A.
- To ensure pupils are provided with clear guidelines on how to correctly reference their work.
- To adhere to the standard model for referencing outlined in Appendix B.
- To provide pupils with adequate drafting and review opportunities, which help eliminate careless referencing errors.
- To confirm that pupils' work is, to the best of their knowledge, the pupils' own.

**Responsibilities of students** include:

- 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** include:

- 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 will be expected to have become proficient in using Harvard citations and in correctly compiling a bibliography. By DP1 students are expected to have achieved mastery level proficiency.

## Procedures in Case of Misconduct

In all cases of academic dishonesty, it should be made clear that this is not taken lightly. However, the procedures for handling misconduct, and the consequences of dishonest actions must be age appropriate. Cases of 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.

It should be remembered that plagiarism is often inadvertent, and occurs due to careless referencing or poor awareness of the principles of academic honesty. Where plagiarism may occur in the drafting and review stages, pupils will be given guidance and opportunity to correct, as part of their developing understanding of the principle of academic honesty. 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 cases of misconduct must be proven with tangible evidence. This might include the source of a plagiarised piece of work, direct comparison of pupils' work or direct proof that a pupil has gained an unfair advantage (e.g. by bringing illicit materials into an examination). Tangible evidence may also be the results of online plagiarism check software such as 'Grammarly'.

Suspicion alone, however strongly felt, cannot be used as a basis for undertaking sanctions. The following procedures are for internal use.

## Minor Misconduct

**Minor Misconduct** includes the following:

- 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 who may choose to convene an Academic Committee (see below.)

## Serious Misconduct

**Serious Misconduct** includes the following:

- 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. The matter should be thoroughly investigated. An investigation should 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.

The statements should include an overview of guidance given on academic honesty, of supervision given on the piece of work in question, a summary of the circumstances and a comment on the allegation. The final decision will be decided by an academic honesty committee which will be composed of the Curriculum Coordinator, the Head Teacher, a member of teaching staff and the General Director.

For the committee to take action against serious misconduct, tangible evidence must be available and the misconduct must be proven beyond all reasonable doubt.

If serious misconduct is proven to have taken place, then it will be reported to the relevant examining body, and handled in accordance with its guidelines.

Where collusion or plagiarism is proven in work counting towards an external qualification, the teacher will not be expected to sign a cover sheet to authenticate the pupil's work. In this case, the work cannot be submitted, and the pupil will receive no grade for the given element. The IB organisation may decide to take further action according to their guidelines.

All cases of serious misconduct are likely to result in a penalty affecting the pupil's final qualification. Depending on the severity of the case, this may range from no grade being awarded in one unit of assessment, to full disqualification. The school may choose to pursue additional action in accordance with the school's disciplinary policy, if considered appropriate.



### Authenticating Work

All work submitted for IB qualifications must be authenticated by the pupil and teacher. This involves the student signing a statement affirming that all the work that he/she has submitted is authentic. The following should be noted:

- Work can only be submitted if the student concerned 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.

### 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\\_141\\_0\\_1f\\_e?lang=en](https://resources.ibo.org/ib/topic/Academic-honesty/resource/11162-occ-file-g_0_malpr_sup_141_0_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](https://resources.ibo.org/data/m_0_mypxx_sup_1609_1_e.pdf) (accessed: 11.02.2020)



## Appendix A: Guidance for Students

The following guidance should be visible to pupils 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.

# The Academically Honest Student

## 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 made available to all pupils following an IB course.

### Guidance on Referencing

At La Garenne International School, we recommend 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 in further work at university.

#### Why should I reference?

- To avoid plagiarism.
- To demonstrate the research that you have undertaken.
- To support your ideas with comments from other 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. This includes pictures, graphs and tables.

Note that direct quotations should be made using 'quotation marks'. You must be careful to copy the original text exactly, including punctuation and even errors. You may want to highlight that you have identified an error by putting the word (sic) in brackets 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 taking a careful note of your sources.

For books, you should note:

- 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 should note:

- 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 should note:

- 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 has two important parts:

- 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 that 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 just to include the source in the bibliography – you need to make the reader directly aware that the information they are reading is not your own.

On the following pages there 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

*For a bibliography:*

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

Eg:

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

*For in-text references (paraphrasing):*

Author Name (Publication Year)

Eg:

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

*For a quotation:*

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

Eg:

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

## Other Patterns

### ***More than one author***

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

Bibliography:	JONES, K., CARTER, F. and ENGLISH, P. (2012) <i>The Art of Correct Citation</i> , London: Pearson
Paraphrase:	As noted by Jones, Carter and English (2012), quotations should have quotation marks
Quotation:	'Quotations should have quotations 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) <i>How to Ace and Extended Essay</i> , 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)

***The author is a company or official organisation***

Use the following format:

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

Bibliography:	UNITED KINGDOM, IBO, (2007) <i>Academic Honesty</i> , 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)

***A journal article***

Use the following format

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, <i>The Swine Review</i> . (4), p.27-29.
Paraphrase:	As Moss (2012) identifies, flying pigs are extremely rare.
Quotation:	'Flying pigs are extremely rare.' (Moss, 2012, p.28)



### ***A newspaper article***

Use the following format:

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. <i>The Telegraph</i> (Online) 14th March. P.7. Available from <a href="http://www.thetelegraph.co.uk">www.thetelegraph.co.uk</a> (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)

### ***A website***

Use the following format:

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

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

**If you have any doubts about referencing, or do not understand this guide, please speak with your teacher.**