

ACADEMIC HONESTY POLICY

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****Revised in January 2020**

Connection with the other policies: *The Academic honesty policy to be read in conjunction with the schools Assessment policy , exhibition document , teachers essential agreement.*

IBO AND RGS Mission Statement

We at RGS have aligned our mission statements with the IBO and our *Academic honesty policy* directly relates to both the mission statements mentioned below



As advocated by IBO we at RGS ensure that the Academic honesty policy is implemented, understood and supported by the entire school community. Parents are informed about the policy through parent meetings, the school website handbook, curriculum booklet and Parent-Teacher conferences.

Purpose of Academic Honesty Policy

The purpose of an Academic Honesty Policy is to ensure that our school procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

What is Academic Honesty?

IB learners' work needs to exemplify the values of honesty and integrity, while remaining committed to the inquiry-action-reflection cycle. Academic honesty can be considered an anchor that leads learners to assume responsibility and ownership of the work produced by them and also acknowledge any external source that they might have used. In an age of rapid technology advancement, IB World Schools need to take care that learners do not plagiarise and/or collude with fellow learners and promote originality in every work that they produce. They also need to prevent learners from doing so to gain an unfair advantage.

At RGS, we value originality of thought and creation and aim to raise our students to be truly principled thinkers and reflective communicators. Our academic honesty policy is directed towards promoting and encouraging these traits in our community and upholding them in all our practices.

What is considered academic dishonesty?

While we do understand that the given conditions of academic dishonesty may not always be deliberate, we also want our community to be aware and conscious of what constitutes 'dishonesty' in their academic life and the kind of consequences it entails.

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

1. **Plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
2. **Copying:** taking the work of another student, with or without his or her knowledge and submitting it as one's own.
3. **Exam cheating:** communicating with another candidate in an examination, bringing unauthorized material into an examination room, or consulting such material during an examination in order to gain an unfair advantage.
4. **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
5. **Falsifying data:** creating or altering data to one's advantage which has not been collected in an appropriate way.
6. **Collusion:** External/ internal help that can lead a student to be academically dishonest. This could be an external aid, a friend, a parent or a teacher.

Link between Academic Honesty Policy and Assessment Policy:

Academic honesty policy is linked with assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, academic honesty policy mentions the consequences of academic misconduct in various forms of assessment. Another relation is in the fact that students will sign an undertaking and a contract 3 that the work uploaded is the final version and is their own original work whether written/oral/video recorded and maintains honesty during all forms of assessments. Also, as mentioned in the assessment policy teachers will only give feedback on the first draft of internal assessments, which is aligned with IB academic honesty guidelines.

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

OBJECTIVE:

The school encourages academic honesty in PYP programmes by:

- discussing the meaning of appropriate help regularly with parents
- ensuring parents and learners understand what the learner profile values mean
- making clear what will happen if submitted work is not the learner's own.

Teachers encourage honest, creative **PYP work by:**

- creating inquiry-based assessment tasks, which rely on a child's creativity and application of skills rather than mere fact collection
- designing assessment criteria that value and reward the work required, rather than only the result
- teaching ways to acknowledge others in their writing like the use of quotation marks
- teaching students to reflect on what they have written so that they have the chance to realise if they have been dishonest

REVIEWING THE RGS Academic Honesty Policy

- The policy states its firm assurance to pursue the best academic practices, and teaches the values of respect and academic uprightness within the entire learning community and stakeholders.
- This policy is intended for current/potential parents and students, the administrative staff and teachers of RGS
- and any accrediting or governmental authorities.
- The Purpose of this document is to ensure that academic honesty is positively reinforced.
- The Academic Honesty Policy is a “**living document**,” i.e. it is evolving and informed by research, best practice, external requirements, and by discussions, within the school.

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

The Academic Honesty Policy is being written, reviewed, and edited as required by the Academic Honesty Policy Committee. It is the responsibility of the school to ensure that this document is shared with all stakeholders of the school and the pedagogical leadership team along with the teachers are ready to offer any further clarification or support to understand this policy.

The academic honesty policy at RGS is a whole school policy, collaboratively written & will be reviewed every two years.

This policy applies to all programmes and students of the school.

Members of Academic Honesty Policy Committee are

- Pedagogical Leadership Team
- Exam Officers
- Teacher Representatives
- Teacher Librarian
- ICT teacher

ROLES AND RESPONSIBILITIES

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

C3: 4 - Teaching and learning promotes the understanding and practice of academic honesty. Standards and Practice 2014

Pedagogical Leadership team: As the example of excellence of academic honesty, the Pedagogical leadership team is responsible for:

- Establishing an Academic Honesty Committee.
- The Academic Honesty Committee is responsible for drafting an Academic Honesty Policy.
- Making sure that the policy is completed and communicated clearly to the entire school community, especially to the students.
- Establishing the School’s academic policies, for making sure the other school policies (such as the Assessment Policy or IT Policy) are in line with the Academic Honesty Policy.
- Promoting a good practice and culture of academic honesty within the school.
- Delegating responsibility to various members of the school staff and for establishing a school culture where all students are aware of both the importance of academic honesty and the consequences of academic dishonesty.

- provide professional development for all PYP teachers on the RGS Academic Honesty Policy as it relates to the PYP
- collaborate with the Librarians, the Media Integration Specialists and the Technology Coordinator to promote the teaching and practice of academic honesty in PYP classrooms and units of study
- provide all PYP students and parents with the General Regulations: Primary Years Programme Handout.

Teachers:

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)

Teachers are expected to model academic honesty and act as role models for students by:

- Keeping themselves apprised about referencing styles and methods of promoting academic honesty.
- Supporting and enacting the School's Academic Honesty Policy.
- Being attentive towards malpractice, particularly towards plagiarism and “cut/ copy and paste” from the Internet or any published source.
- Guiding students and actively encouraging a culture of academic honesty.
- It is imperative that teachers frequently remind students about both the importance and the methods of academic honesty and that they are not simply taking reactive actions in case of a misconduct.
- They will support and act on the School’s policies on good academic practices and guide students accordingly whenever necessary.
- Teachers should be convinced that any work submitted to them is the students’ own work, and when in doubt, the teacher should hold a discussion with the student(s) concerned as a first step.
- Foster and encourage attitudes of confidence, independence, integrity, and respect, particularly as they relate to student development personal academic honesty
- Provide examples of the PYP attitudes when giving examples of academic honesty for students in classroom and homework practices, in group work and in other activities
- Provide age-appropriate modelling of academic honesty practices
- Ensure parents are engaged in the process and provided with regular and frequent examples of the academic honesty policy. **(adapted from pp.8-9 of Academic Honesty in the IB Educational Context)**

Parents: Parents (or legal guardians) play an important role in promoting academic honesty.

- Read the Academic Honesty Policy and discuss it with their children.
- Model academic honesty and serve as role models for their children.
- Constructively discuss academic honesty with teachers and administrators and contribute to the school discourse about academic honesty and how to promote it.
- RGS As educators of academic honesty, the most important role of the administrators, teachers and parents is to teach students about academic honesty.

- By promoting the culture of academic honesty at all levels of the school, the adults of the school community ensure that students are aware of both the importance and the methods of academic honesty.

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Students: Student must

- Use the Internet correctly.
- Be aware of the consequences of malpractice.
- Know the ways to credit or reference a work and acknowledge correctly.
- Appreciate academic honesty as an essential principle of education and imbibing its principles
- Comply with set standards of academic work.
- Be principled in all areas of their academic and personal lives
- Take personal responsibility for their own academic honesty and for recognition of what behaviors constitute academic misconduct (at age-appropriate levels)
- See academic honesty as a larger set of values and skills that promote lifelong learning and being principled as a lifelong goal/process
- Engage in inquiry and ethically use information to construct new learning based on what they know and learn from other sources
- Develop their approaches to learning (self management skills, social skills, communication skills, thinking skills and research skills) in all of their courses and units of study
- Engage with other students, teachers, the Librarians, the Media Integration Specialists and the Technology Coordinator to promote academic honesty
- Adhere to agreements related to the responsible use of information technology and media resources
- Follow guidelines given for individual and group work
- Follow age-appropriate expectations and practices regarding references, citations, quotations and paraphrasing.

In addition, RGS PYP students endeavor to:

- Exemplify the IB learner profile and the PYP attitudes that relate to academic honesty in their classroom and homework practices, in group work, and in other activities
- Understand and follow Elementary School academic honesty guidelines for individual and group work
- Authenticate their work for the PYP Exhibition.

Furthermore, in PYP Grade K1 to Grade 2, the academically honest student:

DOES	DOES NOT
Look at and read books and print material in order to learn new information	Present parent or other persons' work as his or her own (the importance of this is explained to parents)
Summarize key understandings from audio-visual material	Copy whole sentences from a book or print material onto his or her own paper
Begin to put information together from several sources into independent ideas and understandings	Copy classwork from another student
Understand copying as cheating	Communicate new knowledge in his/her own words
With teacher guidance, begin to use keywords to take notes from written or visual materials	Pass off another student's work as his or her own when working in groups

Begin to use team work together in groups to share information gathering and presentation with contribution from all group members.	
Acknowledge help from parents, older students and friends	

Students will learn:

- To read factual text for information
- To distinguish fact from opinion
- To identify contents, index, and headings in books
- To create guiding questions for form, function, causation and change
- Dictionary skills
- Scanning for information in simple texts
- With teacher guidance, how to find keywords in text
- Simple summary skills, both orally and in written form
- How to acknowledge both what one knows and what one does not yet know with confidence, while maintaining a sense of self-worth
- Simple ways to acknowledge information derived from others
- How to work to gather information, share and assimilate ideas and present learning in a group
- What constitutes copying.

In PYP Grades 3 to 5, the academically honest student:

DOES	DOES NOT
Acknowledge help from parents, older students and friends, and group members	Present parent or other persons' work as her/his own (the importance of this is explained to parents)
Read from several sources, including print sources, in order to gather information	Present other persons' work as his or her own (the seriousness of plagiarism is explained)
Take notes in his/her own words, using keywords and paraphrasing skills	Copy classwork from another student without permission (as in during group or pair work)
Begin to use first person sources and interviews in information	Pass off another student's work as his or her own when working in groups
Summarize understandings from audiovisual material in his or her own words	Copy phrases or sentences from any source as his or her own
Write reports and summaries of information in his/her own words with a developing style of academic language	Copy another student's homework or allow another student to copy his/her homework without permission
Acknowledge sources in a bibliography	Copy from notes or others on tests
Copy from notes or others on tests	Present material that is not true, or fictitious, as fact

Is able to assimilate knowledge from several sources into independent ideas and understandings	
Understand plagiarism as cheating	
Understand that downloading or copying from electronic sources without permission is cheating Work collaboratively in groups and contributes by sharing information and presenting understandings	

Students learn:

- How to organize research independently from sources
- To work from guiding questions to organize inquiry and frame research
- Research skills for print, audiovisual, and electronic sources
- To evaluate sources for fact or opinion
- To skim and scan for information
- Dictionary and thesaurus skills
- To use book, print, and electronic contents and indexes
- Basic note-taking skills
- Summary skills both orally and in written form
- To write drafts from notes and edit and revise drafts in one's own words RGS Academic Honesty Policy
- To determine and what one does not yet know and make goals to improve in knowledge or understanding Simple bibliography format
- Use of quotations
- Simple interview techniques
- Effective group work, sharing, and presentation
- What constitutes plagiarism
- The relationships between knowledge, responsibility, action, and personal integrity

PYP EXHIBITION

As evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic honesty presented in the primary years, and especially in PY4-6. In addition, exhibition work should show that students are able to independently work in an academically honest manner. During the exhibition, an academically honest student:

DOES	DOES NOT
Acknowledge help from his/her mentor	Present use mentor sources as his/her own without citation
Plan his/her own independent inquiry leading to research	Misrepresent or misquote first person sources
Create a central idea to guide his or her inquiry	Rely extensively on mentors, parents or other group members to gather information or create presentations.
Access sources from many different places, including organizations and individual first person resources	Present material that is not true, or fictitious as fact

Contact and initiate communication with first person sources.	
Interview first person sources	
Work collaboratively with his or her team to share and contribute information	
Present understandings in a variety of provoking audio/visual and creative formats	
Assimilate understanding leading to an action plan.	

Continuum of expectation across year groups

Primary Years	P1	P2	P3	P4	P5	P6
How to read factual text for information	√	√	√	√	√	√
To distinguish fact from opinion	√	√	√	√	√	√
To use contents, index, and headings in books		√	√	√	√	√
To write guiding questions for form, function, causation and change					√	√
Dictionary skills			√	√	√	√
With teacher guidance, how to find key words in text.		√	√	√	√	√
Simple summary skills both orally and in written form.	√	√	√	√	√	√
Simple ways to acknowledge information derived from others. (first person information)	√	√	√	√	√	√
How to work to gather information, share and assimilate ideas and present learning in a group		√	√	√	√	√
What constitutes copying	√	√	√	√	√	√
How to organize research independently from sources				√	√	√
To work from guiding questions to organize inquiry and frame research						√
Evaluate sources for fact or opinion				√	√	√
Using book, print, and electronic contents and indexes			√	√	√	√
Basic note taking skills			√	√	√	√
Simple bibliography format						√
Use of quotations				√	√	√
Simple interview techniques					√	√
What constitutes plagiarism				√	√	√
The relationships between knowledge, responsibility, action, and personal integrity						√
To write central ideas and guiding questions for inquiry and to frame research						√
To research organizational and first person resources						√
Interview techniques with first person sources						√
Ways to relate understanding and personal integrity to action						√
Ways to provoke others to action						√

Source : https://www.skagerak.org/uploaded/Policies/SIS_Academic_Honesty_policy_FINAL_2017.pdf

Procedures for the Reporting, Recording and Monitoring of Academic Misconduct

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Any student reported for any type of academic misconduct to the Head of primary section along with PYP Coordinator will be involved in an investigation process to determine the student's intent. RGS recognizes that there are different levels of severity regarding academic misconduct. The investigation will take into consideration the age-appropriateness of the student and consequences will reflect the level of intent. The findings from the investigation will be noted as an academic memo into the student's personal file for future reference.

Rights of the Student in the Event of a Breach of Academic

Honesty If a student is suspected of a breach of academic honesty, then he/she has the right to:

A student who is suspected of academic misconduct has a right to:

1. Meet with the Elementary School Principal regarding the incident to share his/her perspective
2. Redo the assignment under the guidance of the teacher, the Librarians or other TCIS personnel
3. Request to have a meeting with the Elementary School Principal and his/her parents together
4. Appeal a decision upholding academic misconduct with RGS leadership team.

Consequences of Academic Misconduct

Academic dishonesty is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or re-taught the skills needed to rework the material in their own words and to cite quotations. Self evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic honesty. Malpractice is generally considered to be the result of a lack of language and/or research skills and is addressed accordingly. In the event that a student with proficient language skills willfully and deliberately continues malpractice, the following can occur:

1. The student may be asked to redo the work, but he/she may not receive full credit for the work
2. The student may have a meeting called between the teacher, parents and student, and ultimately between the principal and parents
3. In extreme cases the student may be placed on an academic contract or receive in-school/off-campus suspension.

References :

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