Al Batinah International School
Academic Honesty Policy and Procedures

Vision Statement:

Al Batinah International School (ABIS) is focused on becoming a leading international school in the GCC by providing an innovative, inquiry-based education that empowers its students to be successful. ABIS will be recognised for its motivating, supportive and individualised learning environment and for its close and respectful connections with its community and host country.

Mission Statement:

We will challenge and inspire all students to reach their full potential by becoming well-rounded global citizens and successful lifelong learners.

Our Learning Pact:

"Challenge yourself, Involve yourself, Be your best"

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Policy Statement and Purpose:

The IB Learner Profile and the ABIS Code of Conduct are the cornerstone of our commitment to academic honesty. The IB Learner Profile encourages us to be principled in our lives in and out of school, act with "honesty and integrity with a strong sense of fairness, justice and respect." Our Code of Conduct is about how we "respect ourselves, respect others and respect the environment." The school is actively teaching students how to follow accepted scholarly practices and encourage them to seek guidance and support if they have concerns about the academic integrity of their work. All staff teach and model age appropriate scholarly practices from Kindergarten to Grade 12, in class work, homework, coursework, tests and examinations. As the IB states, "Academic honesty is: making knowledge, understanding and thinking transparent."

Student responsibilities:
ABIS students are expected to demonstrate clear and principled position towards academic honesty. They develop knowledge and understanding of the types of academic misconduct that can question their integrity as students. They strive to systematically and regularly demonstrate effective information and media literacy skills in communicating their own and others' works and ideas. Therefore, they persevere in learning how to take effective notes, paraphrase and apply proper referencing and citation using the MLA format.

Teacher responsibilities:
ABIS teachers are expected to directly and explicitly teach approaches to learning skills that promote and encourage producing authentic work and maintain academic honesty in the age of the internet. They explicitly teach how to research, present their findings and complete a bibliography.
They provide multiple opportunities to students to learn and practice how to use other people's work in support of their own. Teachers are expected to be attentive when assessing students' works and report any type of academic misconduct whether suspected or found. Teachers raise awareness of misconduct and procedures by clearly referring to the academic honesty policy and procedures.

Teachers model academic honesty by adhering to the IBO's strict requirements when it comes to the nature, type and amount of support they can give to students in their coursework/internal assessments, extended essays, presentations, external assessments, etc.

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School responsibilities:
The school is responsible for for raising awareness about academic honesty, maintaining fairness and consistency, providing a safe environment, providing professional development for teachers, promoting parent awareness and assisting student learning.

The school will continually update a working document for teachers and students to utilize within the classroom setting outlining our academic responsibilities and revisiting procedures especially when it comes to ethical behavior in the age of social media.

The school has the responsibility to uphold the agreements for exam integrity as set out by the IBO and IGCSE Cambridge such as having a safe and secure examination storage; adherence to examination conduct procedures; and ensuring that staff and invigilators are trained to follow procedures meant to prevent academic misconduct and academic maladministration.

Parent responsibilities:
Parents have a responsibility to familiarize themselves with the the school's expectations on academic honesty, and is expected to be proactive in promoting the academic honesty policy at home.
Parents work collaboratively with the school in supporting student understanding that honesty and integrity are far more important than academic success achieved through deceit.

Measures taken to provide education and support:

In the primary, age appropriate guidance and expected behaviours are followed. The focus is on raising awareness in the early years through to middle primary. Middle primary to upper primary are putting awareness into practice. Students follow an age appropriate method of citing and recording sources. In the secondary, students are expected to

In the Primary Years the following skills and knowledge will be covered:

1. Use of the Library and Internet
2. Basic note taking skills.
3. Age-appropriate paraphrasing and adaptation of source material.
4. Age-appropriate ways to acknowledge information derived from a variety of sources, including electronic ones (see link above)
5. Approaches To Learning used across the curriculum to develop the skills

necessary to maintain academic honesty.

6. Students learn explicitly what constitutes academic misconduct.
7. Awareness of copyright and bibliographies
8. Uses appropriate reference books and materials
9. Begins to recognise terms such as footnotes, preface, appendix, forward, epilogue and cross referencing

In the middle years, the following skills are addressed:

1. Use of the Library and Internet, and critical evaluation.
2. Note taking skills.
3. Paraphrasing and adaptation of source material.
4. Ways to acknowledge informally in writing and orally.
5. Relevant use of direct quotations and citations, including in-text.
6. Ways to acknowledge information derived from variety of sources, including electronics.
7. Writing a bibliography.
8. What defines plagiarism and collusion.
9. Adhering to accepted referencing systems to prepare students for post-secondary education (MLA)

In the diploma years, the following skills are addressed:

1. Skills for collecting and recording bibliographic information when conducting research.
2. Formal skills for acknowledging source material based on standard practice (such as use of in-text citations, footnotes, and bibliographies, including annotated bibliographies).
3. Research writing techniques.
4. Data gathering techniques.
5. The planning, preparation and execution of research writing assignments.
6. Considering bias in reference material.
7. Techniques for acknowledging direct quotation with an in-text citation.
8. Skills of paraphrasing.
9. Techniques for acknowledging paraphrasing and the use of in-text citations.
10. Evaluation of a variety of sources.
11. Techniques for using translated material.
12. Adhering to accepted referencing systems to prepare students for post-secondary education (MLA)

Scenarios and/or frequently asked questions (FAQs):

Q. What do we consider as academic misconduct?
In language class, a student's private tutor rewording an assessment task using language structures that were not taught at that stage in class.
History student handing in an assignment where a vast majority of the content is plagiarised.

Procedures—reporting, recording and monitoring:

Recording, reporting and monitoring procedures in the primary:

Teachers work with the child to reteach and remind the student of the appropriate ways in which to paraphrase and cite work.

Recording, reporting and monitoring procedures in the secondary:

The school leadership team keeps central records of cases of non-compliance with the academic honesty policy as well as consequences for each situation. This will ensure consistency and fairness when mistakes are made, and may also inform the school of trends or problems with particular students.

If a student is suspected of academic misconduct, the student will meet with the relevant teacher and another member of the academic staff. The student and the reporting teacher will individually write a detailed incident report, including the work in question and evidence of the breach of academic honesty.

Consequences of Academic Misconduct::
Age appropriate consequences in the Primary
Level 1:
Classroom teachers will meet with the student concerned and discuss the importance of not copying other people's work. The source of the work will be determined. The student may be required to re-submit the homework or task.
Level 2:
Level 1 procedures will be followed then teacher may choose among the following consequences:
- Mark only the work genuinely done by the student.
- Have the homework in question re-done by the student.
- Section head will be notified.

Level 3:
Level 1 and 2 procedures will be followed along with the following consequences:
- If a child in upper primary continuously plagiarizes, they will meet with the section head to discuss the importance of academic honesty.
- The student will reflect on the incident and, in written form, note the possible consequences of continuing the action
- Parents will be called for a meeting with the classroom teacher, primary head and the student.
- A disciplinary note will be placed in the student's file.

Level 4:
Level 1, 2, 3 procedures will be followed along with the following consequences:
- Internal suspension

Consequences in the Secondary:
Level 1:
In cases of lower level plagiarism occurring in homework assignments plagiarizing either work or homework of others, the individual teacher must determine the source of the material in question and meet with the student. The teacher will inform the programme coordinator and the section head.

The teacher may choose among the following consequences:
• Mark only the work genuinely done by the student
• Have the homework in question re-done by the student
• Parents may be notified

Level 2:
In more serious cases of deliberate plagiarism, for instance on a major project or presentation, the individual teacher will submit an incident report and the accompanying evidence. The programme coordinator and section head are notified. In consultation with the head of school, they will determine the appropriate consequence(s) which may include:

- Have the task in question re-done
- Have the student reflect on the misconduct and possible adverse effects of such act
- After-school detention
- Internal suspension

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- Parents will be notified of the incident and a disciplinary notice is included in the student file.

Level 3:
In the event of repeated academic misconduct instances, the head of school has the prerogative to impose serious sanctions such as long-term suspension and dis-enrolment.

In the event that the act of academic dishonesty relates to official coursework or a public examination, the school will honor its obligations to inform the Cambridge IGCSE organisation or International Baccalaureate Organisation, who may take further action.

A disciplinary notice is included in the student file.

Review policy:
The school will review this document on a regular basis but if the school identifies any gaps in our current policy and procedures, we will immediately put plans in place to address this.

Academic Honesty Related Glossary:

Academic Misconduct includes but is not limited to:

1.   Plagiarism - the intentional or unintentional presentation of another person's idea or product as one's own. Plagiarism includes but is not limited to the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, pictures, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions or research without citing the source in the text and in reference lists; or using all or part of a literary plot, poem, film, musical score, dance, or other artistic product without attributing the work to its creator.

2.   Cheating – the use or attempt to use unauthorized materials, information, or study aids in   any academic exercise.

3.   Fabrication - the falsification or invention of any information or citation in an academic exercise.

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4.   Offering bribery for grades, transcripts, or diplomas;

5.   Obtaining or giving aid or communicating during an examination;

6.   Presenting another's work as one's own or doing work for another student;

7.   Having unauthorized prior knowledge of an examination; and

8.   Using a proxy during an examination.

Accuracy - In the context of information, accuracy relates to the extent to which the information is correct.

Acknowledge - Indicate by means of citation both in your reference list and in the body of your work, that a piece of information comes from someone else's work.

Appropriation - This is taking the idea or ideas of a person, usually without their permission, and using them in another new context which is unrelated to the original context (Artlex Art dictionary)

Attribution - Publicly acknowledging the use of someone else's work and ideas in the creation of another work.

Authoritative - A piece of information can be said to be authoritative if you can trust the originator of an idea. Students may question if the author of a piece of information is from a reputable organisation or is an individual whose work can be trusted.

Bias - Relates to the extent to which the information you have found is skewed in the direction of one point of view only.

Bibliography - This includes all the sources used in the preparation of a piece of work - not just those that have been cited in the text of the work and included in a reference list. The bibliography is located at the end of the piece of work and is usually listed in alphabetical order of the authors of the different sources used.

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Cheating - This is dishonest behaviour by a student that gives them an unfair advantage over others.

Citation - This is information about a source that is quoted, copied, paraphrased or summarised in a piece of work. A citation includes information needed to locate the source of the material used. Citations appear in a reference list and also in the body of the work.

Collaboration - The process of students working together in groups of two or more on a shared goal. This is sometimes called cooperative learning.

Collusion - It is a form of plagiarism. It can occur when there is inappropriate collaboration during group work. It usually involves working with someone else to produce work that is presented as your own independent work. For example, when work is presented as an individual when it has resulted from collaborative effort.

Common knowledge - Facts known by most people, eg. the 2000 Olympic Games were held in Sydney.

Copying - Using others' work as your own without adequate acknowledgement or attribution.

Copyright - A creator's legal right to control the use of their work and earn money from it.

Creative Commons - Provides the licenses as a tool that may be adopted (or not) by members of the creative community.

Terms of a Creative Commons license:

Attribution. You let people copy, distribute, display, perform, and remix your copyrighted work, as long as they give you credit the way you request. All CC licenses contain this property.

NonCommercial. You let people copy, distribute, display, perform, and remix your work for non-commercial purposes only. If they want to use your work for commercial

purposes, they must contact you for permission.

ShareAlike. You let people create remixes and derivative works based on your creative work, as long as they only distribute them under the same Creative Commons license that your original work was published under.

No Derivatives - You let people copy, distribute, display, and perform only verbatim copies of your work — not make derivative works based on it. If they want to alter, transform, build upon, or remix your work, they must contact you for permission.

 Currency - In the context of information, currency relates to the extent to which the information you have found is up to date.

Duplication - This is where the same or almost identical work is submitted for more than one course or module.

Endnotes - Are citations that appear immediately after the text of a piece of work and provide exact details of where the information used in the piece of work was found. Endnotes have a corresponding entry in the reference list which appears at the end of the work.

Ethics - A code of conduct which guides the way we behave towards each other so that we act appropriately and morally. (Free Dictionary)

Fabrication - This happens when a student says that he/she has carried out tests, experiments or observations that have not taken place or presents results which cannot be supported by the evidence which has been collected.

 Fact - A statement that is correct. For example, the heart pumps blood around the body.

 Fair use - The right to make certain uses of a work without permission of the copyright holder.

Focus questions - These are aspects of a topic that can be researched in response to a particular issue or question. Focus questions assist students to investigate a topic, organise note-taking and structure arguments.

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Footnote -- These are citations made at the foot of a page to provide exact details of the source of information used in the body of a piece of work. Footnotes have a corresponding entry in the reference list which appears at the end of a piece work.

Freelance - Working for yourself, under contract to another organisation

Infringement - Breaking a law or rule.

Integrity - Having characteristics of honesty and authenticity.

Intellectual property - The ownership of any original work, such as music, images, games, plays, poems, programs made by a creator.

In-text citation - A note made in the text of a page within a body of work to provide exact details of the source of information used in the work. In-text citations have a corresponding entry in the reference list.

Keywords - Words most likely to produce a good result for students when they are searching for information on a particular topic or issue. Keywords relate to the significant aspects of the topic.

Malpractice - Any activity that allows you to gain an unfair advantage over other students.

Misconduct - Refusing to follow directions (taking test materials from a classroom or prohibited electronic devices)

MLA referencing style - the Modern Language Association (MLA) style of referencing is most commonly used for scholarly manuscripts and research papers and is the referencing system used by the school and by the online library. The MLA Handbook for Writers of Research Papers provides details of MLA format.

Moral rights - The right of an author, artist or creator of a work to be acknowledged as the creator of the work, to be protected against false attribution and to have his/her work treated with respect.

Paraphrase - Putting someone else's idea(s) into your own words. A paraphrase covers the points the author has made, while changing the words.

Plagiarism - It is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise any exam results.

Public domain - The public domain consists of works that are not protected by copyright or by other legal means. You are free to use public domain works however you wish, without seeking permission, because their copyrights have expired; or the copyright owner didn't follow certain required formalities (so they didn't get a valid copyright); or the works weren't eligible for copyright in the first place; or their creators dedicated them to the public domain.

Quotation - A quotation uses the exact words of another author. A quotation should be placed in quotation marks and the source acknowledged.

Reference list - A list of all the sources of information that have been quoted or referred to in a piece of work. The reference list is located at the end of a piece of work and is usually listed in alphabetical order of the authors of the different sources used.

Royalty - Money paid to a creator or publisher when an original work is copied or used.

Scholarship - This is the code of principles and practices used by scholars to ensure the validity and authenticity of their work.

Source - Any information students consult to respond to a task or a question. Sources include books, encyclopedias, journal articles, websites, blogs, wikis and people.

Stakeholder - An individual or group with an interest in the outcome of a project or activity.

Substantial portion - An instantly recognisable portion of a work that requires copyright permission if the work is not used for study or review purposes

Summary - Selects and condenses the main idea of a text.

Synthesis - The process of bringing together separate ideas and knowledge into a cohesive whole as, for example, an idea, argument, explanation.

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Related Documents

This policy refers to / cross-references the following documents:

- Academic Honesty
- Academic honesty in an IB educational context
- Diploma Programme: From principles into practice, "Academic honesty" section

Review Cycle and Revision History

This policy template and the included procedures will be reviewed annually by the Learning Development Team.

The policy template was accepted by the Senior Management on [date].
The next review is scheduled for [date].

All policies must be reviewed on a regular basis; in most cases annually. The review cycle and revision History should include 4 elements:

- How often the policy will be reviewed and who is responsible to do so.
- When the current version was implemented and by whom.
- When the next review is scheduled
- A table (as below) recording the version history and description of significant changes

Content changes from the previous version should be highlighted. Minor changes should be avoided between formal reviews, though comments are encouraged.If changes are required prior to the next review date, a formal review should occur with changes highlighted.

Version	Committee	Description of changes	Review Date
0.1	LDT	Initial draft for review	Sept 23, 2017
0.2	Academic Honesty Committee	Draft including LDT feedback	January 2018
0.3	LDT	First draft revamped to reflect the philosophy and procedures aligned with IB documentation	March 2018
0.4	LDT	Final draft	May 2018
0.5			

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0.6			
0.7			