

Academic Honesty Policy

Aims

The purpose of this policy is to provide clarity for pupils, teachers and parents on our expectations of academic honesty across the school at Campion. As part of that clarity, this policy also details the consequences of academic misconduct.

Objectives of the Policy

- To provide a structure for age-related expectations.
- To promote good academic practice and a school culture that actively encourages academic honesty.
- To clarify the expectations of pupils, teachers and parents.
- To ensure that pupils understand the importance of acknowledging accurately and honestly all ideas and work of others.
- To indicate consequences of not adhering to academic honesty.

Philosophy

Campion School, guided by its own values and those of the IB learner profile (for Years 12-13), places great importance on pupils understanding the principles of academic honesty and making good choices with these in mind. Our pupils need to work with high standards of academic honesty if they are to achieve excellence in their academic work. In addition, our pupils show respect for others and their own integrity when they give credit to sources through correct citation. Within the IB Diploma Programme (Years 12-13), academic honesty is a key way in which our pupils show themselves to be principled and reflective inquirers, three of the ten attributes of the IB learner profile. As part of academic honesty we aim to maximise continuity in how research skills are taught from Year 7 to Year 13, while teaching at an age-appropriate level, and to provide clarity for pupils and make the best use of class time. We want our pupils to develop strong collaborative skills while understanding the difference between collaboration and collusion. Pupils are not permitted to engage in plagiarism, collusion, duplication of work, cheating in exams or any other academic malpractice.

What is 'Academic Honesty'?

Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations.
- The full acknowledgement of the original authorship and ownership of creative material.
- The production of authentic pieces of work.
- The protection of all forms of intellectual property which include: forms of intellectual and creative expression, patents, registered designs, trademarks, moral rights and copyrights

Academic Dishonesty, therefore, involves:

- Plagiarism.
- Collusion.
- Duplication of work.
- All forms of malpractice.

What is 'Malpractice'?

Malpractice is behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice may include:

- Plagiarism: the representation of the ideas or work of another as the candidate's own.
- Collusion: supporting malpractice by another candidate – allowing one's work to be copied or submitted for assessment by another.
- Duplication of work: the presentation of the same work for different parts of the curriculum. (An example would involve submitting to the IB the same piece of work for a History Extended Essay and the History internal assessment).

Malpractice also includes:

- Making up data for an assignment.
- Falsifying a statement (e.g. CAS record).
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, own rough paper, notes, etc.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Copying the work of another candidate.
- Referring to or attempting to refer to, unauthorised material that is related to the examination.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another candidate.
- Including offensive material in a script.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorised calculator during an examination.
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations.

The Role of the librarian

The librarian is a very useful resource for all Campion pupils and teachers. She is an expert in the area of academic honesty and can provide ethical guidance alongside information on the most appropriate citation system to use, particularly in IB Diploma Internal Assessment (IA) assignments and the Extended Essay.

Academic Honesty within the Lower School

- Pupils will write their name on their pieces of work, reinforcing concept of authorship.
- Pupils are encouraged to put all information into their own words when doing a project.
- Pupils are expected to start listing sources in some form of bibliography.
- Pupils are expected to not copy other people's work or allow others to copy theirs.
- Pupils are expected to follow all instructions during tests.
- Teachers and the librarian will encourage pupils to talk informally about where they found a piece of information.
- Teachers and the librarian will introduce the concept of plagiarism to pupils.
- Teachers will respond to issues of plagiarism/collusion within the classroom.
- Teachers will communicate the importance of not cheating on tests, copying homework or collusion in these acts.
- Teachers are encouraged to model best practice by using references where appropriate in their own presentation slides.

Academic Honesty within the Middle School

Pupil expectations

- Pupils should only submit work for assessment that is authentically theirs.
- Pupils should choose and use trustworthy sources of information when doing research.
- Pupils are expected to put all information into their own words.
- Pupils are expected to fully and correctly acknowledge the work and ideas of others through well-formatted bibliographies. This includes all research-based assignments such as written work, posters and presentations. Pupils have the option of using online sites to format their bibliography.
- Pupils are expected to cite the source of any images, video or audio files that they include in a presentation. These should be listed separately at the end of their bibliography.
- Pupils are expected to follow all instructions during tests and formal IGCSE exams.

Teacher expectations

- Teachers will take time to explicitly teach research skills such as choosing appropriate resources, paraphrasing information, citing different types of resources, and the difference between collaboration and collusion.
- Teachers will take pupils' academic honesty and bibliographic skills into account when assessing assignments. Teachers will specify this in assignment criteria where relevant.
- Teachers are encouraged to model academic honesty by citing appropriately in their presentations.
- Teachers will communicate the importance of not cheating on tests, copying homework or collusion and will have zero tolerance for these acts.
- Teachers will administer and supervise any tests, such as class tests and the end-of-year exams, setting up classrooms to minimise the opportunity for cheating and malpractice.
- Teachers will administer and supervise IGCSE exams with professionalism, adhering to the guidelines laid down by CIE.
- Teachers may start to introduce pupils to using direct quotations and parenthetical citations.

Parent expectations

- Parents are expected to support teachers in encouraging pupils to use information ethically.
- Parents are expected to reinforce pupils' responsibility for their own work by not doing any part of their assignments for them or hiring others to do the work.

Lower and Middle School Consequences of Academic Misconduct

These consequences are intended to provide an age-appropriate opportunity for growth and learning, similar to those for any breach of our code of conduct.

- Teachers will report all incidents of Academic Misconduct to the relevant Year Tutor, who will keep a record of all incidents on the school management information system (PASS/3 sys). This record may be forwarded as part of the pupil's record if they move school.
- In the event of a first incident of academic misconduct, teachers may require a pupil to re-do an assignment before they agree to grade it.
- Further incidents of academic misconduct will be treated with progressive discipline. Consequences may include parent contact, an assignment being graded "0", suspension or the pupil being asked to leave the school.
- Where the act of misconduct can be deemed as malpractice along the guidelines laid down by Cambridge International Examinations, an "Exam Day - Form 9" must be completed and passed on to the examinations officer.

Upper School

The principles of academic honesty are communicated within the school IB Diploma community via the processes described:

- All pupils sign the IB Pupil contract at the start of Year 12.
- The IB Coordinator provides documentation to the IB teachers with regard to principles and practices of academic honesty as defined by the International Baccalaureate Diploma programme.
- In September the IB Coordinator conducts a discussion regarding the importance of academic honesty with both the IB1 and IB2 pupils.
- The IB publications *Academic Honesty Policy* and *General Regulations: Diploma Programme* are posted on the school website. Pupils and parents are encouraged to familiarise themselves with these documents and to become aware of the consequences of academic dishonesty.
- Information and regulations relating to IB Academic Honesty is published in IB Pupil Planners.
- IB teachers and form teachers hold discussions with pupils stressing academic honesty. They positively emphasise the benefits of pupils conducting themselves with integrity and academic honesty in all forms of assessment.
- IB teachers reinforce good academic practices and provide examples of conventions for acknowledging sources (effective citing and referencing, published by the IBO).
- The Extended Essay supervisor provides information on ways to acknowledge sources in the Extended Essay.
- The IB Coordinator reaffirms the values inherent in pupils conducting themselves as principled individuals via CAS activities and informs pupils about appropriate conduct during the exam sessions.
- IB pupils are informed that plagiarism software may be used by teachers to investigate malpractice.

Pupil Expectations

- Pupils should only submit work that is authentically their own. To this extent, for formally assessed work that is submitted to the IB, pupils will sign a "Candidate Authenticity Form" declaring the work that they are submitting to the IB is their own.
- Pupils should choose and use trustworthy sources of information when doing research.
- Pupils are expected to use Turnitin as directed by teachers to check that their work is their own.
- Pupils are expected to fully acknowledge the work and ideas of others through correctly formatted citations and bibliographies. This includes all research-based assignments such as written work, posters and presentations. Pupils have the option of using online sites to format their bibliography and citations.
- Pupils are expected to use correctly formatted parenthetical citations for any direct quotations or paraphrased information in a research assignment.
- Unless using a direct quotation, pupils must put all information into their own words.
- Pupils are expected to cite the source of any images, video or audio files that they include in a presentation. These should be listed separately at the end of their bibliography.
- Pupils must follow all instructions and rules during internal and external tests/exams.
- Pupils must seek further information from a teacher, the librarian or the IB Coordinator if they are in any doubt as to what constitutes plagiarism, collusion, cheating in exams, duplication of work, or any other act of academic misconduct.

- The IB policy which requires pupil and faculty signatures on IB externally assessed assignments may be an optional requirement at the discretion of the teacher for in-school homework assignments, with a signed statement such as the following accompanying in-school assignments: “I have neither given nor received unauthorized assistance on this assignment, nor am I aware of any infraction of the IB Academic Honesty Policy.”

Teacher expectations

- Teachers will teach pupils how to create parenthetical citations and refresh pupils’ understanding of bibliographies where necessary.
- Teachers will show pupils how to submit work to Turnitin to check for plagiarism.
- Teachers will take a pupil’s academic honesty and citations/bibliography into account when grading a piece of work.
- Teachers are expected to provide guidelines for assignments that are in line with IB policy on academic honesty.
- Teachers must report all instances of academic misconduct to the IB Coordinator.
- Teachers will not submit pieces of work for assessment by the IB if they are not satisfied they are entirely the pupil’s own work. Time must be allowed ahead of deadlines for appropriate checks regarding academic misconduct to be carried out.
- Teachers will communicate the importance of not cheating on tests, copying homework or collusion and will have zero tolerance for these acts.
- Teachers will proctor all tests and exams with professionalism, setting up classrooms to minimise the opportunity for cheating.
- Teachers will model academic honesty by citing appropriately in their presentations.

Parents’ expectations

- Parents should support teachers in encouraging pupils to use information ethically.
- Parents are expected to reinforce pupils’ responsibility for their own work by not doing any part of their assignments for them or by enabling assistance outside that which is permissible by the school and the IBO.
- Parents should reinforce the importance of following teachers’ instructions during exams and in completing assignments.

Upper School consequences of Academic Misconduct

These consequences are intended to provide an age-appropriate opportunity for growth and learning, similar to those for any breach of our code of conduct.

- Teachers will report all incidents of Academic Misconduct to the relevant Year Tutor, who will keep a record of all incidents on the school management information system (PASS / 3 Sys). This record may be forwarded as part of the pupil’s record if they move school.
- If appropriate, for a first offence, consequences will be at the teacher’s discretion, and may include either a requirement to re-do the assignment, or the pupil being given a “0” grade for the assignment.
- Any further incidents of academic misconduct will be treated with progressive discipline. Consequences may include parent contact, the pupil not receiving a credit for that course, suspension, or the pupil being asked to leave the school.

IB Diploma consequences of Academic Misconduct

If teachers suspect that IB work is not authentically that of the pupil, they will not submit it to IB, meaning that the pupil will not receive a grade for that section. This may prevent them from being awarded the IB Diploma. Teacher-pupil meetings and the planning and progress form can provide evidence of the authenticity of work. All work submitted to the IB will be passed through Turnitin.

The school will defer to official IB policy in all issues of Academic Misconduct.

Teachers will report all incidents of Academic Misconduct to the IB Coordinator and the Year Tutor, who will keep a record of all incidents on the school management information system (PASS/3 Sys). This record may be forwarded as part of the pupil's record if they move school.

Definitions and Acronyms

Academic Misconduct – any pupil action, intentional or unintentional, which leads to a pupil taking credit for another person's work, or gaining any unfair advantage. This includes (but is not limited to) plagiarism, collusion, duplication of work, cheating in exams and falsifying a CAS record.

CAS – Creativity, Activity and Service – this is one of the core requirements of the IB course, which all Diploma programme pupils must complete.

Cheating in exams – This is any pupil action, intentional or unintentional, which leads to a pupil gaining an unfair advantage in an exam. This includes (but is not limited to) not following teacher/written instruction, taking unauthorised equipment/materials into an exam room, and impersonating another candidate.

Collaboration – the act of working with others to achieve shared goals. Teachers will specify when collaboration is appropriate.

Collusion – the act of allowing someone to copy your work and take credit for it.

Duplication of work – the act of submitting the same work for/as part of two separate assignments, either within the same course or in different courses.

EE - Extended Essay, an assignment all pupils do as part of the IB Diploma programme.

Plagiarism –the act of presenting another's words and ideas as one's own without crediting the source, whether intentionally or unintentionally. This source may be a website or it may be the assignment of a friend. All writers are responsible for documenting the use of ideas and words that are not their own. While an obvious form of plagiarism is copying a direct quotation without providing quotation marks and crediting the source, a more subtle form of plagiarism also includes paraphrasing material or using an original idea without citing this. Pupils can avoid plagiarism by acknowledging the source of materials at all times. When in doubt, pupils can ask their teacher or librarian for clarification.

PPF – The Reflection of Planning and Progress Form, which is used to record progress in IB projects and activities (called slightly differently in different subjects).