



HAILEYBURY ASTANA ACADEMIC HONESTY POLICY

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act.

(IB learner profile in review: Report and recommendation (April 2013), page 21).

Academic honesty is making knowledge, understanding and thinking transparent. In an age in which we are all flooded by information and opinions, it is essential to help pupils navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected.

This academic honesty policy is an articulation of the responsibilities of pupils, school and parents, and the procedures in cases of academic misconduct. All pupils and staff must abide by the academic honesty policy.

Academic Misconduct

Examples of academic misconduct include, but are not limited to:

- Plagiarism, defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion, defined as supporting academic misconduct by another pupil, for example allowing one’s work to be copied or submitted for assessment by another.
- Duplication or work, defined as the presentation of the same work for different assessment components and/or IB Diploma Programme requirements.
- Examples of misconduct during an IGCSE or IBDP examination include: taking unauthorized material into an examination (whether the candidate uses it or not), behaviour that disrupts the examination or may distract other candidates and communicating with another candidate during the examination.

Pupil responsibilities

The pupil is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The most frequent failure to give credit to other sources of information occurs when writing research papers. It is,



therefore, extremely important that every pupil be familiar with the accepted procedures in acknowledging the work of another writer.

- Reference in the text all material reproduced directly (i.e., copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information.
- Sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites and images.
- If any idea or argument of someone else's work is used, give that individual credit, either in footnotes or in the text in parentheses.
- If credit is not given where credit is due, plagiarism has occurred. Intentions are not relevant in judging whether or not something has been plagiarized.

In order to provide pupils with helpful instruction for avoiding charges of plagiarism and to ensure consistency of attribution across all discipline areas, HAS has chosen the Harvard System of referencing (often called the 'Author Date System') as its recommended referencing system. This is not the only standard used by pupils. However, this is the format used if there is no specification from the teacher.

Teacher responsibilities

Pupils may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in pupils, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning.

Teaching and learning must develop the positive behaviours that pupils will need to demonstrate clearly that they complete their work carefully, honestly and authentically. Teachers are therefore expected to:

- Be familiar with, support and act on the school's academic honesty policy and provide pupils with advice whenever necessary;
- Provide instruction and support in research and study skills, and be available to offer advice and guidance to pupils;
- Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s);
- Structure assignments to encourage the development of pupils' own ideas through problem solving, comparison, precise hypothesis, analysis etc.;
- Provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources, and reflects the need for pupils' work to be authentic;



- Mark regular class and homework assignments that are not being submitted to CIE or Pearson Edexcel (for the IGCSE) or the IB for assessment, taking into account each pupil's use of and acknowledgement of sources;
- Observe the same procedures as pupils and actively use the Harvard System of referencing (or other discipline appropriate style) when providing pupils with reference material.

All teachers should epitomize good academic practice and act as role models for pupils.

In the IBDP, teachers must submit all Internal Assessments and Extended Essays through Turnitin. This text-matching software is the first level of safeguard to ensure that pupils are submitting original work. It is understood that online plagiarism detection services have their limitations, and should be used with caution. These services are best used to help pupils improve their writing, avoiding plagiarism and also over-reliance on other people's work.

School responsibilities

The school's leadership has the responsibility for establishing processes and procedures that supports and a school culture that actively encourages academic honesty. All members of the senior leadership team, including the Head of Key Stage 4 and the IBDP coordinator are expected to:

- Know the regulations and instructions as provided by CIE and Pearson Edexcel and the IB that govern the conduct of each examination session;
- Inform staff and pupils through various media on what constitutes malpractice and how it can be prevented;
- Support CIE, Pearson Edexcel and the IB fully in the prevention, detection and investigation of malpractice;
- Undertake any additional responsibilities required by CIE, Pearson Edexcel and the IB should a candidate or staff member be investigated for malpractice.

Parent responsibilities

Parents provide support by affirming and sharing the school's academic honesty policy with their children, encouraging ethical behaviour and monitoring pupils' work in the home such as computer use, homework and written assignments.

Principles for dealing with and consequences of academic misconduct

Academic dishonesty is a serious violation of the trust upon which the success of our community depends. Any case of academic misconduct will be dealt with in a manner that ensures equity,



consistency, procedural fairness, timely resolution and further learning. Incidences of academic misconduct are treated on a case-by-case basis and pupils may be penalized with a failing grade for the assessment or the term. In addition, a pupil may receive internal suspension. In severe cases, the pupil may be suspended or dismissed from the school.

Practical steps taken in each case of misconduct include the following:

- Investigation of misconduct;
- Pupil conference with the teacher regarding the incident;
- Referral of the infraction to the Deputy Head Academic;
- Parent(s) contacted by the teacher and/or Deputy Head Academic;
- Conference with the pupil, parent(s), teacher and Deputy Head Academic or Headmaster;
- Incident documented and included in the pupil's file and appropriate parties notified (i.e. CIE, IB, and prospective universities), if applicable;
- Further education
 - In cases of plagiarism, additional instruction on the rationale behind conventions of scholarship and the necessity for absolute honesty in the presentation of written work.
 - In cases of collusion, misconduct during exams or duplication of work, additional support to address learning (i.e. study habits, time management) or affective issues that may have disrupted preparation.

As a general guideline, pupils are subject to the following sanctions for academic misconduct on major assessments:

FIRST INFRACTION: Failing grade for the assessments, internal suspension (for a period of time at the Headmaster's discretion) and disciplinary letter

SECOND INFRACTION: Failing grade for the term, temporary exclusion (for a period of time at the Headmaster's discretion) and disciplinary letter

THIRD INFRACTION: Recommended dismissal from school

Communication of the academic honesty policy to the HAS community

The academic honesty policy is introduced to the HAS community through staff meetings, academic honesty sessions conducted by the librarian for pupils, special evenings for parents and Key Stage assemblies. The policy is also available on the HAS intranet. New staff are familiarised with the document during orientation.

Review

The academic honesty policy will be subject to review at least every two years.