



St Leonards Academic Honesty Policy

At St Leonards, our school motto is 'Ad Vitam', interpreted as 'for life', and to that end we believe that we are educating pupils to be honest in all they do, whatever beliefs, nationality or background they come from. Our mission statement is 'we are educating students in an internationally recognized qualification for life'.

Being honest and principled is essential in all we do, as reflected in the values and ethos of the Learner Profile.

1.1 Academic honesty

1.1.1 All pupils must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Ensuring that pupils understand and respect academic honesty should not be confined to original authorship and ownership of creative material. Academic honesty includes, for example, proper conduct in relation to the written examinations.

1.1.2 An authentic piece of work is one that is based on the pupil's individual and original ideas, with the ideas and work of others fully acknowledged.

1.1.3 In understanding the concept of intellectual property, pupils 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.

1.2. Malpractice

1.2.1 Malpractice includes:

(a) Plagiarism: this is defined as the representation of the ideas or work of another person as the pupil's own.

(b) Collusion: this is defined as supporting malpractice by another pupil, as in allowing one's work to be copied or submitted for assessment by another.

(c) Duplication of work: this is defined as the presentation of the same work for different assessment components and/or MYP/ Diploma/GCSE requirements.

(d) Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS/service learning record).

1.2.2 It must be made very clear to candidates that:

- Using the words and ideas of another person to support one's arguments, while following accepted practices, is an integral part of any intellectual endeavour, and integrating these words and ideas with one's own in accepted ways is an important academic skill.
- All ideas and work of other persons, regardless of their source, must be acknowledged passages that are quoted verbatim must be enclosed within quotation marks and references provided.

1.2.3 Group 6 subjects

Copying works of art, whether music, film, dance, theatre arts or visual arts, also constitutes plagiarism. Pupils must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

1.2.4 Academic infringement such as unintended plagiarism, collaboration and duplication of work for more than one subject: pupils must understand that unintended plagiarism, collaboration and duplication of work for more than one subject are all forms of malpractice.

2. PYP Specific

Pupils in upper primary will be introduced to the meaning of academic honesty through the units of inquiry and the PSE lessons. If a pupil presents work which contravenes the guidelines, the class teacher will use the incident as a learning opportunity to discuss future improvements.

3. MYP Specific

Using the Approaches to Learning framework, pupils will be shown how to ensure that their work meets the school's expectations relating to academic honesty. When assessing formative tasks, a common mark scheme is agreed on and students are informed about plagiarism and collusion. Students will also be introduced to creating bibliographies and referencing through the AtL framework.

The MYP department marking will be carried out according to criterion-specific tasks. For example, in subject groups like Individuals and Societies and Sciences, the criterion-specific tasks will also include marks for using references and citations correctly. The criterion will be accessible to all pupils. In Language Acquisition classes, students will be given very clear guidelines on the use of dictionaries and online translators to ensure academic honesty standards are being met.

In the event of malpractice, in the first instance the class teacher will discuss the matter with the pupil and allow the pupil to resubmit the work. If there is a subsequent occurrence then the school sanctions may be applied.

3.1 Deadlines

Teachers need to be mindful of the homework and assessment calendar when deciding when to carry out a summative task. Class teachers are responsible for making pupils aware of their deadlines well in advance and for adequately preparing pupils to complete their work.

3.1.1 Moving Deadlines

Moving published deadlines will be avoided as much as possible because of the disruption it creates for both staff and pupils. Where there is no other option, the Head of Department concerned will request permission to move the deadline from the IBMYP Coordinator and the Deputy Head (Academic).

3.2 Draft Documents

As part of the school's verification of the academic honesty of a pupil's work, it is imperative that a teacher views a draft of the work before the final document is handed in. Failure to hand in a draft document is likely to result in the academic honesty of the work being questioned. If a pupil fails to hand in a draft document by the agreed deadline then the following support systems may be used;

- Senior School detention.
- Supported study session.
- Notification to parents.

3.2.1 Providing feedback to pupils

The aim of providing feedback is to enable the pupil to improve their work between the draft and final hand in stages. As such, pupils can expect to receive supportive, constructive comments on how they could improve the piece of work. A teacher is not expected to mark the work and should not provide, remove or substitute the pupil's words.

3.3 Final Deadline

Where possible, work will be submitted on Managebac. This may be in addition to hard copies of documents handed in to the teacher concerned. Submitting work to Managebac means there is no risk of the work being lost or damaged.

3.3.1 Failure to hand in work to meet final deadline

In some instances, this may be due to unforeseen circumstances. Where relevant, an extension to a deadline may be agreed by a subject teacher, but this should only be done on an individual basis and must be communicated to the Head of Department. In this instance, the pupil must be given a new date by which the work is to be submitted.

If a pupil fails to hand in work for a final deadline without good reason, the teacher should inform the Head of Department, the IBMYP Coordinator and Head of Year as soon as possible. The following courses of action may be followed:

- Supported study sessions.
- Senior School detention (parents informed).

4. DP Specific

Please note the following information applies to most Internal Assessments (IA), Extended Essays (EE) and Theory of Knowledge (TOK) essays.

4.1 Deadlines

4.1.1 Calendar

The school is aware of the need to spread the burden of work for the DP as evenly as possible across two years. A calendar of deadlines for each DP subject will be published at the start of the academic year and, where possible, at the start of the DP course. Course teachers and Heads of Department (IBDP Coordinator in the case of the EE) are responsible for making pupils aware of their deadlines well in advance and for adequately preparing pupils to complete their work.

4.1.2 Guidelines to subject teachers for deadlines

In most instances, the IB allows for one draft of the pupil's work to be seen and commented on by a teacher. As a guide, there should not be a space of more than two months and ideally closer to one month between a draft and final deadline.

4.1.3. Moving Deadlines

Moving deadlines will be avoided as much as possible because of the disruption it creates for both staff and pupils. Where there is no other option the Head of Department concerned will request permission to move the deadline from the IBDP Coordinator and the Deputy Head (Academic).

4.2 Draft Documents

4.2.1 Handing in draft documents

As part of the school's verification of the academic honesty of a pupil's work, it is imperative that a teacher views a draft of the work before the final document is handed in. Failure to hand in a draft document is likely to result in the academic honesty of the work being questioned. If a pupil fails to hand in a draft document (or the draft document is insufficient) by the agreed deadline, the member of staff responsible should inform the Head of Department, the IBDP Coordinator and the Head of Sixth Form. The pupils will be asked to submit/resubmit the work by an agreed time. The following support systems may be used, if required:

- Supported study sessions.
- Sixth Form detention.
- Notification to parents.

4.2.2 Providing feedback to pupils

The aim of providing feedback is to enable the pupil to improve their work between the draft and final hand-in stages. As such, pupils can expect to receive supportive, constructive comments on how they could improve the piece of work. A teacher is not expected to mark the work and should not provide, remove or substitute the pupil's words.

4.3 Final Documents

4.3.1 Final Deadline

Where possible, work will be submitted on Managebac. This may be in addition to hard copies of documents handed in to the teacher concerned. Submitting work to Managebac means there is no risk of the work being lost or damaged. It will also enable an easier transfer to IBIS for moderation by the IB.

4.3.2 Failure to hand in work to meet final deadline

In some instances, this may be due to unforeseen circumstances. Where relevant, an extension to a deadline may be agreed by a subject teacher, but this should only be done on an individual basis and must be communicated to the Head of Department, the IBDP Coordinator and Head of Sixth Form. In this instance, the pupil must be given a new date by which the work is to be submitted.

If a pupil fails to hand in work for a final deadline without good reason, the teacher should inform the Head of Department, the IBDP Coordinator and Head of Sixth Form as soon as possible. The following courses of action may be followed:

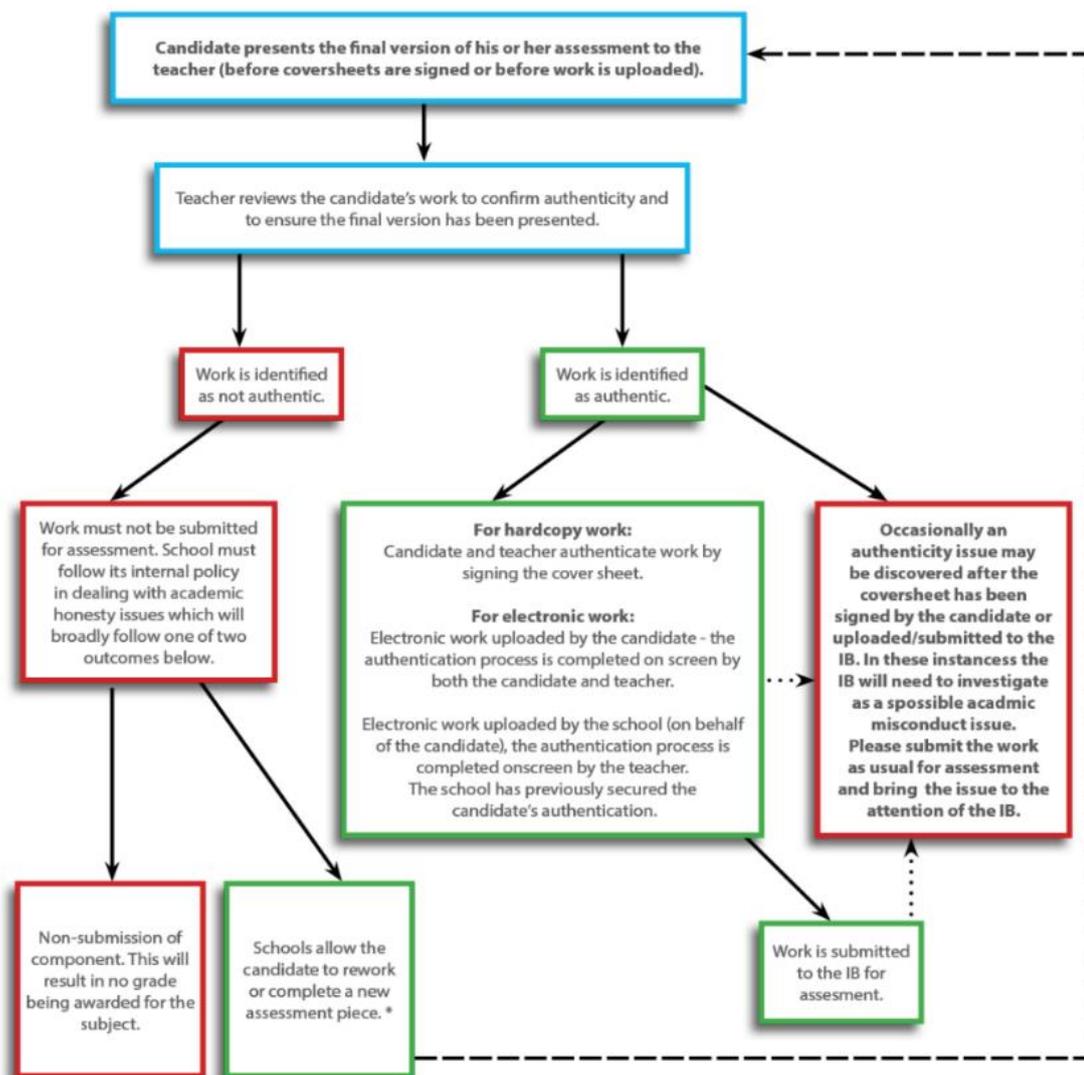
- Supported study sessions.
- Sixth Form detention (parents informed).

4.3.3 Hand-in Cover sheet

All pupils must submit a cover sheet with their work. The purpose of the document is for pupils to verify that the work they have handed in is their own. We may be required to submit this to the IB should there be any question over the academic honesty of a pupil's work.

4.4 Academic Misconduct

Our policy of treating academic misconduct is based on guidance from the IB, using Figure 1 as a starting point.



* 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.

Figure 1. Treatment of Academic Misconduct. Taken from the IB Handbook of Procedures (2017)

4.4.1 The role of the teacher

The role of the teacher in identifying academic misconduct is to be able to identify the pupil's work as their own. This is done by:

- Having experience of teaching a pupil and being aware of the ability/level they are capable of.
- The pupil completing a drafting process for any work to be submitted to the IB. The drafting process allows the teacher to see the pupil's ideas being developed over time.

If the teacher is unable to verify the academic honesty of the pupil's work, this issue will be brought to the attention of the Head of Department, IBDP Coordinator and the Deputy Head (Academic) as soon as possible.

4.4.2 Consequence of work identified as being academically dishonest

If a member of staff has been unable to verify the academic honesty of a piece of work, the following courses of action may be followed:

- Interview with pupil to verify academic authenticity of the document.
- Document is submitted to Turn It In (only relevant to check for plagiarism).
- Review of drafts submitted to the teacher.

Where there remains a question of academic honesty, the following course of action may be followed:

- Pupil asked to provide evidence of a drafting process which must be to the satisfaction of the teacher, Head of Department and IBDP Coordinator.
- Pupil asked to complete the piece of work again, using the drafting process.

If there remains a question of academic honesty, it should be highlighted to the pupil that work not verified by the teacher cannot be submitted to the IB. If work submitted to the IB is found to be the IB the likely outcome is that no grade will be awarded to the pupil for that subject and they will not be awarded a Diploma.

4.4.3 Repeated Offences

If a pupil is found to repeatedly contravene the school's academic honesty policy, through failing to meet deadlines, or submitting work where academic honesty is being questioned (either in one subject or on separate occasions, or on single occasions across subject areas) the consequences may be:

- Supported study sessions.
- Parents informed by IBDP Coordinator or Deputy Head (Academic).
- Academic suspension (internal).
- Academic suspension (external).
- Removal from the IB Diploma Programme to IB Courses (formerly Certificates).
- Expulsion.

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