

ACADEMIC HONESTY POLICY

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1. Introduction

1.1 The importance of Academic Honesty at Oakham School

The chief purpose of Oakham School is to 'teach our pupils knowledge, skills and values to thrive ...[we will] provide exceptional, contemporary co-education with a global outlook, offering experiences to learn in a caring and inspiring...community'. This builds on our core values of Care, Courage, Contribution and Connection.

Such learning is acquired through study and experience and any form of malpractice in an academic context is a denial of that process, is contrary to the purpose and values of the School. It is potentially highly damaging to the individual concerned, to the wider community of the School, and beyond. In keeping with the mission of the School, requirements of the International Baccalaureate Organisation (IB) and aligned with JCQ regulations for non-IB courses, an academic honesty policy has been agreed by the teaching faculty to promote, nurture and establish academic honesty as a core principle.

1.2 Definition of Academic Honesty

- Respecting the work and the ideas of other individuals.
- When one makes use of, or makes reference to, another's ideas or creations, appropriate credit and proper acknowledgement must be given.

1.3 Academic Honesty

An essential part of academic honesty is developing the skills, knowledge and values to be academically honest. This includes learning the principles of paraphrasing and quotation, citing the work of others according to accepted conventions, and knowing what constitutes intellectual property and what limits are placed on the use of those properties.

Understanding and implementing such skills and knowledge allows pupils, as a matter of practice, to present only work that is authentically their own ensures academic integrity is maintained.

"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work." (IB Academic Integrity policy, October 2019, p.3)

Academic integrity maintains fairness for all students, maintains trust in, and the credibility of, qualifications, and develops due respect for others, aligning with our core value of Care. Acting in a manner that ensures academic integrity may require pupils to make seemingly difficult decisions – choosing the harder path to follow – as it may require



greater effort and more time to complete a piece of work, but Courage is one of our core values, and should guide decision making.

1.4 IB Learner Profile

Any staff member, pupil or parent who is practising the attributes of the IB learner profile will, by definition, be practising academic honesty. We encourage learners to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Principled learning requires pupils to be honest and ethical in referencing sources of knowledge and ideas in their work.

1.5 Support and Guidance for pupils

Overall, Oakham School 'house' referencing style is based on APA 6th edition.

The School's LibGuides (developed and maintained by the School's Library team) provide information about citing and referencing sources correctly using the referencing tools in Word. Further guidance on basic use of these tools on both PCs and Macs is also available.

The School provides dedicated librarians, each specialising in a specific section of the School, who are available to support pupils with any referencing queries.

The direct links for the support resources that outline citing conventions and expectations of pupils are provided below:

Upper School Pupils <https://oakham-rutland.libguides.com/APAReferencing>

Middle School Pupils <https://oakham-rutland.libguides.com/c.php?g=696525>

Lower School Pupils <https://oakham-rutland.libguides.com/c.php?g=689617>

2. Academic Dishonesty explained

2.1. Actions to avoid

- *Plagiarism*: this is defined as the practice of taking the work or ideas of another including the use of Artificial Intelligence (AI) software and representing them as one's own; it may be deliberate or inadvertent, with the latter possibly arising from, for example, inadequate citation of sources.
- *Collusion*: this is defined as a secret agreement to work together with the intention of passing off work as that produced by one person.
- *Duplication of work*: this is defined as the presentation of the same work for different assessment components and/or IB requirements.
- *Misconduct or malpractice*: this is any practice used to gain an unfair advantage in any assignment or examination. It could include taking unauthorised materials into an examination room, getting unauthorised help from another in producing work, using a mobile phone in test conditions, and so on.

2.2. Examples

1. *Plagiarism*

Copying what someone else has written without using quotation marks and appropriate citation. There are particular rules, or conventions, about how to cite someone else's work, and those rules must be followed. Oakham School requires pupils to use the APA



convention for citation and referencing. Pupils passing off AI generated work as their own is exactly the same as plagiarism of a source that has been generated by a human writer. If you didn't write something, you shouldn't claim that it is yours.

Note: "The IB does not prescribe which style of referencing or citation method should be used by students. However, the minimum information required in the MYP for identifying sources includes the name of the author, date of publication, title of source, and page numbers as applicable." (MYP: From principles into practice, p.38.)

Pupils should be consistent in the use of APA convention across all years and grades.

2. Using someone else's ideas and putting them in your own words (paraphrasing) without using appropriate citation.

3. Just as with printed materials, all Internet sources, use of AI, CD-ROMs, DVDs, electronic media, email messages and conversations must be cited appropriately.

Note: Work produced by artificial intelligence tools (even only in part) will not be considered as a student's own. As with any quote or material adapted from another source, it must be clear that AI generated work included in a piece of assessment has been taken from such software—it **must** be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content as it was not originally written by them. (ibo.org: Artificial Intelligence in IB assessment and education: a crisis or an opportunity? 27 February 2023)

Collusion

1. Copying someone's work and presenting it as your own.

2. Allowing someone to copy your work and present it as his/her own.

Collaboration - working with others on a common aim should not result in a member of the group copying or submitting the work of other members for assessment.

Please note the following:

Pupils are encouraged to collaborate in some instances; for example, they might work together on creating a data table in sciences. The data tables will be identical, but all other required parts of the lab must be individual work.

Pupils are expected to follow the guidelines of specific collaborative group assignments in order to accurately reflect the contributions of all members of the group to the assignment.

The assessment task-specific clarifications can assist in identifying the elements that are expected to be a collaborative group effort and those, if any, that are to be individual endeavours.

For more information on the difference between collaboration and collusion, please see *MYP: From principles into practice*, p. 76

Duplication of work

1. Submitting the same work to satisfy different IB programme requirements.

2. As part of an interdisciplinary unit, pupils may occasionally submit the same assignment to more than one teacher to satisfy varying requirements in different subjects. If this is the case, it should be stated explicitly in the task-specific clarifications provided to pupils.

Intellectual property

Oakham School



“The concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] must at least be aware that forms of intellectual and creative expression [for example, works of literature, art or music] must be respected and are normally protected by law.” (Academic Honesty policy, IB, July 2011, p. 2)

1. Doctrine of Fair Use for Copyrighted Materials allows pupils and/or staff to use excerpts from songs or videos without explicit permission for an educational purpose for a limited time. Any works used must be cited appropriately.

3. School’s response to academic malpractice

The spirit of this policy is to help ensure the education of all our pupils in the matter of academic honesty so, whilst there is an inevitable focus on procedures and protocol, it should be borne in mind that discussion and reflection should come ahead of sanction if that is in the best interests of the pupil.

3.1. The responsibilities of the School

The School educates pupils about academic honesty and encourages appropriate practice by:

- enforcing IB and JCQ regulations in examination rooms
- providing students with copies of IB and JCQ materials relating to examination conduct and academic honesty
- enforcing similar regulations in internal exams, formal tests and project work
- formally teaching the research process through the FOSIL framework
- providing support, through the Library and elsewhere, for pupils engaged in academic work or research
- providing opportunities for pupils to practise academic honesty in all disciplines and with a sophistication increasing in a fashion appropriate to the pupils
- providing a wide range of age-appropriate scholarly sources
- ensuring that pupils are aware of their responsibilities
- ensuring that teachers are aware of and trained in the School’s expectations relating to academic honesty
- requiring teachers to use their professional judgement in seeking to educate pupils, and reporting instances of academic dishonesty where appropriate
- formally investigating reports of academic dishonesty and applying appropriate sanctions

3.2. The responsibilities of Heads of Department

- Reminding departmental colleagues of the requirements in relation to academic honesty, particularly when examined coursework or controlled assessment is taking place
- Investigating instances of suspected academic dishonesty according to the procedure below, and alerting the Deputy Head (Academic) or/and the relevant IB Programme Coordinator in the case of serious breaches
- Ensuring that copies of coursework and controlled assessments are uploaded to turnitin.com

3.3. The responsibilities of teachers



- Understanding and modelling the practice of academic honesty, the FOSIL framework and the conventions that apply, including in the production of presentations and handouts
- Providing opportunities for pupils to practise academic honesty within their subject discipline
- Reminding pupils of the expectations on them in relation to academic honesty when it is appropriate to the task in hand
- Providing feedback to pupils in relation to academic honesty
- Being proactive in investigating instances of academic dishonesty, and following the procedure outlined below

3.4. The responsibilities of pupils

Pupils are expected to:

- be aware of and adhere to rules and expectations relating to academic honesty in public examinations
- acknowledge clearly when they are drawing upon the ideas of others, including AI and to cite sources wherever possible, employing appropriate academic conventions at a level appropriate to their point in School
- avoid plagiarism and collusion in their studies at all times
- consult their teachers when they find themselves in academic difficulty, or if they are unsure about the propriety of their approach
- accept that they are ultimately responsible for ensuring that all work is their own.

3.5. Staff training

All staff will be briefed, at least, every three years on the content of this policy, the expectations of the School and the pupils, and the academic conventions of the School as represented in FOSIL and other frameworks; while the policy itself is always available to staff through the usual school channels.

New staff will receive such a briefing as part of their induction to the School.

3.6. Pupil training

Pupils in Forms 1 and 4 will, as part of their normal curriculum, be taught about formal academic research and have the opportunity to practise and demonstrate their understanding of this through project work. Pupils studying the IB DP will also receive formal instruction as part of their EE support in Form 6.

Pupils arriving at other points will be briefed on the School's expectations in regard to academic honesty as part of their induction.

3.7. Informing parents

The expectations of the School in relation to academic honesty will be explained to parents as part of the induction sessions at the start of the academic year; the policy will also be available on the School website.

3.8. Investigating instances of academic dishonesty

All investigations of academic dishonesty should be conducted in the spirit of this policy, where the compassionate education of the pupils takes priority. It is not expected or intended that rapid escalation is the norm; any responses should be age appropriate and proportionate. Often, a 'serious conversation' will be of greater value than an automatic



sanction. An attempt must always be made to establish the circumstances leading to the event in collaboration with the pupil's form tutor and HM.

Teachers who suspect a student of academic dishonesty should, in the first instance, address the issues directly with the pupil. If this appears to be more than a relatively minor matter (such as low-level copying of non-examination work), the incident should be reported to the relevant tutor, Head of Department, Head of Section and the relevant IB Programme Coordinator. The pupil should be advised of the potential seriousness of academic dishonesty at this stage. The Head of Department, in collaboration with the Head of Section, relevant IB Programme Coordinator and tutor must investigate and decide whether the incident constitutes a serious incident of plagiarism, misconduct or collusion.

If the body of work is non-departmental or cross-curricular in nature, then the initial investigation should be referred to the Head of Section and the relevant IB Programme Coordinator.

Serious incidents of academic dishonesty will be investigated by the Head of Section and/or Deputy Head (Academic), in collaboration with the relevant IB Programme Coordinator and the Senior Deputy Head: the Head of Department will provide the relevant evidence to the Head of Section and/or Deputy Head (Academic), and a formal interview with the pupil will be conducted by the Head of Section and/or Deputy Head (Academic), with the relevant tutor or HM in support: the outcome will be a decision as to whether this constitutes wilful misconduct rather than ignorance of academic convention. The Head of Section or Deputy Head (Academic) or the HM will contact parents advising them of the situation and decide on the appropriate sanction.

If the instance of academic dishonesty happens as part of the assessment for a formal examination, any applicable JCQ or IB guidelines will be followed, as well as the appropriate sanction being applied.

3.9. Sanctions

A Deputy Head's Detention will be applied in cases of serious deliberate academic dishonesty; this will be accompanied by a letter home from the Head of Section or Deputy Head (Academic).

In the event of malpractice in an internal examination, the pupil will be awarded no marks for that paper; however, it will be assessed and feedback provided, as is normal.

A Head of Department's Warning, which is focused upon instances where expectations of work or conduct in an academic subject do not meet expectations, is appropriate for persistent low-level academic dishonesty such as copying prep or attempting to cheat in tests.

A 'Think About it Memo' completed by the student and discussed with the form tutor may be appropriate in instances where a more formal sanction would be considered excessive.

An Academic Detention is applied when a pupil has wilfully failed to complete a piece of work to an appropriate standard, or not handed it in on time: this is not, in general, the correct sanction for deliberate academic dishonesty.

3.10. Follow-up



Following an instance of academic dishonesty leading to a sanction, pupils will be encouraged by their form tutors to recognise their misconduct, to reflect upon its causes, and will be supported in a manner to try to ensure that such incidents are avoided in the future. Records should be kept by teachers, tutors and departments so that persistent problems become apparent and can be addressed appropriately.

3.11. Examples and the application of appropriate sanctions

i. *Malpractice in an internal examination*

This is a serious offence which, if repeated in a public examination, could have catastrophic consequences for the individual. Therefore, such instances should always be escalated to the Head of Section and Deputy Head (Academic), and a Deputy Head's Detention or Head of Lower School Detention is appropriate.

ii. *Heavily lifting text from one or more websites in the Community or Individual Project*

Whilst this undoubtedly constitutes plagiarism, the seriousness of the offence may not be apparent to the pupil. This should be dealt with through a meeting with the Head of Middle School and the IB MYP Coordinator.

iii. *Cheating in a class test or copying prep*

A first offence of this nature should be dealt with directly by the teacher, perhaps with a 'Think About it Memo' being issued. Persistent offences should be referred to the Head of Department, where a Head of Department's Warning should be issued; further instances after this should then be escalated to the Head of Section and Deputy Head (Academic).

iv. *Malpractice in a piece of examined coursework*

This is automatically a serious offence that should be escalated to the Head of Section and Deputy Head (Academic).

4. The IB's response to academic malpractice

The IB expects that all incidents of academic malpractice will be handled at the school site. The School's response is outlined above. In addition to an individual school's policy, candidates' work is also subject to random checks for plagiarism using a web-based plagiarism prevention service. In cases where IB examiners suspect malpractice, the following may and/or will occur:

1. The IB will ask the coordinator to investigate the circumstances and report to the IB assessment centre.
2. The IB reserves the right to withhold a candidate's (or group of candidates') results until the investigation is completed.
3. Cases of suspected malpractice are presented to the final award committee which assesses the evidence and renders a decision.
4. Penalties are imposed according to the nature of the offence, never considering the consequences of imposing a penalty, and may include:
 - Not awarding a grade in a subject, thus not awarding an IB MYP certificate or diploma; pupils may retake the exam in a future session, assuming malpractice is not repeated.
 - Preventing a pupil from registering for future exams (in cases of serious malpractice).



- Withdrawing an IB MYP certificate or diploma if malpractice is established subsequently.
5. No form of documentation sent to any school, college, or admissions centre shows that a candidate has been found guilty of malpractice. Universities will see, however, that no grade has been awarded for a subject.

For information on offences and penalties, please refer to IB Academic Integrity policy, October 2019, linked [here](#).

Elements of this policy are based on the Academic Honesty Policy produced by Haileybury School, and it is further informed by the IB publications 'Academic Honesty in the Diploma Programme', 'Academic Honesty in the IB Educational Context' (2014) and IB MYP 'Academic Honesty_1' sample policy. It is licenced under a Creative Commons Attribution-NonCommercial-ShareAlike licence (CC BY-NC-SA).

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ACADEMIC HONESTY AGREEMENT

Any and all work that I submit to any teacher for consideration and/or assessment will be my own authentic work. This includes homework assignments, formative assessments, summative assessments, and work to be submitted to the IB or JCQ.

I will learn the processes for acknowledging someone else's work or ideas and will appropriately acknowledge all uses of someone else's work or ideas. I understand that I can ask for help if I am unsure about what constitutes academic honesty in any of my assignments.

I will submit only work that I have completed independently. I will not allow other pupils to copy or to submit work that I have completed.

I have read the School's academic honesty policy.

Pupil name: _____

Pupil signature: _____ Date: _____

Parent/Guardian acknowledgement:

I have read the School's academic honesty policy. I have reviewed it with my child.

Parent/Guardian name:

Parent/Guardian signature: _____ Date: _____
