



# **ACADEMIC HONESTY POLICY**

**Reviewed: July 2019**

**Next review: July 2020**

## BACKGROUND and RATIONALE

“Academic honesty is a set of values that promotes personal integrity and good practice in learning and assessment, and in the MYP is part of the approaches to learning. The IB recognizes that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role-modelling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.” (International Baccalaureate)

In the International Baccalaureate, ‘academic honesty’ is also a principle informed by the attributes of the IB Learner Profile. At Longfield Academy, ensuring academic honesty is the responsibility of everybody. This includes teachers, support staff, administrative staff, students and their parents.

**The IB Learner Profile** is embedded in Longfield Academy’s academic and pastoral curriculum and is integral to the daily life of the academy; it is the cornerstone of this policy. Further guidance comes from the IBO publication Academic Honesty: Guidance for Schools, September 2012. In developing the Academy’s academic honesty policy we encourage our students to be:

**Inquirers** – who acquire the skills necessary to conduct inquiry and research

**Knowledgeable** – who explore concepts, ideas and issues

**Principled** – who act with integrity and honesty, take responsibility for their own actions

**Open-minded** – who are accustomed to seeking and evaluating a range of points of view

**Risk takers** – who are brave and articulate in defending their beliefs

These qualities, when applied to learning and student work, will establish skills and behaviour, which support good practices to be found in the classroom, used for Independent Learning and continued to examination level. The good practices are expected to be introduced, modelled and used throughout the academy. These practices will also be clearly articulated in schemes of work and curriculum maps for the IB-MYP.

The Academy aims to be an outstanding, inclusive learning community where everyone feels safe and valued. We aim to develop inquiring, knowledgeable and caring young people who help to create a better more peaceful world through intercultural understanding and respect, recognising that other people with their differences can also be right. We believe that honesty is integral to positive relationships of all kinds, and crucial to academic and vocational success.

At Longfield Academy we place a high value on honesty and integrity, and this extends to work submitted for assessment. Our expectations are set out below. All members of the community need to be aware that we treat academic dishonesty as a very serious matter.

### Key Terms

<b>Academic Misconduct</b>	Academic misconduct is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages another student) in one or more assessment component.
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<b>Plagiarism</b>	Plagiarism is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. Plagiarism is unacceptable at all times at Longfield Academy. Students are to be encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed.
<b>Collusion</b>	Collusion is defined by the IB as supporting malpractice by another student. Most often this occurs when one student allows their work to be copied or submitted for assessment by another.
<b>Intellectual property:</b>	Intellectual property refers to property which exists as a result of an individual's creativity. This includes music, literary/artistic works, symbols, logos, discoveries and inventions. Intellectual property is a legal term which refers to creations of the mind for which exclusive rights are recognised.
<b>Authentic authorship:</b>	Authentic authorship refers to the fact that a student's work must be based on their own, original ideas with the ideas and work of others fully acknowledged.  At Longfield Academy, students are encouraged and required to use the work of others to support their ideas and arguments. However, they are also required to ensure that proper credit and acknowledgement is given.

## **CHEATING**

Cheating can be defined as; 'act dishonestly or unfairly in order to gain an advantage.' Within the context of Longfield Academy, academic cheating can be identified as;  
'act dishonestly or unfairly in order to gain an advantage.'

Within the context of Longfield Academy, academic cheating can be identified as potential activities on different levels of severity. These could include:

**Basic level:** Copying classwork or independent learning

**Medium level:** Concealing answers within an internal test and using these.

**High level:** Cheating within an external exam. All allegations of cheating would always be investigated and the consequences of such actions would be dealt with by the academy's behaviour policies and if deemed of a very serious nature, by the regulations of the Examinations Boards, JCQ and Ofqual.

### **List of behaviours which constitute academic misconduct in IB programmes:**

1. Using any intellectual property – which includes such things as ideas, logos, music, literary/artistic works, symbols, images, statistics, pictures, discoveries and inventions – from any physical or digital resource without giving proper credit to the creator of the original intellectual property.
2. Copying or duplicating the work of another student at JBS.
3. Copying or duplicating the work of any student at any school other than JBS.
4. Bringing unauthorised materials into internal or external examinations. Such unauthorised materials include:

- a. Notes, books, textbooks or other revision materials.
  - b. Digital devices capable of accessing the Internet (iPads, laptops, iPods, tablet computers, smart phones, etc.)
5. Intentionally or unintentionally facilitating academic misconduct by another student.
  6. Intentionally or unintentionally failing to follow the instructions for the conduct of external assessments as prescribed by the International Baccalaureate.

**Students must be explicitly educated as to:**

- a) What constitutes academic misconduct, plagiarism, collusion, authentic authorship and intellectual property.
- b) How to properly use, cite and reference materials which have been used in the construction of their assessed work.
- c) How to use the referencing and bibliography tools which are in-built into all major Word Processing applications.
- d) The consequences which will arise in the case that instances of academic misconduct, collusion or plagiarism are discovered.

**CONSEQUENCES**

In the first instance, work that is deemed to be academically dishonest will receive zero as a grade, (though the teacher may give some feedback to the student). In addition, the teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the Subject Leader/IB-MYP Programme Coordinator.

In the event that there is a second instance of academic dishonesty, the piece of work will receive no marks. In addition, parents will be asked to attend a meeting at the academy with the Vice Principal responsible for Teaching and Learning, the Subject Leader and the IBMYP Coordinator. This meeting will try to ascertain whether there was a clear attempt to deceive on the part of the student. Based on the meeting's findings, a number of sanctions may be employed, ranging from placing the student on report to a period of fixed term exclusion. Subsequent instances of academic dishonesty could put the student's place at the academy at risk.

**POSSIBLE CONSEQUENCES**

Consequences should be considered in relation to a student's age, level of awareness and previous teaching, severity of the incident, intent, background, character history, history of academic honesty, and any other relevant factors. It is at the professional discretion of the teacher, head of department, and any other line managers to decide consequences.

Possible consequences include, but are not limited to:

- Detention
- Re-submission of work
- Faculty/ College report
- Isolation
- Receiving a zero for this piece of work
- Exclusion
- Withdrawal from/ failure of the course

## **STUDENTS' RIGHTS**

If a student must attend a Transgression Meeting, s/he is allowed at any stage to have a parent or another teacher attend the meeting with him or her.

## **STUDENTS' ROLE**

The academically honest student:

### **DOES**

- Acknowledge help from parents, older students and friends
- Acknowledge help from teachers and other adults
- Acknowledge the source of direct quotations
- Acknowledge information taken from books and the Internet
- Acknowledge reference materials in a bibliography
- Know what constitutes cheating and abides by the rules
- Follow all exam rules

### **DOES NOT**

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy

## **TEACHERS' ROLE:**

Teachers will:

- Attend professional development offered by the school to understand the expectations of Academic Honesty
- Allow students the opportunity to practice and learn how to use other people's work in support of their own, in an age- and skill-appropriate way
- Teach awareness of misconduct and procedures
- Understand that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes
- Report any detected plagiarism or cheating

In a cohesive and comprehensive way, students will receive instruction in:

- Use of the Library and Internet
- Basic note taking skills
- Simple paraphrasing and adaptation of source material
- Ways to acknowledge informally in writing and speech
- Relevant use of direct quotations and citations
- Simple ways to acknowledge information derived from electronic sources
- Writing a bibliography
- Understanding what constitutes cheating
- Understanding the possible outcomes of cheating

### **MYP LEAD TEACHER AND MYP COORDINATOR'S ROLE**

- Issue, collect and store signed copies of the 'Academic Honesty Agreement' Form
- Provide professional development for teachers - work with departments to develop their Approaches to Learning (ATL) map and ensure that all students in their programme have a thorough and deep understanding of the key terms which pertain to comprehending academic honesty
- Provide teacher training to ensure that all faculty members are able to teach students how to use the referencing and bibliography tools
- Promote parental awareness / Inform parents of expectations and consequences
- Keep central records of each situation and the consequences to ensure consistency and highlight trends
- Support teachers in administering consequences and penalties

### **THE ROLE OF THE SENIOR LEADERSHIP TEAM**

In developing and implementing the principles of Academic Honesty in the MYP at Longfield Academy, the Senior Leadership Team is responsible for:

- Ensuring that all school stakeholders are aware of their responsibilities
- Ensuring that all school stakeholders are carrying out their responsibilities in an effective, efficient and constructive manner
- Taking appropriate action in dealing with instances of academic misconduct
- Ensuring that all subject leaders and teachers communicate to students the specific requirements for academic honesty in their subjects

### **PARENTS' ROLE**

- To support students in completing academically honest work
- To support teachers in any consequences stemming from cheating or plagiarism

### **THE ROLE OF THE LEARNING RESOURCES (LRC) MANAGER**

In developing and implementing the principles of Academic Honesty in the MYP the LRC Manager is responsible for:

- Encouraging students to be honest, responsible citizens by instilling the principles of academic honesty through modelling, coaching and good practice on a daily basis during their interactions with students
- Ensuring that any subscriptions to software applications designed to ensure academic honesty are up-to-date and maintained
- Working with students to ensure that they understand the requirements of the approved referencing conventions
- Taking appropriate action in dealing with instances of academic misconduct as detailed in this policy

### **REFERENCING**

Longfield Academy will use the Harvard Referencing system. This is enforced through effective teaching and learning within lessons and pastoral programmes.