Policy	*Academic Honesty*
Policy written by:	*Curriculum Coordinators and Head of Student Welfare*
Version Number:	Version 02
Applicable to:	*Whole school*
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Related Policies:	Teaching and Learning, Inclusion and Admissions, Assessment, Reporting, Departmental Agreements, Inclusion and Admissions

Index

Introduction

At the International School of London, we are committed to academic honesty and will continually strive to ensure that students, their families and staff understand what responsibilities this commitment embraces. The purpose of this policy is to outline what academic honesty means and the school's procedural responses to instances of academic dishonesty.

The spirit of this policy is aligned with the school's commitment to providing learning opportunities for students. As such, teachers should use their discretion when implementing this policy and reserve its use for significant infringements. Minor instances should be regarded as 'teachable moments' and teachers should feel free to exercise their professional judgment in dealing with minor and/or unintentional instances of academic honesty infringements.

Mission statement

The International School of London Group is a culturally diverse community which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

At the International School of London, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

Teaching and Learning Philosophy Statement

At ISL, we believe that each child has their own unique identity and understanding of the world. Our aim is to build on their unique experiences through dialogue and questioning to foster curiosity and deeper thinking. At ISL, excellence in teaching and learning is defined by the degree to which we nurture student passion and encourage active engagement with real world problems through thinking, reflection and social and environmental activism. We believe purposeful play fosters curiosity, and curiosity fosters creative thinking. We believe the young are as capable of bringing about meaningful change as adults.

1. What we believe

At the International School of London, we believe that:

> Academic honesty is an important dimension in the authentic construction of meaning and learning in all IB programmes. (IBO, *Academic honesty in the IB educational context* (August 2014), page 7)

> Our PYP/MYP/DP programmes encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behaviour.

> It is our responsibility to educate our community on what academic honesty is, how to be academically honest and how to take responsibility for the representation of their own, and others' ideas.

A. We believe that all students:

i. should be honest in presenting their school work
ii. can gain knowledge and understanding from the ideas of other people, understanding these ideas need to be acknowledged
iii. should understand that their teachers value their learning and ideas
iv. should present their ideas in their own words
v. should feel empowered to report any academic misconduct
vi. should understand that working in groups can be a powerful learning experience, and what they present to their teacher is their own individual work, expressed in their own words
vii. should understand the benefits of properly conducted research and respect for the creative efforts of others
viii. should be given the opportunity to understand what academic honesty is and how to uphold the school's academic honesty expectations

B. We believe that all teachers:

i. should model good practice in academic honesty
ii. should provide clear guidelines for tasks to ensure that students understand the requirements of a task.
iii. should scaffold larger tasks, with opportunities to submit interim work or with milestone checks, to help students maintain their own 'voice' in completing these tasks
iv. should promote the benefits of properly conducted research and respect for the creative efforts of others
v. should design learning tasks that require thinking skills and that encourage authenticity and creativity.
vi. should use anti-plagiarism tools as teaching instruments in raising awareness of academic honesty
vii. should make clear the expectations of academic honesty, such as in-text references and bibliographies

2. Compliance matrix

Statutory framework

The relevant OFSTED standard *Quality of Education* requires that

192. The judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant: developing pupils' character, the set of positive personal traits, dispositions and virtues that informs their motivation, guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives them the qualities they need to flourish in our society

195. Provision for the moral development of pupils includes developing their:

ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England

understanding of the consequences of their behaviour and actions

interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

> - Non-association independent schools (draft) handbook (draft for consultation August 2018), p. 32

Programme framework

The policy is pertinent to the following IB standards / practices

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)
Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

> - International Baccalaureate Standards and Practices (October 2018, March 2019)

3. Definitions of terminology used to describe academic honesty

The IB Organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

a. plagiarism—this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. * Note that plagiarism includes the submission of work that has been completed, or largely produced by, another person, such as a personal tutor, regardless of whether that person's consent is given.

b. collusion—this is defined as supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another

c. misconduct during an IB on-screen examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, communicating with another candidate)

d. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a community service record, disclosure of information to and receipt of information from candidates about the content of an on-screen examination within 24 hours after the examination).

   - (IBO, *General regulations: Middle Years Programme* (April 2014), pages 10-11)

4. Convention for referencing

A learning community as diverse as that of the International School of London must recognise and flexibly admit of difference. The principles of academic honesty described in this policy apply equally to all members of the community. However, it is recognised that different conventions for referencing may be preferred by different language cultures; as such, in subjects where English is not the primary language of instruction, the most commonly recognised form of referencing and bibliographical apparatus for that language culture may be used.

In those subjects where English is the language of instruction, referencing and bibliographic apparatus will conform to the Harvard (parenthetical) system, using the APA (Author-date) form.

5. School processes and procedures

This protocol describes the procedures to be followed in case of suspected infringement of the school standards for academic honesty in various ways.

Academic honesty refers to the authenticity of work submitted by students for the purposes of evaluation and/or assessment. All work submitted should be the students' individual work, except in the case of collaborative assessed tasks. In the case of collaborative tasks, each student's individual contribution should be clearly identified.

Where a work is inspired by, derived from, or supported by evidence from the work of another, the source work should be clearly referenced.

In dealing with any issues regarding academic honesty the intention will always be to bring about a behavioural change in the student that is based on clearer understanding.

If a teacher suspects a student has committed an act of academic dishonesty, the programme-specific pathways below outline the procedures to be followed.

5.1. PYP

In the PYP, we see students' understanding of academic honesty as a learning process. Teachers and students work together to develop and maintain a clear sense of the practices that support academic honesty (e.g., age-appropriate expectations regarding references, citations, quotations and paraphrasing). In all grades, the learner profile and attitudes serve as a foundation for developing students' respect for researching and communicating ideas in an academically honest manner.

Clear criteria and expectations for academic honesty are explicitly taught and modelled throughout students' time in the PYP. Should a question of academic honesty arise, the teacher and student(s) will identify the academically dishonest behaviour and clarify the appropriate behaviour. Parents may be contacted so as to further support a student's understanding and practice of academic honesty.

5.2. MYP

Protocol and procedures for academic honesty and integrity in the IB Middle Years Programme

Protocol

1. The MYP student planner for Grades 6-8 includes the *ISL Student Expectations* and the expectations of MYP academic honesty.

2. Grade 9 and 10 students are required to sign the ISL student Expectations and MYP academic honesty declaration at the beginning of an academic year.

3. All MYP students will receive guidance and instruction on academic honesty by tutors, librarians, and the MYP Coordinator. Subject teachers should also provide guidance on the correct use of referencing standards in their subject.

4. All work to be assessed, for either internal or external grade award, should be tested for compliance with the academic honesty protocol.

   Where technically feasible, all work submitted for assessment should be checked using a plagiarism detection system. Turnitin.com is used and is fully integrated with the Managebac platform.

5. Where Turnitin.com is used, the originality report for the work submitted should be consulted by the teacher before the work is graded. Teachers should exercise judgement in doing so, paying particular attention to the nature of the sections of text identified by Turnitin.com as potentially from other sources.

6. Before submission of the work for external assessment, the work must be authenticated by the student. When submitting the personal project, students must sign the personal project academic honesty form to declare their compliance to the regulations set by the IB and the school.

7. A copy of all work assessed, whether for internal or external grade award, should be kept by the teacher. This may be in the form of a hard copy portfolio for each student, as an uploaded electronic copy to a Managebac dropbox, or as an electronic copy kept securely by the teacher. Any annotations or grading should be clearly legible on copies.

Procedures in case of suspected academic misconduct

Minor infringements:

These might include inaccurate, imprecise, or erroneous use of citation and referencing apparatus; paraphrasing without attribution; other matters which could be regarded as unintentional or due to incomplete understanding of the academic honesty guidelines.

In most cases, minor infringements will be dealt with immediately by the teacher. The student should be interviewed and the minor infringements identified and explained. The student should be required to re-submit the work in the shortest possible time, but without penalty.

Major infringements:

In the case of a major infringement of academic honesty, an investigation should be conducted by the relevant staff.

- The student will be invited to a preliminary interview, to establish their point of view and level of understanding of the suspected or detected misconduct. The IB MYP Coordinator will interview the student concerned, possibly in the presence of the teacher. The student's responses should be recorded (either in writing or through audio recording).

- The student's parents or guardians should be notified of a suspected or detected infringement as well as the outcome of the preliminary interview.

- Where infringement is suspected, but not certain – for example in the case of suspected collusion or plagiarism by "over-tutoring" – the student's individual understanding of the work assessed should be established using a viva voce interview. The viva voce should be conducted by the teacher. The student's responses should be recorded (either in writing or through audio recording).

- Where infringement is certain:

  o If the work has been submitted as a draft version, the work will not be accepted for further feedback or guidance until the student has corrected the work such that it meets the requirements for academic honesty. Corrections should be required by the teacher in the shortest reasonable time.
  o In cases of collusion, it may be appropriate to require the student to complete (re-do) the work under controlled conditions.
  o If the work has been submitted for a final deadline, the work will be awarded an internal grade of zero.

- If questions arise about the authenticity of a student's subject work for moderation, the student will be required to re-submit original work in the shortest possible time. Under these circumstances, it may be appropriate to require the student to complete (re-do) the work under controlled conditions. Whatever work is produced under those conditions will count as the best and final submission from the student.

- Repeated infringements on the same task or across multiple tasks will be referred as an infringement of the student expectations and sanctions applied accordingly. Sanctions may be applied up to and including permanent exclusion from the school.

- If the IB Organization notifies the school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the assessment(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the candidate may still proceed and a decision reached on whether to uphold or dismiss academic misconduct. - (IBO, General regulations: Middle Years Programme (April 2014), page 11)

- If no grade is issued for an assessment (or completion of community service) that contributes to a candidate's MYP Certificate, no certificate will be awarded to the candidate. The MYP Record of Achievement or, in the case of an on-screen examination, MYP Course Results will be awarded for other assessments in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions. - (IBO, General regulations: Middle Years Programme (April 2014), page 11)

5.3. DP

Protocol and procedures for academic honesty and integrity in the IB Diploma Programme

1. All Diploma College students will be required to sign as agreed the *ISL Diploma College Student Code of Conduct* at the beginning of the course. The *Code of Conduct* includes a declaration that all written work submitted for assessment (whether internally for ISL or externally by a third party; whether electronically or in hard copy by hand) will be the authentic, original work of the student.

2. All Diploma College students will receive guidance and instruction on academic honesty as part of their PSHE / guidance programme. Subject teachers should also provide guidance on the correct use of referencing standards in their subject.

3. All work to be assessed, for either internal or external grade award, should be tested for compliance with the academic honesty protocol. Where technically feasible, all work submitted for assessment should be checked using a plagiarism detection system. At the Diploma College, Turnitin.com is used and is fully integrated with the Managebac platform.

4. Where Turnitin.com is used, the originality report for the work submitted should be consulted by the teacher before the work is graded. Teachers should exercise judgement in doing so, paying particular attention to the nature of the sections of text identified by Turnitin.com as potentially from other sources.

5. Before submission of the work for external assessment, the work must be authenticated by the student. Where submitted electronically via the IB e-coursework system, this means that the student must complete the submission stage by checking the IB authentication statement. If work is submitted by the teacher on behalf of the student using the teacher's login to the e-coursework system, then the authenticity of the work is guaranteed by the student's signature on the Diploma College student code of conduct at the beginning of the programme.

6. A copy of all work assessed, whether for internal or external grade award, should be kept by the teacher. This may be in the form of a hard copy portfolio for each student, as an uploaded electronic copy to a Managebac dropbox, or as an electronic copy kept securely by the teacher. Any annotations or grading should be clearly legible on copies.

Procedures in case of suspected academic misconduct

There are two general circumstances within which academic misconduct through infringement of academic honesty guidelines can be treated.

1. Before candidate signature of authentication

Where misconduct is detected or suspected *before* a candidate signs a cover sheet or electronic upload, the internal procedures of the college can be applied.

2. After candidate signature of authentication

Where misconduct is detected or suspected *after* a candidate signs a cover sheet or electronic upload, the matter must be referred to the IBO academic misconduct committee. It is the role of the IB Diploma Coordinator to investigate the case and to make the declaration to the committee.

Procedures to be applied in each case are given in fig.1, and described below.
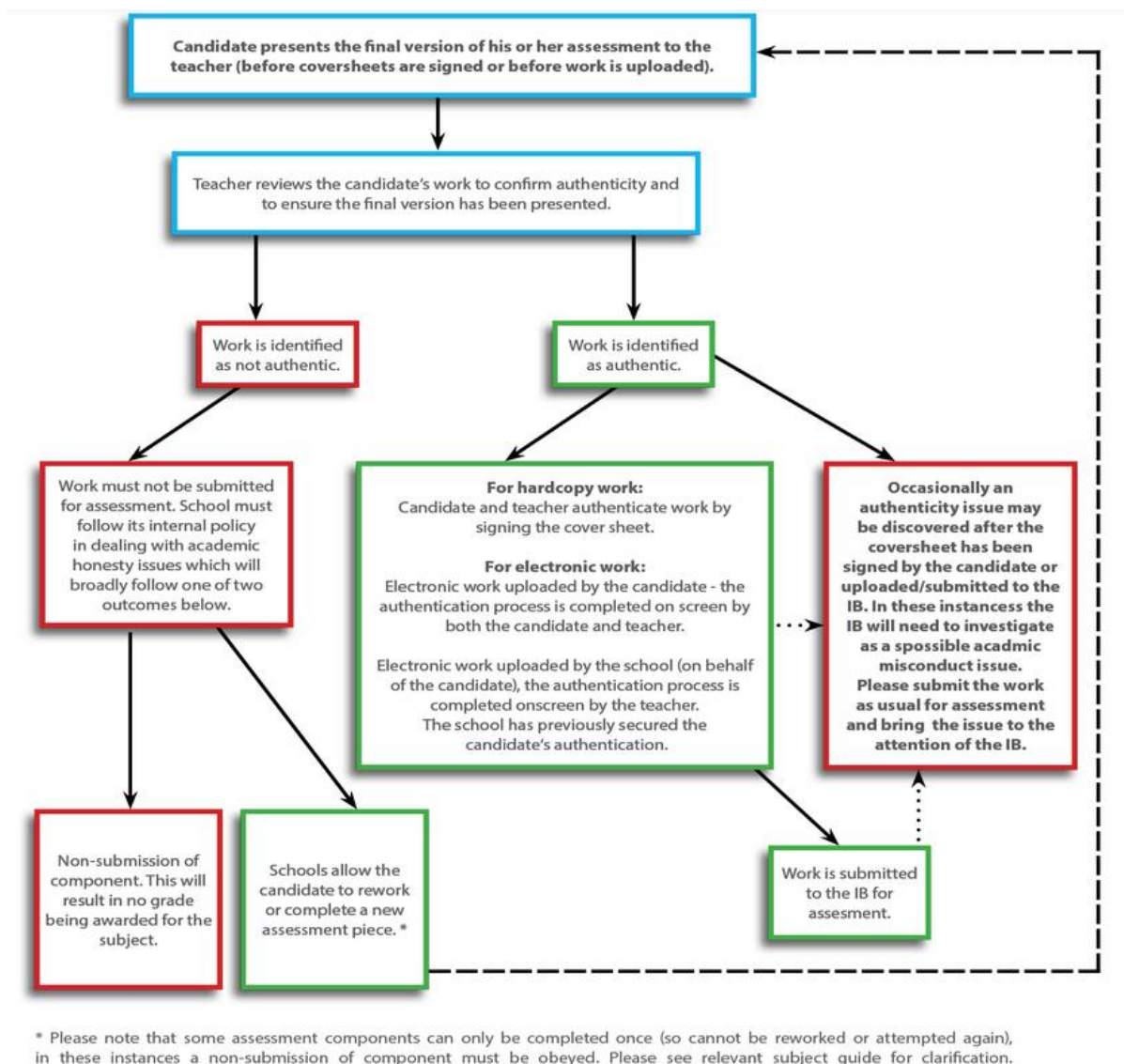
Candidate presents the final version of his or her assessment to the teacher (before coversheets are signed or before work is uploaded).

Teacher reviews the candidate's work to confirm authenticity and to ensure the final version has been presented.

Work is identified as not authentic.

Work is identified as authentic.

Work must not be submitted for assessment. School must follow its internal policy in dealing with academic honesty issues which will broadly follow one of two outcomes below.

For hardcopy work:
Candidate and teacher authenticate work by signing the cover sheet.

For electronic work:
Electronic work uploaded by the candidate - the authentication process is completed on screen by both the candidate and teacher.

Electronic work uploaded by the school (on behalf of the candidate), the authentication process is completed onscreen by the teacher. The school has previously secured the candidate's authentication.

Occasionally an authenticity issue may be discovered after the coversheet has been signed by the candidate or uploaded/submitted to the IB. In these instances the IB will need to investigate as a spossible acadmic misconduct issue. Please submit the work as usual for assessment and bring the issue to the attention of the IB.

Non-submission of component. This will result in no grade being awarded for the subject.

Schools allow the candidate to rework or complete a new assessment piece. *

Work is submitted to the IB for assesment.

* Please note that some assessment components can only be completed once (so cannot be reworked or attempted again), in these instances a non-submission of component must be obeyed. Please see relevant subject guide for clarification.

Fig. 1 Source: *Diploma Programme Handbook 2016,* Section A5.2.1 (IBO, 2016)

Procedures to be applied before candidate signature of authentication

The teacher should clearly identify the parts of the text for which misconduct is suspected or detected. The teacher should notify the IB Diploma Coordinator. The IB Diploma Coordinator will decide which course of action to take, as follow.

Minor infringements:

These might include inaccurate, imprecise, or erroneous use of citation and referencing apparatus; paraphrasing without attribution; other matters which could be regarded as unintentional or due to incomplete understanding of the academic honesty guidelines.

In most cases, minor infringements will be dealt with immediately by the teacher. The student should be interviewed and the minor infringements identified and explained. The student should be required to re-submit the work in the shortest possible time, but without penalty.

Major infringements:

These include plagiarism, collusion and misconduct as defined by the IBO in the rationale above.

1. The student will be invited to a preliminary interview, to establish their point of view and level of understanding of the suspected or detected misconduct. The IB Diploma Coordinator will interview the student concerned, possibly in the presence of the teacher.

2. Where no adequate or acceptable explanation for the misconduct can be offered by the student, the student's parents or guardians should be notified of a suspected or detected infringement.

3. *Where infringement is suspected, but not certain* – for example in the case of suspected collusion or plagiarism by "over-tutoring" – the student's individual understanding of the work assessed should be established using a *viva voce* interview. The *viva voce* should be conducted by the teacher. The student's responses should be recorded (either in writing or through audio recording).

4. If a student appears not to understand the work they have submitted as their own, the work will not be accepted for assessment and will be dealt with as a case of certain infringement (see 5.)

5. *Where infringement is certain* – for example, through detection of text copied verbatim or similar:

    - If the work has been submitted as a draft version, the work will not be accepted for further feedback or guidance until the student has corrected the work such that it meets the requirements for academic honesty. Corrections should be required by the teacher in the shortest reasonable time.

    - In cases of collusion, it may be appropriate to require the student to complete (re-do) the work under controlled conditions.

    - If the work has been submitted for a final deadline, the work will be awarded an internal grade of zero.

    - Where the work is to be externally assessed (EA), or internally assessed for the purpose of external grade award (IA), the student will be required to re-submit original work in the shortest possible time. Under these circumstances, it may be appropriate to require the student to complete (re-do) the work under controlled conditions. Whatever work is produced under those conditions will count as the best and final submission from the student.

    - A given task / component may only be re-submitted *once* in this way. Repeated detection of infringement on the same task / component will result in a recorded non-submission of the task / component.

- Repeated infringements on the same task or across multiple task will be referred as an infringement of the college expectations for student behaviour and sanctions applied accordingly. Sanctions may be applied up to and including permanent exclusion from the college.

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